



2018

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2019

**CORONADO HIGH
SCHOOL**

COURSE CATALOG

(Rev. 12/2017- Subject to change per CCSD, will be updated accordingly)



Parents and Students,

Welcome to Coronado High School: a high-achieving, nationally ranked school. This course catalog and registration guide contains information vital to making informed decisions that will make learning exciting, assist you in planning for graduation, and prepare you for a successful future. You are encouraged to read the course descriptions carefully when making your choices and give particular attention to the registration guidelines and required prerequisites. It is highly recommended that you become familiar with the graduation requirements and use them as a guide in this cooperative planning process.

In preparing for this academic year, you are encouraged to select a course of study that will challenge you academically and stimulate your interests. We feel that the best preparation for college, and for the demands of life, occurs when students are both academically challenged to the greatest extent possible and engaged in their content at a distinguished level. Communicating this philosophy with parents, teachers, and counselors is essential in the course selection process and in planning for life after high school.

In keeping with this philosophy, Coronado High School strives to offer as many courses as possible, ensuring that scope and sequences spans a wide variety of interests, skills, and dispositions. Our athletic and extracurricular programs continue to be among the most vast and successful of all schools throughout the state. I encourage all of you to take part in these programs, testing your own personal limits academically and socially, as you prepare for success at the post-secondary level. Participation in these experiences will provide the well-rounded education we are striving to offer here at Coronado.

Again, I want to welcome you to the 2018-2019 school year. You will play an important role in making Coronado High School a school of excellence. A dedicated and professional staff is ready to assist you in making your high school years as fulfilling and memorable as possible. I look forward to meeting you... please come in and say hello any time.

Mr. Piccininni, Principal

GENERAL INFORMATION

Registration Information

The courses in this registration guide will be offered at Coronado High School for the 2018-2019 school year. The courses listed in this guide will only be offered if an adequate number of students register for a course and if we are able to sufficiently provide staffing. If too few students enroll in a course, or we do not have the staffing required, it may be canceled, and those students will be rescheduled into their alternative elective courses.

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

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

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

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

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

COMPLETE the Elective Google Form. Choose what electives you would like to take. If a recommendation or approval is required, the recommending teacher will verify their recommendation through google. In the event that some of your first-choice electives are filled, you will be assigned to your alternative choice(s) in the order you listed them. The Elective Google Form can be found on the Counselors website under the Registration tab.

MEET individually with your counselor to discuss course selection, graduation requirements, and after high school plans. At that meeting, you and your counselor will complete the registration process. You will be given a copy of the courses selected for the 2018-2019 school year.

Starting in May 2018, parents will approve your course selection by checking the “Approved by parent/legal guardian” box located on your course plan page, under academic planning, which can be accessed through your Infinite Campus Portal.

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

NON-DISCRIMINATION LANGUAGE

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.

GENERAL 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 or to request a specific instructor. Due to the State of Nevada Department of Education Guidelines, no student may change a class and receive credit after the third week of the semester. If a student is allowed to drop a class after this time, they will receive an "F" grade 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 reasons:

1. Fulfillment of graduation requirements
2. Misplacement in an academic area according to ability
3. Successful completion of summer school course work

Prerequisites

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

Fees

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

Early-Bird and Late Classes

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

Course Challenge

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

Enrollment Adjustments

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

COLLEGE READINESS ASSESSMENT

Testing Program at Coronado High School

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

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

Students wishing to take either exam the SAT or retake the ACT must apply on their own at www.sat.collegeboard.com for the SAT or www.actstudent.org for the ACT (at the cost of the student). Coronado school code: 290069
<https://collegereadiness.collegeboard.org/sat>

The College Board offers Advanced Placement (AP) exams in numerous disciplines in May of each year. Many students may earn college credit at various colleges and universities based on their scores on these exams.

The ASVAB (Armed Services Vocational Aptitude Battery) is available to interested eleventh and twelfth-grade students. The military uses these test results for admission and placement purposes. It is also an outstanding test for career planning in the civilian world.

SPECIAL ACADEMIC PROGRAMS

Other Coronado Programs

In addition to traditional programs, Coronado High School has selected focus areas including computer science, video production, culinary arts, auto technology, CADD, and photography for interested students. We have developed partnerships and received grants and funding to support the development of these career areas.

Clark County School District Athletic Eligibility

Initial Eligibility General Requirements

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

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.

CCSD Guidance & Counseling Website

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

CODE OF HONOR

NEVADA DEPARTMENT OF EDUCATION

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

GRADUATION INFORMATION

Matriculation

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

Suggested Program Sequence

The suggested program sequence to meet minimum graduation requirements is listed below. This is not a college preparatory program sequence (standard diploma).

Seniors with fewer than six (6) classes must be on track to graduate and have transportation to leave campus after their last class. It is the policy of Coronado administration that all seniors will be enrolled in a full year Math and English course during their senior year regardless of previous credits earned.

<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
English	English	English	English
Health/21 st Century	Math	Math	Math
Math	P.E. II	Science	U.S. Government
P.E. I	Science	U.S. History	Elective
Science	World History	Elective	Elective
Elective	Elective	Elective	Elective

Seniors must enroll in a minimum of four classes or one credit more than required for graduation

Four Year Academic Plan

Clark County School District Regulation 5127 states the following:

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

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

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

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

Required High School Student 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.

Duplicate Course Work-Repeating Courses (only a course taken at a CCSD School)

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

21ST CENTURY COURSE OF STUDY

(Subject to change per CCSD, will be updated accordingly)

21ST CENTURY COURSE OF STUDY CORE CURRICULUM REQUIREMENTS

The Clark County School District strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students will be enrolled in the 21st Century Course of Study Core Curriculum (see table). Students will be scheduled into a fourth year of mathematics (which will include Algebra II or higher), and a third year of science. This is not a diploma. Students that do not successfully complete the 21st Century Course of Study Core Curriculum may still be eligible for a diploma.

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 Core Curriculum provides the following for students:

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

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. A student, including students accessing special education services, may be granted an enrollment exception to the 21st Century Course of Study Core Curriculum on a limited, individual basis. Please see a school counselor for details. Successful completion of this course of study will not impact a student's ability to earn a standard diploma.

HIGH SCHOOL GRADUATION

(Subject to change per CCSD, will be updated accordingly)

ADVANCED HONORS DIPLOMA

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

ADVANTAGES OF THE HONORS COURSE OFFERINGS

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

ADVANCED HONORS DIPLOMA	
Students must earn the Advanced Diploma and complete the Bonus Point Units outlined below	
CREDIT TYPE	BOUNUS POINT UNITS
ENGLISH	3
MATHEMATICS	2
SCIENCE	2
WORLD HISTORY, GEOGRAPHY, U.S. HISTORY, OR GOVERNMENT	2
PHYSICAL EDUCATION	
FOREIGN LANGUAGE****	1
ELECTIVES	2
TOTAL	12

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

Testing Requirements

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

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

HIGH SCHOOL GRADUATION

(Subject to change per CCSD, will be updated accordingly)

GRADE POINT AVERAGE (GPA) CALCULATIONS

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

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

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

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

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

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

HIGH SCHOOL GRADUATION

(Subject to change per CCSD, will be updated accordingly)

ADVANCED DIPLOMA

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

ADVANCED DIPLOMA	
Students must earn a 3.250 Cumulative Grade Point Average (GPA) and complete the Units outlined below	
CREDIT TYPE	UNITS
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY*	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH EDUCATION	0.5
21 st CENTURY LEARNING**	0.5
ARTS / HUMANITIES or CTE ELECTIVE***	1
ELECTIVES	6
TOTAL	24

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

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

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

Testing Requirements

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

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

HIGH SCHOOL GRADUATION

(Subject to change per CCSD, will be updated accordingly)

STANDARD DIPLOMA

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

STANDARD DIPLOMA	
CREDIT TYPE	UNITS
ENGLISH	4
MATHEMATICS	3
SCIENCE	2
WORLD HISTORY or GEOGRAPHY*	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH EDUCATION	0.5
21 ST CENTURY LEARNING**	0.5
ELECTIVES	7.5
TOTAL	22.5

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

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

Testing Requirements

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

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

HONORS/ ADVANCED PLACEMENT PROGRAMS

Honors Program

The Coronado High School Honors Program is designed to challenge the student to his/her maximum potential and to prepare the student to pursue a higher education. The program requires a commitment from parents/guardians and the student regarding the proper placement of the student. To enroll in an Honors Program Course, the student must be recommended by a teacher. Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors Diploma. These courses may lead to special awards at graduation.

Advanced Placement Program

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, students in high school take courses that have been developed with college-level material and expectations. Since the curriculum goes into more depth than the regular level courses, there is a greater opportunity for individual progress and achievement. The AP 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 highly encouraged to take this examination at an approximate cost of \$91.00 per exam. (See your counselor if you have a financial hardship). Advanced Placement exams are developed by the Educational Testing Service. The College Board grades the exams and scores are given on the following basis:

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

The student should refer to the college catalog for the policy of the colleges he/she is planning to attend. Awarding of college credit(s) is at the discretion of each university. A score of three to five may enhance the student's opportunity for a scholarship and for university admission.

Areas in which AP courses are offered at Coronado High School are listed below:

AP Art History	AP Physics 1
AP Biology	AP Physics 2
AP Calculus AB	AP Psychology
AP Calculus BC	AP Research
AP Chemistry	AP Seminar
AP Computer Science A	AP Spanish Language and Culture
AP Computer Science Principles	AP Spanish Literature and Culture
AP English Language/Composition	AP Statistics
AP English Literature/Composition	AP Studio Art: 2D Design
AP Environmental Science	AP Studio Art: 3D Design
AP French Language and Culture	AP Studio Art: Drawing
AP Human Geography	AP U.S. Government
AP Japanese Language and Culture	AP U.S. History
AP Micro/Macro Economics	AP World History
AP Music Theory	

GRADUATION RECOGNITION

Valedictorian & Salutatorian

Identification of Valedictorian(s) and Salutatorian(s)

Valedictorian(s), student(s) with the highest grade point average (weighted GPA with Bonus Points) in the graduating cohort, and Salutatorian(s), student(s) with the second highest grade point average (weighted GPA with Bonus Points) in the graduating cohort, will be identified as candidates at the end of the fall semester.

All students who wish to be Valedictorian/ Salutatorian candidates must not have any repeated courses on their transcript.

Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school credit course work.

Honors & High Honors

Graduating seniors will be given special recognition at graduation ceremonies if they achieve Honors or High Honors status. This will be based on the student's cumulative weighted grade point average from 8th grade equivalent credits through the seventh semester (first semester of the senior year). Honors status is given to students earning a 3.5 to 3.99 weighted GPA and High Honors status is given to those earning a 4.0 or higher weighted GPA.

Scholar Athlete

At the conclusion of each sports season, Varsity athletes are recognized for their outstanding performance in the classroom. Students participating on an Interscholastic Varsity team who earn a minimum of 3.5 Grade Point Average for the semester are eligible for this award. The grade point average for Fall athletes will be based on the previous Spring semester. Winter and Spring athletes will earn a Scholar Athlete patch/certificate with the grade point average based on the Fall semester of the current year.

Graduation Gowns and Awards

Students earning a Standard Diploma or an Advanced Diploma will wear navy blue gowns during Coronado's graduation ceremony. Students receiving the Clark County School District Advanced Honors Diploma will wear white gowns. Valedictorians and Salutatorians will wear silver gowns. Medallions will be awarded to those students earning Valedictorian status, Salutatorian status, and an Advanced Honors Diploma, and an Advanced Diploma. Coronado High School students with High Honors status will wear a gold cord, and Coronado High School students with Honors status will wear a white cord.

SPECIAL PROGRAMS DIPLOMA

An Individual Education Plan (IEP) for each special education student must be developed and reviewed annually. The I.E.P. committee, with parent and student involvement, selects the appropriate course of study leading to program completion in one of the following diploma options:

Option 1 - A standard, advanced diploma, or advanced honors diploma

1. Standard diploma - completion of a minimum of 22 1/2 units in regular and/or special education courses including the required areas of study.
2. Advanced diploma - completion of a minimum of 24 units in regular and/or special education courses, including 4 units of math including Algebra II, 3 units of science including Biology, and a 3.25 unweighted GPA.
3. Advanced Honors diploma-completion of a minimum of 24 units-4 units of math including Algebra II, 3 units of science including Biology, 12 units of honors or AP classes. Students must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.

Option 2 - Adjusted High School Diploma

A special education student may earn a special education high school diploma (Option 2):

Upon completion of credit requirements above in special education and/or regular courses, or successful completion of IEP requirements.

EXTERNAL CREDIT OPTIONS

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

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

Maximum Credit Options

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

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

See your counselor for “PRIOR APPROVAL” and applications for the following External Credit options:

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

EXTERNAL CREDIT OPTIONS

Ways to make up Deficiencies and Additional Credit Sources

Students may make up credit deficiencies in summer school, dual enrollment at sites listed below, correspondence, independent study, and other external credit sources. A contract between the student and the counselor **must** be signed **prior** to enrollment in any credit retrieval program.

Final exams for correspondence study **must** be taken under school district supervision. Final grades for seniors taking correspondence courses **must** be on file in the registrar's office by **the end of the 3rd quarter**.

Students may earn a maximum of six credits from external credit sources.

Concurrent Credit Options

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

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

PLANNING FOR THE FUTURE

Community College Information

Community colleges, sometimes called junior colleges, offer two-year programs which lead to an Associate of Arts or Associate Science Degree and/or a Certificate of Achievement. A high school diploma or its equivalent is recommended for admission.

College & University Admission

Students planning to go to college should take a rigorous course of study throughout high school. Minimum graduation requirements may not qualify students for admission to the college of their choice. For information concerning specific admission requirements, students and their parents should consult their guidance counselor, university websites, and/or college catalogs. **Students should utilize their counselor, the career center in the library, and college websites and admission counselors for complete and thorough college and career planning.**

College Financial Aid

Listed below are four basic types of financial aid available to help defray the costs of college education. This is a very general outline on financial aid. For information on specific scholarships or programs, please contact your counselor.

Scholarships are monetary awards the student earns and does not have to repay. The student's high school courses (including AP and Honors courses), grade point average, financial need, and college entrance examination scores (ACT, SAT), and essays weigh heavily in determining recipients.

Grants are monetary awards based on need. Need is determined from information on the Free Application for Federal Student Aid (FAFSA). Grants need not be repaid.

Work study is employment on or near campus on a part-time basis. Often the university or college makes an effort to place the student in a job related to his/her major.

Student Loans are low-interest monies students can borrow to attend college. A loan must be repaid.

Military Information

Military personnel visit the Coronado campus during the school year. Generally, all of the armed service branches have representatives available to answer student questions regarding the military, ROTC, and the academies. Coronado's counselors can also provide information to interested students. The ASVAB test is an optional exam utilized by the military to assess student interests, abilities, and aptitude for future career options.

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 http://www.nevadatreasurer.gov/GGMS/GGMS_Home/. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

PLANNING FOR THE FUTURE

College Entrance Course Requirements

Most colleges and universities require the following minimum preparatory program:

- 4 credits in English
- 3 credits in Math (Algebra I, Geometry, and Algebra II)
- 3 credits of lab science (Biology, Chemistry, and Physics)
- 3 credits of social studies (U.S. & World History, U.S. Govt.)
- 2 to 4 credits of World Language
- One semester course in Computer Literacy and one semester course in Health.
- Many colleges also require 1 credit in Fine Arts.
- ACT and SAT Exams scores.

Career and Technical Education Program (CTE)

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

To qualify for the CTE College Credit, students must:

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

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

Listed below are some occupational/vocational courses that may be offered at Coronado. These courses may allow students to earn college credit from the Community College of Southern Nevada and other approved in state schools.

Automotive*

CADD*

Computer Science*

Culinary Arts*

Education & Training I*

Graphic Design*

Photography*

Technical Theatre *

Video Production*

* Career and Technical Education credit may be available

Coronado's Career Center

Coronado High School College and Career Center offers a vast variety of informational resources for universities, scholarships, SAT/ACT preparation, careers, and job opportunities. It is a great resource for students to have a jump start on obtaining information for post-secondary educational and occupational programs. They can use programs like the My Next Move (mynextmove.org) and Career One Stop (careeronestop.org) and the internet to explore possible career choices, available opportunities, and gather information on how to create a resume. Students can also use the Coronado College and Career Center to receive more in depth assistance with using programs such as OpenEd to prepare for college math courses, SAT/ACT math preparation, and college math placement exams. In the College and Career center students will find a library of many school catalogs, applications, admissions information, scholarship opportunities, jobs, and internships.

ATHLETIC ELIGIBILITY

NCAA Initial Eligibility Requirements

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

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

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

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

Required Courses*	Division I	Division II
English	4	3
Mathematics (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 (<https://web3.ncaa.org/ecwr3/>).

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

NAIA Eligibility Center

Every student interested in playing sports at an NAIA college, needs to register and have their eligibility to play determined. NAIA governs athletics at a group of nearly 300 smaller colleges and universities. NAIA eligibility is separate from NCAA eligibility certification and is **ONLY** for this different group of lower enrollment schools. Go to the NAIA website at www.PlayNAIA.org to register. To be eligible, students must meet the school's admission standards equal to or higher than those applied to the general student body plus meet a minimum combination of ACT or SAT scores, grade point average and/ or class rank.

Register My Athletic.com

Register My Athlete allows parents to register their athletes for sports online. Instructions for parents, includes the following: Finding your school, creating an account, adding a new athlete, summarizing the new athlete profile, registering for a sport, reviewing the registration checklist, uploading physicals documents, completing the registration and adding additional athletes. All this information can be found by using, Register My Athlete Tech Support or by Emailing: support@registermyathlete.com or by calling phone support at 435-213-1601. Business hours are Monday - Friday 8:00am - 5:00pm Mountain Time.



THE CORONADO ACADEMY OF ADVANCED PLACEMENT

Mission Statement

The mission of *The Coronado Academy of Advanced Placement* is to offer every scholar a rigorous path designed to ensure excellence and success in college.

Goals

- To provide a culture of academic success
- To eliminate the need for college remediation
- To provide a challenging, comprehensive education with the support of dedicated administration and staff
- To provide courses that challenge students to expand their knowledge, increase their skills, and enhance critical thinking
- To provide the requisite skills needed to achieve success in rigorous classes
- To improve AP/SAT/ACT scores
- To establish the academic foundation necessary to succeed in a university program after graduation
- To provide a competitive advantage in college admissions
- To provide an academic plan that helps develop the necessary skills for the transition to college
- To provide college-level courses that build confidence, time management, and study skills
- To provide the opportunity to critically analyze subjects, develop advanced research and communication skills, and tap into creative, problem-solving, and analytical potential
- To provide a supportive framework for students willing to tackle advanced coursework
- To provide college-level courses so that the transition to college is made with ease

Design

- Modeled after an Honors College with a community of like-minded scholars
- Provides a flexible course plan that will reward and encourage rigor from 7th grade to high school graduation
- Offers one of the largest selection of AP courses in the district
- Develops and fosters communication for an educational plan from elementary school through high school
- Improves enrollment and success in AP courses
- Eliminates the need for college remediation

Community Benefits

- Communicate expectations and academic plans with schools, parents and students beginning at the elementary school level
- Educate parents and students regarding what steps are necessary to succeed at the college level
- Build bridges of communication and support between AP teachers



THE CORONADO ACADEMY OF ADVANCED PLACEMENT

Student Benefits

Research shows that eighty-five percent of selective colleges and universities report that a student's AP experience favorably impacts admission decisions. Therefore, *The Coronado Academy of Advanced Placement* is designed to assist students seeking a rigorous advanced studies curriculum throughout their high school career.

Students will be exposed to:

- A challenging path of study to include Honors, Pre-Advanced Placement, and Advanced Placement courses.
- A competitive advantage in college admissions
- A supportive framework from a community of like-minded scholars
- College preparation and exploration classes
- Peer mentoring and tutoring.
- SAT and ACT test preparation opportunities
- College presentations on campus.
- Administrative, teacher, and counselor monitoring and support.
- Ability to earn college credits at a fraction of the cost. (dependent on individual colleges)
- Multiple levels of recognition.
- Special induction ceremony.
- Special recognition at the graduation ceremony.

The AP Edge

AP students gain the edge in predicted college success:

- By getting a head start on college-level work.
- By improving writing skills and sharpening critical thinking skills.
- By developing study habits necessary for rigorous course work.

*According to the *College Board*: "Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time."

AP students stand out in the college admissions process:

- By demonstrating maturity and readiness for college.
- By showing willingness to take the most rigorous courses available.
- By emphasizing commitment to academic excellence.

AP students broaden their intellectual horizons:

- By exploring the world from a variety of perspectives.
- By studying subjects in greater depth and detail.
- By increasing reasoning and analytical skills.



THE CORONADO ACADEMY OF ADVANCED PLACEMENT

Student Expectations

- Meet all graduation requirements for the Advanced Honors Diploma as specified by the Clark County School District.
- Meet the requirements set by *The Coronado Academy of Advanced Placement*.
 - Take a minimum of one Advanced Placement course in a core content area each year. (English, Mathematics, Science, and Social Studies)
 - Successfully complete a total of six Advanced Placement courses by the end of your senior year.
 - Maintain a 3.25 unweighted GPA and a 3.85 weighted GPA. A student whose unweighted GPA falls below a 3.25 will be placed on academic probation for a semester. At the end of their probation their enrollment in *The Coronado Academy of Advanced Placement* will be re-evaluated.
 - Take the Advanced Placement examination at the end of each course. (Students with financial hardships can be provided assistance)
 - Complete four years of science or a 7th AP class.
 - Follow the behavioral and attendance guidelines as established by Coronado High School.
 - Exhibit Academic Integrity: Academic dishonesty may result in removal from *The Coronado Academy of Advanced Placement*.

Note: Acceptance into *The Coronado Academy of Advanced Placement* is NOT a requirement for enrollment in Advanced Placement courses. All Coronado students are encouraged to take Advanced Placement courses.

Advanced Placement (AP) Scholar Designations

In addition to the recognition given by Coronado High School to the students of *The Coronado Academy of Advanced Placement*, the *College Board* offers a variety of academic recognitions. Listed below are the various designations of AP Scholar. A student can earn this recognition as prescribed by the *College Board* and may include it on college applications.

The *College Board* offers several awards to select students who take Advanced Placement (AP) exams. Each year, the AP program recognizes students who have performed exceptionally well on AP examinations in May.

The following designations can be earned and are awarded upon graduation:

AP Scholar Awards

Designation	Criteria
AP Scholar	Grade of 3 or better on <u>THREE</u> or more AP exams
AP Scholar with Honor	Grades of 3 or better on <u>FOUR</u> or more AP exams and an average of 3.25 on all AP exams taken.
AP Scholar with Distinction	Grades of 3 or better on <u>FIVE</u> or more AP exams and an average of 3.5 on all AP exams taken.
AP International Diploma	Grades of 3 or higher on FIVE AP courses and exams across multiple disciplines: One Foreign Language, one English, one World Culture, one Math/Science/Computer Science, and one from a long list of other AP courses.
National AP Scholar	Grades of 4 or better on <u>EIGHT</u> or more AP exams and an average of 4 on all AP exams (must be a student in the U.S).

COURSE DESCRIPTIONS

HOW TO USE THIS SECTION

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

PROCEDURES FOR SCHEDULE CHANGES

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

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

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

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

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

CORONADO'S COURSE LISTING

ART

Pages 26-29

Advanced Study Art
AP Art History
AP Studio Art: Drawing/ 2-D Design
AP Studio Art: 3-D Design Portfolio
Art I
Ceramics I, II, III
Drawing I, II
Painting I, II

CAREER AND TECHNICAL ED

Pages 30-40

Architecture and Construction
Drafting & Design I, II, III (CADD)
Drafting & Design Advanced Studies
Automotive
Automotive Technology I, II, III
Automotive Technology Advanced Studies
Business and Marketing
Principles of Business and Marketing
Marketing I, II
Computers
Introductory Computer Concepts
Computer Science I
STEM Robotics
AP Computer Science Principles
AP Computer Science A
Computer Science Advanced Studies
Family and Consumer Sciences
Culinary Arts I, II, III
Culinary Arts II, III Lab
Culinary Arts Advanced Studies
Graphic Design
Graphic Design I, II, III
Photography
Photography I, II, III
AP Studio Art Photography: 2-D Design
Teaching and Training
Teaching and Training I, II
Video Production
Video Production I, II, III
Website Design and Development I, II
Work-Based Learning
Applied Office Practice
Cooperative Work Experience
Exploratory Work Experience
School Related Work Experience -
Cafeteria & Student Store
Student Aide
Student Tutor

ENGLISH

Pages 41-48

AP Language & Composition*
AP Literature & Composition*
English 9*
English 9 Honors*
English 10*
English 10 Honors*
English 11*
English 11 Honors*

English 12*
English 12 Honors*
AP Seminar
English Language Learner - ELL
Journalism Foundations
Journalism II
Publications II
Public Speaking and Argumentation
Speech and Debate I, II, III

MATHEMATICS

Pages 49-53

Algebra I*
Algebra II*
Algebra II Honors*
AP Calculus AB*
AP Calculus BC*
AP Statistics*
College Preparatory Math*
Geometry*
Geometry Honors*
Mathematics of Personal Finance
Pre-Calculus AB Honors*
Pre-Calculus BC Honors*
Topics in Modern Mathematics*

PERFORMING ARTS

Pages 54-60

Band Courses
Intermediate (Concert Band)
Intermediate Band
Advanced (Symphonic)
Advanced (Wind Symphony)
Jazz Intermediate
Jazz Advanced
Marching Band
Rhythmic Precision (Color Guard)
Choir Courses
Advanced (Concert)
Chamber (Madrigals)
Vocal Ensemble (Bella Voce)
Guitar Courses
Beginning Guitar
Intermediate Guitar
Advanced Guitar
Music Study Courses
AP Music Theory
Music Appreciation
Orchestra Courses
Advanced (Symphonic)
Intermediate (Concert)
Ensemble (Chamber)
Theatre Courses
Film Studies
Theatre I, II, III, IV
Theatre Technology Courses
Theatre Technology - Advanced Studies
Theatre Technology I, II, III

PHYSICAL ED/HEALTH

Pages 61-64

Dance Advanced Technique

Dance I, II
Functional Fitness (CrossFit)
Health
Physical Education I, II
Physical Conditioning w/ Weights

SCIENCE

Pages 65-72

AP Biology *
AP Chemistry *
AP Environmental Science*
AP Physics 1, 2*
AP Research
Biology*
Biology Honors*
Chemistry*
Chemistry Honors *
Geoscience*
Geoscience Honors*
Physics*
Physics Honors*
Principals of Anatomy/Physiology H*
Principals of Physiology Applications H*-
Sports Medicine

SOCIAL STUDIES

Pages 73-77

AP Human Geography*
AP Economics*
AP Psychology*
AP U.S. Government & Politics*
AP U.S. History*
AP World History *
Crime and Justice*
Principles of Leadership - Student Council
Psychology 1*
Sociology I*
The History of Popular Music
U.S. Government*
U.S. Government Honors*
U.S. History*
U.S. History Honors*
World History*
World History Honors*

STUDENT SUPPORT SERVICES

Pages 78-84

WORLD LANGUAGES

Pages 58-88

AP French Language and Culture*
AP Japanese Language and Culture*
AP Spanish Language and Culture*
AP Spanish Literature and Culture*
French I*, II H*, III H*, V H*
Japanese I*, II H*, III H*, V H*
Spanish I*, II, * III H*, IV H, V H*

*NCAA Approved

ART

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

<p style="text-align: center;">Grade 9</p> <p style="text-align: center;">Art I Ceramics I Drawing I *Painting I</p>	<p style="text-align: center;">Grade 10</p> <p style="text-align: center;">Art I Ceramics I Ceramics II Drawing I Drawing II *Painting I *Painting II</p>
<p style="text-align: center;">Grade 11</p> <p style="text-align: center;">*Advanced Study Art AP Art History *AP Studio Art Drawing/ 2-D Design *AP Studio Art: 3-D Design Portfolio Art I Ceramics I *Ceramics II *Ceramics III Drawing I Drawing II *Painting I *Painting II</p>	<p style="text-align: center;">Grade 12</p> <p style="text-align: center;">*Advanced Study Art AP Art History *AP Studio Art Drawing/ 2-D Design *AP Studio Art: 3-D Design Portfolio Art I Ceramics I *Ceramics II *Ceramics III Drawing I Drawing II *Painting I *Painting II</p>

*Based on Teacher Recommendation
Course offerings may be subject to enrollment numbers.

Art Course Descriptions

ADVANCED STUDY ART

Prerequisites: 11th-12th grade,
Permission of Art teacher and previous Art course

This one-semester course provides opportunity for independent study to investigate a particular topic of visual art. The student collaborates with the supervising teacher to design and implement the topic of study. 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 half of an elective credit required for high school graduation. Course fee is \$40.00.

AP ART HISTORY

Prerequisite: 11th-12th grade

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Art History examination. Instructors should refer to the current Advanced Placement course description for examination specifics. Students will gain an understanding of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. This course will fulfill the one arts credit 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 STUDIO ART: Drawing/ 2-D Design

Prerequisites: 11th-12th grade,
Permission of AP Art teacher

This one-year course facilitates highly motivated students in the creation of a college level portfolio of two-dimensional art with design focus or focus on drawing. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of twelve works demonstrating an in-depth exploration are submitted for the *Concentration* section and twelve works demonstrating a broad understanding of drawing issues are submitted for the *Breadth* section. Five works of highest quality are physically mailed for the *Quality* section. Students should expect to work an additional four to six hours outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.com/studio2D>. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution 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. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.* Course fee is \$40.00

AP STUDIO ART: 3-D Design Portfolio

Prerequisites: 11th-12th grade,
Permission of AP Art teacher

This one-year course facilitates highly motivated students in the creation of a college level portfolio demonstrating mastery of 3-D 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. By AP guidelines, twelve digital images of works demonstrating an in-depth exploration are submitted for the *Concentration* section. Sixteen images of eight works, shown in two views each, demonstrating a broad understanding of 3-D design are submitted for the *Breadth* section. Ten digital images of five works, shown in two views each, are submitted for the *Quality* section. Students should expect to work an additional four to six hours outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.com/studio3D>. 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. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.* Course fee is \$40.00.

Art Course Descriptions

ART I

Prerequisite: 9th-12th grade

This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. This course full-fills one arts/humanities credit required for graduation. Course fee is \$40.00.

CERAMICS I

Prerequisite: 9th-12th grade

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. Course fee is \$40.00.

CERAMICS II

Prerequisites: 10th-12th grade,
Ceramics I or teacher recommendation

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. Course fee is \$40.00.

CERAMICS III

Prerequisites: 11th-12th grade,
Ceramics I and 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. Course fee is \$40.00.

DRAWING I

Prerequisite: 9th-12th grade

This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation. Course fee is \$40.00.

DRAWING II

Prerequisite: 10th-12th grade,
Drawing I

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter, and is a continuation of Drawing I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing styles and significant artists who have used drawing throughout history are emphasized. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be expanded. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$40.00.

Art Course Descriptions

PAINTING I

Prerequisites: 9th-12th grade,
Art I or Drawing I or teacher recommendation

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. Course fee is \$40.00.

PAINTING II

Prerequisites: 10th-12th grade,
Painting I and Permission of teacher

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. Course fee is \$40.00.

CAREER AND TECHNICAL EDUCATION

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

Grade 9

Architecture and Construction

Drafting and Design I (CADD)

Automotive

Automotive Technology I

Business and Marketing

Principles of Business and Marketing

Computers

Introductory Computer Concepts

STEM Robotics

Computer Science

Computer Science I

Family and Consumer Sciences

Culinary Arts I

Photography

Photography I

Teaching and Training

Teaching and Training I

Theatre Technology

Theatre Technology I (see *Performing Arts*)

Video Production

Video Production I

Grade 10

Architecture and Construction

Drafting & Design I, II (CADD)

Automotive

Automotive Technology I, II

Business and Marketing

Principles of Business and Marketing

Marketing I

Computers

Introductory Computer Concepts

STEM Robotics

Computer Science

Computer Science I

AP Computer Science Principles

Family and Consumer Sciences

Culinary Arts I, II

Culinary Arts II Lab

Graphic Design

Graphic Design I

Photography

Photography I, II

Teaching and Training

Teaching and Training I, II

Theatre Technology (see *Performing Arts*)

Theatre Technology I, II

Video Production

Video Production I

Video Production II

Website Design and Development I, II

Work-Based Learning

Cooperative Work Experience*

School Related Work Experience- Cafeteria *

*May be repeated for credit

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

Course offerings may be subject to enrollment numbers.

CAREER AND TECHNICAL EDUCATION

Grade 11

Architecture and Construction

Drafting & Design I, II (CADD)
Drafting & Design III Architectural (CADD)
Drafting & Design Advanced Studies (CADD AS)*

Automotive

Automotive Technology I, II, III
Automotive Technology Advanced Studies*

Business and Marketing

Principles of Business and Marketing
Marketing I, II

Computers

Introductory Computer Concepts
STEM Robotics

Computer Science

Computer Science I
AP Computer Science Principles
AP Computer Science A
Computer Science Advanced Studies*

Family and Consumer Sciences

Culinary Arts II, III
Culinary Arts II Lab
Culinary Arts III Lab

Graphic Design

Graphic Design I, II

Photography

Photography I, II, III
AP Studio Art Photography: 2-D Design*

Theatre Technology (see *Performing Arts*)

Theatre Technology I, II, III
Theatre Technology Advanced Studies*

Video Production

Video Production I, II, III
Website Design and Development I, II

Work-Based Learning

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

Grade 12

Architecture and Construction

Drafting & Design II (CADD)
Drafting & Design III Architectural (CADD)
Drafting & Design Advanced Studies (CADD AS)*

Automotive

Automotive Technology II, III
Automotive Technology Advanced Studies*

Business and Marketing

Marketing I, II

Computers

Introductory Computer Concepts
STEM Robotics

Computer Science

Computer Science I
AP Computer Science Principles
AP Computer Science A
Computer Science Advanced Studies*

Family and Consumer Sciences

Culinary Arts II, III
Culinary Arts II Lab
Culinary Arts III Lab
Culinary Arts Advanced Studies*

Graphic Design

Graphic Design I, II, III

Photography

Photography I, II, III
AP Studio Art Photography: 2-D Design*

Theatre Technology (see *Performing Arts*)

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

Video Production

Video Production II, III
Website Design and Development I, II

Work-Based Learning

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

*May be repeated for credit

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

Course offerings may be subject to enrollment numbers.

Architecture and Construction

DRAFTING AND DESIGN I (CADD)

Prerequisite: 9th-11th grade

This one-year course introduces the student to the fundamentals of mechanical and architectural drawing as related to Computer-Aided Drafting and Design (CADD). This course provides students with the knowledge and practice required to produce and analyse multi-view and pictorial drawings, dimensioning, auxiliary views, and intersections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$20.00.

DRAFTING AND DESIGN II (CADD)

Prerequisites: 10th -12th grade,
C or better in CADD I and teacher approval

This one-year course is designed for the student who has successfully completed Drafting and Design I. Areas of study include the development of advanced Computer Aided Drafting and Design (CADD) and sketching skills, plotting, and scaling. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$35.00.

DRAFTING AND DESIGN III (CADD)

Prerequisites: 11-12th grade,
C or better in CADD I and CADD II and teacher approval

This one-year course is designed for students who have successfully completed Drafting and Design II. Areas of study include geometric dimension and tolerance, current industry codes and standards, pattern development, and construction methods and materials. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$40.00.

DRAFTING AND DESIGN ADVANCED STUDIES (CADD AS)

Prerequisites: 11-12th grade,
Drafting and Design I, Drafting and Design II, Drafting
and Design III Architecture and teacher approval

This one-year course provides students who have achieved all content standards in Drafting and Design an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Course fee is \$40.00.

Automotive

AUTOMOTIVE TECHNOLOGY I

Prerequisite: 9th-11th grade

This one-year course introduces students to the operational and scientific nature of automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, atomic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation. Course fee is \$40.00.

Automotive Cont'd

AUTOMOTIVE TECHNOLOGY II

Prerequisites: 10th-12th grade,
C or better in Auto Technology I and teacher approval

This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical, and communication concepts are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation. Course fee is \$40.00.

AUTOMOTIVE TECHNOLOGY III

Prerequisites: 11th-12th grade,
C or better in Auto Technology I, B or
better in Auto Technology II and teacher approval

This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical, and communication concepts are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation. Course fee is \$40.00.

AUTOMOTIVE TECHNOLOGY ADVANCED STUDIES

Prerequisites: 11th-12th grade,
Teacher recommendation

This one-year course provides students who have achieved all content standards in Automotive Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Course fee is \$40.00.

Business and Marketing

PRINCIPLES OF BUSINESS AND MARKETING

Prerequisite: 9th -11th grade,
Grade of C or better in English

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. Students are encouraged to participate in DECA.

MARKETING I

Prerequisite: 10th-12th grade,
C or better in Principles of Business and Marketing
and teacher recommendation

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. Students are encouraged to participate in DECA.

Business and Marketing Cont'd

MARKETING II

Prerequisite: 10th-11th grade,
C or better in Principles of Business and Marketing
and Marketing I and teacher recommendation

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. Students are encouraged to participate in DECA.

Computers

INTRODUCTORY COMPUTER CONCEPTS

Prerequisite: 9th -12th grade

This one-semester course provides students with fundamental computing skills. Areas of emphasis include safety and security during computer use, mastery of touch keyboarding with speed and accuracy, and office 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 the one-half computer credit required for high school graduation.

STEM ROBOTICS

Prerequisite: 9th-12th grade

This one-year STEM (Science, Technology, Engineering, and Mathematics) focused course is designed to provide a hands-on approach to basic engineering concepts in robotic technologies. Areas of emphasis include the development of robotics as an influence on manufacturing and society, computer science concepts, and an introduction to engineering with cross-curricular references to mathematics and science. Instruction will incorporate appropriate safety practices and integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$20.00.

COMPUTER SCIENCE I

Prerequisites: 9th-12th grade

This one-year course is designed for students who have successfully completed or are concurrently enrolled in Algebra I. Areas of emphasis include computer programming, algorithms, and problem-solving. An introductory programming language is used as the vehicle for implementing computer-based solutions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half required computer credit and one-half of the elective credit or one elective credit required for high school graduation. Computer Science I can be used as the introductory class for either Web Design and Development 1 or A Computer Science Principles.

AP COMPUTER SCIENCE PRINCIPLES

Prerequisites: 10th-12th grade,
C or better in Computer Science I

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

Computers Cont'd

AP COMPUTER SCIENCE A

Prerequisites: 11th-12th grade,
AP Computer Science Principles with a grade of C or higher

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one-half computer credit and one-half elective credit or one of the elective credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.*

COMPUTER SCIENCE ADVANCED STUDIES

Prerequisites: 11th-12th grade,
AP Computer Science A with a grade of C or higher

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

Family Consumer Sciences

CULINARY ARTS I

Prerequisites: 9th-10th grade

This one-year course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. A ProStart™ curriculum is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This class may qualify for credit at the College of Southern Nevada. Course fee is \$40.00.

CULINARY ARTS II

Prerequisites: 10th-12th grade,
Completion of Culinary Arts I

This one-year course provides students who have successfully completed Culinary Arts I with advanced practical training in areas of food preparation, equipment technology, merchandising, and service. Students gain experience in catering, banquet functions, and a la carte operations. ProStart™ curricula is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$40.00.

CULINARY ARTS III

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

This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course fee is \$40.00.

Family Consumer Sciences Cont'd

CULINARY ARTS II LAB

Prerequisites: 10th-12th grade,
Culinary Arts I, and teacher recommendation

This one-year course is designed to expand the students' opportunities for applied learning in Culinary Arts II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of 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.

CULINARY ARTS III LAB

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

This one-year course is designed to expand the students' opportunities for applied learning who are concurrently enrolled in Culinary Arts III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of 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.

CULINARY ARTS ADVANCED STUDIES

Prerequisites: 12th grade,
Culinary Arts I, II, III, and teacher recommendation

This one-year course offers students who have achieved all content standards in Culinary Arts an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Course fee is \$40.00.

Graphic Design

GRAPHIC DESIGN I

Prerequisites: 10th-12th grade,
Photography I or Drawing I, and teacher approval

This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products. Students gain an understanding of the creative process, with an emphasis on the design principles, layout, and the creation and manipulation of graphics. Instructional practices incorporate integration of diversity awareness including appreciation 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. Course fee is \$40. (Majority of supplies are provided for the student.)

GRAPHIC DESIGN II

Prerequisites: 11th-12th grade,
Photography I, Graphic Design I, and teacher recommendation

This one-year course builds on the skills and knowledge acquired in Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. Course fee is \$40. (Majority of supplies are provided for the student.)

Graphic Design Cont'd

GRAPHIC DESIGN III

Prerequisites: 12th grade, Graphic Design I, and II, and teacher recommendation

This one-year course builds on the skills and knowledge acquired in Graphics Design II. Students create projects simulating challenges found in the design industry. Instructional practices incorporate integration of diversity awareness including appreciation 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. Course fee is \$40. (Majority of supplies are provided for the student.)

Photography

PHOTOGRAPHY I

Prerequisite: 9th-12th grade

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. . It is mandatory that each student has his or her own DSLR camera with adjustable aperture and shutter speed settings. This school has a minimal supply of cameras that can be rented, if one cannot purchase a camera. These cameras are rented on a first come, first serve basis. This class requires out of school picture taking. Course fee is \$40. (Majority of supplies are provided for the student.)

PHOTOGRAPHY II

Prerequisites: 10th-12th grade, Photography I, and teacher recommendation

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. It is mandatory that each student has his or her own DSLR camera with adjustable aperture and shutter speed settings. While it is not required it is also strongly suggested that each students has his or her own film 35 mm SLR camera with adjustable aperture and shutter speed settings. Course fee is \$40. (Majority of supplies are provided for the student.)

PHOTOGRAPHY III

Prerequisites: 11th-12th grade, Photography I, and II and teacher approval

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. It is mandatory that each student has his or her own DSLR camera with adjustable aperture and shutter speed settings. Course fee is \$40.

AP STUDIO ART: 2-D DESIGN

Prerequisites: 11th-12th grade, Photography I and II, and teacher recommendation

This one-year course facilitates highly motivated 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. By AP guidelines, digital images of twelve works demonstrating an in-depth exploration are submitted for the Concentration section and twelve works demonstrating a broad understanding of drawing issues are submitted for the Breadth section. Five works of highest quality are physically mailed for the Quality section. Students should expect to work an additional four to six hours outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.com/studio2D>. 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 will be expected to take the AP examination in May. See your school counselor if you have a financial hardship.* Course fee is \$40.0.

Teaching and Training

TEACHING AND TRAINING I

Prerequisites: 9th-10th grade

This course provides students with an introduction to the principles of education. This course addresses human development, care, teaching and learning, so that students can guide the development of learners in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching learners. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of education and training careers and begin to develop a career portfolio. A Summer Institute is planned for 10th and 11th grade students enrolled in Teaching and Training 1 & 2, whereby accepted students may take specified Teaching classes at UNLV during the summer following the course, for college credit.

TEACHING AND TRAINING II

Prerequisites: 10th-11th grade

This one-year course is designed for students who have successfully completed Teaching and Training I. Areas of emphasis include post-secondary options, careers, educational advocacy, educational trends and policies, classroom instruction, educational technologies and behavioral theorists. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. A Summer Institute is planned for 10th and 11th grade students enrolled in Teaching and Training 1 & 2, whereby accepted students may take specified Teaching classes at UNLV during the summer following the course, for college credit.

Video Production

VIDEO PRODUCTION I

Prerequisites: 9th-11th grade,
(9th with previous multimedia experience and teacher recommendation)
grade B or better in English, Video Production teacher recommendation required

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. Students contribute to the production of live morning announcements and broadcast. Student must submit an application in order to be considered for the class.

VIDEO PRODUCTION II

Prerequisites: 10th-12th grade,
Video Production I, grade B or better in English,
Broadcast teacher recommendation required

This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Students contribute to the production of live morning announcements and broadcast. Student must submit an application in order to be considered for the class.

VIDEO PRODUCTION III

Prerequisites: 11th-12th grade,
Video Production II, grade B or better in English,
Broadcast teacher recommendation required

This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Areas of emphasis include the development of various media and video productions for a variety of audiences. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Students contribute to the production of live morning announcements and broadcast. Student must submit an application in order to be considered for the class.

Video Production Cont'd

WEBSITE DESIGN AND DEVELOPMENT I

Prerequisites: 10th-12th grade,
Computer Science I and teacher recommendation I

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. Course fee is \$5.00.

WEBSITE DESIGN AND DEVELOPMENT II

Prerequisites: 10th-12th grade,
Website Design and Development I and teacher recommendation I

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. Course fee is \$5.00.

Work Based Learning

APPLIED OFFICE PRACTICE

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

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

COOPERATIVE WORK EXPERIENCE

Prerequisites: 10th-12th grade,
Concurrent enrollment in a related course.
See counselor for related course list

This one-year course is designed to provide on-the-job experience to prepare students for entry level positions in their field of career interest. Students are employed in the same career area as the Career and Technical Education (CTE) program of enrollment. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester and must pass their related CTE class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated for a total of two elective credits.

EXPLORATORY WORK EXPERIENCE

Prerequisites: 11th-12th grade,

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.

Work Based Learning Cont'd

SCHOOL RELATED WORK EXPERIENCE

Cafeteria

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

This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. This program is for students who desire to work in the school cafeteria. Students are paid for their services.

SCHOOL RELATED WORK EXPERIENCE

Student Store

Prerequisites: 11th-12th grade,
Teacher recommendation required

This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

STUDENT AIDE

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

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

STUDENT TUTOR

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

This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics classes to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 2.5 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program's requirements. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation. Fifty percent of the final grade in this course is based on the student's attendance.

English

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

H = Honors Course (grades 9, 10, 11, 12)

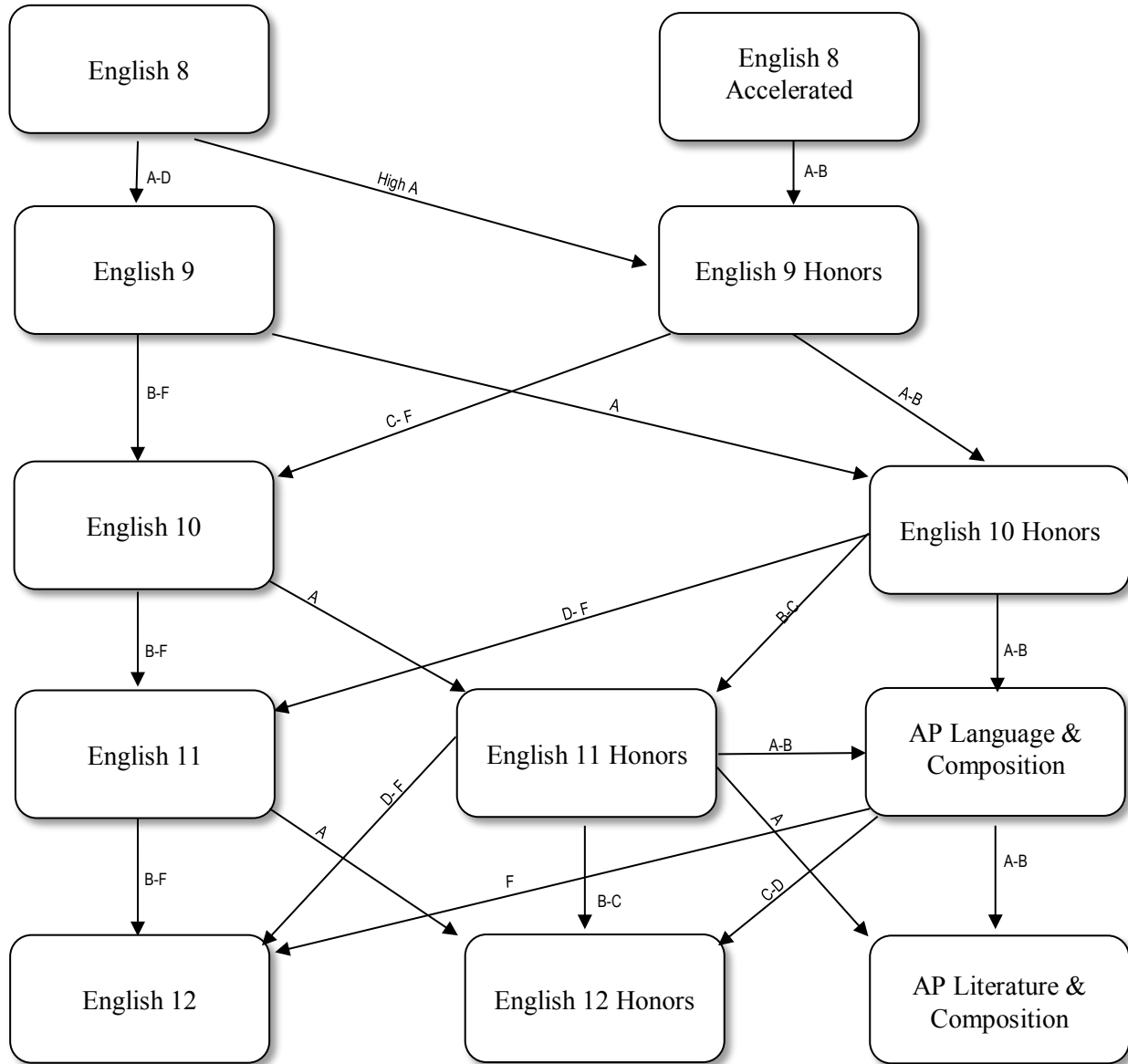
AP = Advanced Placement Course (grades 11, 12)

<p style="text-align: center;">Grade 9</p> <p style="text-align: center;">English 9 H English 9 ELL- English Language Learner* (elective) Journalism II*⁺ (elective) Journalism Foundations* (elective) Speech and Debate I* (elective)</p> <p>+ With Teacher Recommendation Only</p>	<p style="text-align: center;">Grade 10</p> <p style="text-align: center;">AP Seminar*(elective) English 10 H English 10 ELL- English Language Learner* (elective) Journalism II* (elective) Journalism Foundations* (elective) Publications II* (elective) Speech and Debate I & II* (elective)</p>
<p style="text-align: center;">Grade 11</p> <p style="text-align: center;">AP Language and Composition AP Seminar*(elective) English 11 H English 11 ELL English Language Learner* (elective) Journalism II* (elective) Journalism Foundations* (elective) Publications II* (elective) Speech and Debate I, II, III* (elective)</p>	<p style="text-align: center;">Grade 12</p> <p style="text-align: center;">AP English Language and Composition AP English Literature and Composition AP Seminar*(elective) English 12 H English 12 ELL- English Language Learner* (elective) Journalism II* (elective) Journalism Foundations* (elective) Public Speaking and Argumentation*(elective) Publications II* (elective) Speech and Debate I, II, III* (elective)</p>

*Students should enroll in these classes concurrently with another English course.

English Department

Suggested Academic Plan



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

English Course Descriptions

AP ENGLISH LANGUAGE & COMPOSITION

NCAA Approved

Prerequisites: 11th-12th grade,
B or better in English 10 Honors or English 11 Honors
And English teacher recommendation required

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.* **Students will be expected to read two texts during the summer and prepare for an assessment upon return. Students will be expected to complete independent outside reading throughout the course.**

AP ENGLISH LITERATURE & COMPOSITION

NCAA Approved

Prerequisites: 12th grade,
A in English 11 Honors or Lang & Comp AP
And English teacher recommendation required

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.* **Students will be expected to read two texts during the summer, complete an analysis assignment, and be prepared for an assessment upon return. Students will be expected to complete independent outside reading throughout the course.**

ENGLISH 9

NCAA Approved

Prerequisite: 9th grade

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 Course Descriptions

ENGLISH 9 HONORS

Prerequisites: 9th grade,
English 8 Accelerated with A-B, English 8 with high A,
English teacher recommendation required

NCAA Approved

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. **Students will be expected to complete summer reading and assignments prior to this course and will be assessed at the start of the school year. Students will also be assigned independent outside reading throughout the course.**

ENGLISH 10

Prerequisite: 10th grade

NCAA Approved

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

Prerequisites: 10th grade,
B or better in English 9 Honors and
English teacher recommendation required

NCAA Approved

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

ENGLISH 11

Prerequisite: 11th grade

NCAA Approved

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 Course Descriptions

ENGLISH 11 HONORS

NCAA Approved

Prerequisites: 11th grade,
C or better in English 10 Honors and
English teacher recommendation required

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. **Students will be expected to complete summer reading and assignments prior to this course and will be assessed at the start of the school year. Students will also be assigned independent outside reading throughout the course.**

ENGLISH 12

NCAA Approved

Prerequisite: 12th grade

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

NCAA Approved

Prerequisites: 12th grade,
C or better in English 11 Honors, D or better in Comp/Lang AP
and English Teacher recommendation required

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. **Students will be expected to complete summer reading and assignments prior to this course and will be assessed at the start of the school year. Students will also be assigned independent outside reading throughout the course.**

The following English classes are for ELECTIVE CREDIT ONLY

English Elective Course Descriptions

AP SEMINAR

Prerequisites: 10th -12th grade,
Student must be enrolled in the AP Academy
Recommend A in AP Human Geo/ AP World History and English H

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Seminar examination. This college-level curriculum engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. **Students will be expected to complete summer reading and assignments prior to the start of the school year.***

ENGLISH LANGUAGE LEARNER I-IV (ELL)

Prerequisite: Based on WIDA/Proficiency Level

This one-year course emphasizes the development of reading, writing, and listening and speaking skills of students with limited English proficiency. This course provides opportunities for practice in correct usage of Standard English. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation. **This course does not fulfill one of the English credits required for high school graduation.** Students enrolled in this course will also be enrolled in a regular English course.

JOURNALISM FOUNDATIONS

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

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

Prerequisites: 9th-12th grade,
Journalism Foundations, with a C or better and teacher recommendation
required from Journalism Foundations teacher or instructor's
News Website Production, "The Roar" permission, or "B" or better in English and Journalism 8, with instructor's permission

This one-year course is a continuation of the study and practice of advanced journalistic skills with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students produce the school newspaper. Students apply press law and ethics, student privacy, and intellectual property rights during the production of the newspaper. Students explore different technologies used to publish a newspaper, including online publications of the newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. **Students should expect to spend additional time outside of the classroom to write and photograph for the website.**

The following English classes are for ELECTIVE CREDIT ONLY

English Elective Course Descriptions

PUBLICATIONS II

Prerequisites: 9th-12th grade,

Journalism Foundations, with a C or better and teacher recommendation required from Journalism Foundations teacher or instructor's permission, or "B" or better in English and Publications 8, with instructor's permission

Yearbook Production, "The Prowl"

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

PUBLIC SPEAKING AND ARGUMENTATION

Prerequisites: 12th grade,

Completion of Speech and Debate I, II and III (or three years of National Forensics League competitive experience) with a B or higher and Speech and Debate teacher recommendation required.

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.

Students will be expected to fulfill additional requirements which will occur outside of the regularly scheduled class period including a minimum of two hours per month after school as well as local tournaments scheduled for Friday evenings and all day Saturday. Students should expect to compete and pay entry fees to attend all local tournaments. Opportunities for out of town tournament travel may be available as well. Students will take this elective concurrently with another English class. This course fulfills one elective credit required for high school graduation.

SPEECH AND DEBATE I

Prerequisites: 9th-12th grade,

Grade of B or higher in English class

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

SPEECH AND DEBATE II

Prerequisites: 9th-12th grade,

Completion of Speech and Debate I or 1 year of National Forensics League competitive experience, and Speech and Debate teacher recommendation required

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

English Elective Course Descriptions

SPEECH AND DEBATE III

Prerequisites: 9th-12th grade,
Completion of Speech and Debate I, II and
Speech and Debate teacher recommendation required

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

MATHEMATICS

Based on today's State and National Standards, the courses offered by the Mathematics Department help all students develop a strong background in problem solving and reasoning skills needed to display proficiency and in daily life. All courses provide students with the opportunity to practice skills, communicate mathematically, and make connections across math topics and with other subject areas. Math course recommendations are based on student needs and abilities which include standardized test scores, quarter and semester grades, daily participation, work ethic, and attendance. While course recommendations are made using information from 1st semester, changes in recommendations can occur based on 2nd semester performance.

Math Recommendation Chart

Middle School to High School

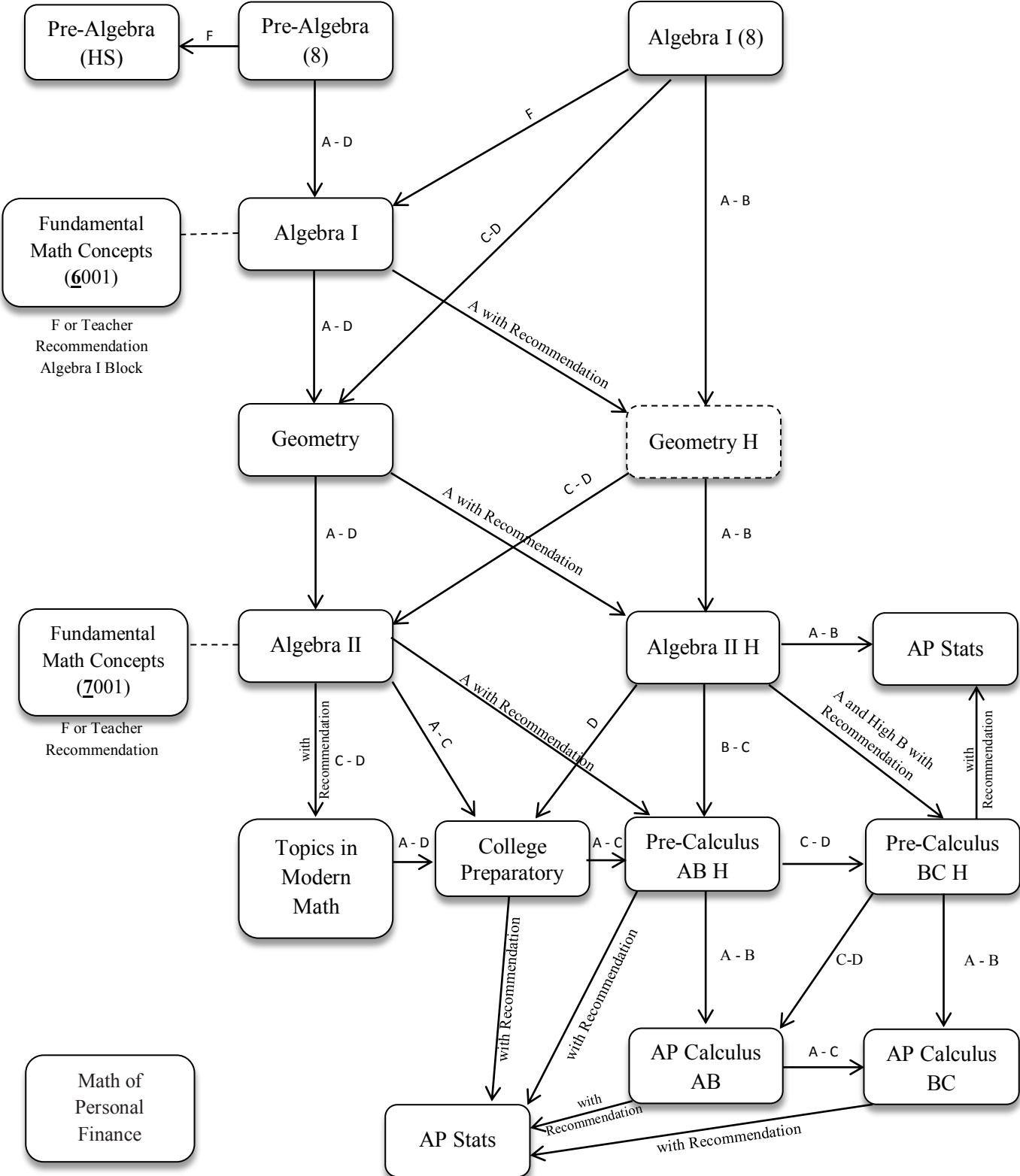
Current Math Class	Grade Earned	Next Year's Placement
Pre-Algebra 8	A,B,C, D	Algebra I
	F	Algebra I Block
Algebra I	A,B	Geometry Honors
	C,D	Geometry
	F	Repeat Algebra I

High School Progression

Current Math Class	Grade Earned	Next Year's Placement
Algebra I	A	Geometry Honors
	B,C,D	Geometry
	F	Repeat Algebra I
Geometry	A,B,C	Algebra II
	D	Algebra II or Math of Personal Finance
	F	Repeat Geometry
Geometry H	A,B	Algebra II H
	C,D	Algebra II
	F	Repeat Geometry H
Algebra II	A	Pre-calculus AB with Teacher Recommendation
	A,B,C	College Prep
	C,D	Topics or Math of Personal Finance with Teacher Recommendation
	F	Repeat Algebra II and Fundamental Math Concepts
Algebra II H	A, High B	Pre-calculus BC H and/or AP Statistics
	B, High C	Pre-calculus AB H
	C,D	College Preparatory Mathematics
	F	Repeat Algebra II H
College Preparatory	A,B,C	Pre-calculus AB H and/or AP Statistics
	D	Topics in Modern Mathematics or Math of Personal Finance
	F	Repeat College Preparatory
Pre-calculus ABH	A,B	AP Calculus AB and/or AP Statistics
	C,D	Pre-calculus BC H
	F	Repeat Pre-calculus AB
Pre-calculus BCH	A,B	AP Calculus BC and/or Teacher Recommendation
	C,D	AP Calculus AB and/or AP Statistics with Teacher Recommendation
	F	Repeat Pre-calculus BC
AP Statistics	A,B,C,D,F	Teacher Recommendation
AP Calculus AB	A,B,C	AP Calculus BC and/or AP Statistics
	D,F	Teacher Recommendation
AP Calculus BC	A,B,C	AP Statistics
	D,F	Teacher Recommendation

Math Department

Suggested Academic Plan



Mathematics Course Descriptions

ALGEBRA I NCAA Approved

Prerequisites: D or better in Pre-Algebra. Students with F in Pre-Algebra will be concurrently enrolled in Fundamental Math Concepts

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

A Graphing Calculator is recommended.

ALGEBRA II NCAA Approved

Prerequisites: D or better in Geometry and 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. **A Graphing Calculator is recommended.**

ALGEBRA II HONORS NCAA Approved

Prerequisites: B or better in Geometry H and 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. **A Graphing Calculator is strongly recommended.**

AP CALCULUS AB NCAA Approved

Prerequisites: B or better in Pre-Calculus AB H and teacher recommendation

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

AP CALCULUS BC NCAA Approved

Perquisites: B or better in Pre-Calculus BC and teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus BC examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.* **A Graphing Calculator is strongly recommended.**

Mathematics Course Descriptions

AP STATISTICS

NCAA Approved

Prerequisites: Completion of Algebra II Honors or higher with an A or B

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics examination. This college-level curriculum introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.* **A Graphing Calculator is strongly recommended.**

COLLEGE PREPARATORY MATHEMATICS

NCAA Approved

Prerequisites: C or better in Algebra II, or C or D Algebra II H and 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. **A Graphing Calculator is strongly recommended.**

FUNDAMENTAL MATH CONCEPTS (elective)

Prerequisites: F in Pre-Algebra 8, F in Algebra II and teacher recommendation

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

GEOMETRY

NCAA Approved

Prerequisites: D or better in both semesters of Algebra I and teacher recommendation

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

GEOMETRY HONORS

NCAA Approved

Prerequisites: A in Algebra I HS or B or better in Algebra I 8 and 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 construction tools, is an integral part of this course as the instructor deems fit. This course fulfills one of the mathematics credits required for high school graduation.

Mathematics Course Descriptions

MATHEMATICS OF PERSONAL FINANCE

Prerequisites: D in Geometry, Algebra II, or College Preparatory and teacher recommendation

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).

PRE-CALCULUS AB HONORS

NCAA Approved

Prerequisites: B or High C in Algebra II H and 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. **A Graphing Calculator is strongly recommended.**

PRE-CALCULUS BC HONORS

NCAA Approved

Prerequisites: A or high B in Algebra II H and 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 BC. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the use of limits, derivatives and integrals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. **A Graphing Calculator is strongly recommended.**

TOPICS IN MODERN MATHEMATICS

NCAA Approved

Prerequisites: C or D in Algebra II and teacher recommendation

This one-year course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be 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 and computers, is an integral part of this course. The prerequisite for this course is successful completion of Algebra II. This course will fulfill one of the mathematics credits required for high school graduation.

PERFORMING ARTS

Grade 9	Grade 10	Grade 11	Grade 12
<p>Band Courses Intermediate (Concert Band) Intermediate Band Advanced (Symphonic) Advanced (Wind Symphony) Jazz Intermediate Jazz Advanced Marching Band Rhythmic Precision (Color Guard)</p> <p>Choir Courses Advanced (Concert) Chamber (Madrigals) Vocal Ensemble (Bella Voce)</p> <p>Guitar Course Beginning Guitar</p> <p>Music Study Course Music Appreciation</p> <p>Orchestra Courses Advanced (Symphonic) Intermediate (Concert) Ensemble (Chamber)</p> <p>Theatre Course Theatre I</p> <p>Theatre Technology Course Theatre Technology I</p>	<p>Band Courses Intermediate (Concert Band) Intermediate Band Advanced (Symphonic) Advanced (Wind Symphony) Jazz Intermediate Jazz Advanced Marching Band Rhythmic Precision (Color Guard)</p> <p>Choir Courses Advanced (Concert) Chamber (Madrigals) Vocal Ensemble (Bella Voce)</p> <p>Guitar Courses Beginning Guitar Intermediate Guitar</p> <p>Music Study Courses Music Appreciation</p> <p>Orchestra Courses Advanced (Symphonic) Intermediate (Concert) Ensemble (Chamber)</p> <p>Theatre Courses Film Studies Theatre I, II</p> <p>Theatre Technology Courses Theatre Technology I, II</p>	<p>Band Courses Intermediate (Concert Band) Intermediate Band Advanced (Symphonic) Advanced (Wind Symphony) Jazz Intermediate Jazz Advanced Marching Band Rhythmic Precision (Color Guard)</p> <p>Choir Courses Advanced (Concert) Chamber (Madrigals) Vocal Ensemble (Bella Voce)</p> <p>Guitar Courses Beginning Guitar Intermediate Guitar Advanced Guitar</p> <p>Music Study Courses AP Music Theory Music Appreciation</p> <p>Orchestra Course Advanced (Symphonic) Intermediate (Concert) Ensemble (Chamber)</p> <p>Theatre Courses Film Studies Theatre I, II, III</p> <p>Theatre Technology Courses Theatre Technology- Advanced Studies Theatre Technology I, II, III</p>	<p>Band Courses Intermediate (Concert Band) Intermediate Band Advanced (Symphonic) Advanced (Wind Symphony) Jazz Intermediate Jazz Advanced Marching Band Rhythmic Precision (Color Guard)</p> <p>Choir Courses Advanced (Concert) Chamber (Madrigals) Vocal Ensemble (Bella Voce)</p> <p>Guitar Courses Beginning Guitar Intermediate Guitar Advanced Guitar</p> <p>Music Study Courses AP Music Theory Music Appreciation</p> <p>Orchestra Courses Advanced (Symphonic) Intermediate (Concert) Ensemble (Chamber)</p> <p>Theatre Courses Film Studies Theatre I, II, III, IV</p> <p>Theatre Technology Courses Theatre Technology- Advanced Studies Theatre Technology I, II, III</p>

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

Band Courses

INTERMEDIATE BAND (CONCERT BAND)

Prerequisites: 9th–12th grade,
Two years of band class (including 8th Grade) or two years
of private instruction, audition, and teacher recommendation

This one-year course is designed for students who have successfully completed the skills required in Beginning Band. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. This section is geared to students who are prepared to advance their musical technique to a level beyond the middle school or early high school level. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival. Course fee is \$40.

INTERMEDIATE BAND (INTERMEDIATE BAND)

Prerequisites: 9th–12th grade,
Two years of band class (including 8th Grade) or two years
of private instruction, audition, and teacher recommendation

This one-year course is designed for students who have successfully completed the skills required in Beginning Band. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. This section is geared toward students in need of fundamental levels of musical study in order to promote them into the higher levels of the class. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus. Course fee is \$40.

ADVANCED BAND (SYMPHONIC BAND)

Prerequisites: 9th–12th grade,
Two years of band class (including 8th Grade) or two years
of private lessons, audition, and teacher recommendation

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit for high school graduation and may be repeated. Students in this section are selected via audition and teacher recommendation and are assigned music of a difficulty level appropriate for upper level high school bands. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival. Course fee is \$40.

ADVANCED BAND (WIND SYMPHONY)

Prerequisites: 9th–12th grade,
Audition, and teacher recommendation

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit for high school graduation and may be repeated. Students in this section are selected via audition and teacher recommendation and are assigned music of the highest difficulty level appropriate for upper level high school bands. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival. Course fee is \$40.

Band Courses Cont'd

JAZZ INTERMEDIATE

Prerequisites: 9th–12th grade,

Two years of private lessons or two years in band, audition, teacher recommendation. Concurrent enrollment in another CHS Performing Ensemble.

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. This course meets after the Marching Band Season ends during Early Bird. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival.

JAZZ ADVANCED

Prerequisites: 9th–12th grade,

Two years of private lessons or two years in band, audition, teacher recommendation on the following instruments: saxophone, trumpet, trombone, bass guitar, guitar, piano, and drums. Concurrent enrollment in another CHS Performing Ensemble, and teacher recommendation

This one-year course is designed for students who have successfully demonstrated mastery of intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of advanced improvisation and composition techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival. Course fee is \$40.00.

MARCHING BAND

Prerequisites: 9th–12th grade,

Two years of band class (including 8th Grade) or two years of private lessons, audition, and teacher recommendation

This one semester course is designed for students already participating in the concert band or rhythmic precision programs. Marching band emphasizes both musical skills and the awareness of movement within time and space. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of the 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. Incoming 9th Graders will audition for placement within the Marching Band during the spring before they enroll. These students will be eligible to earn a PE II waiver. Students are frequently required to participate in rehearsals and performances outside of the school schedule and off campus. Performances will include home football games, marching band tournaments, school events, and parades. This class meets during Early Bird (7:03 – 7:55 AM), Monday's after school (2:30 – 4:00 PM), and Tuesday evenings (5:30 – 9:00 PM) through mid-November. New students are required to attend Band Camp on July 26 – 27 from 5:00 – 8:00 PM. All band members are required to attend Band Camp weekdays from July 30 to August 7 from 12:00 to 8:00 PM. Students who do not attend Band Camp will not be guaranteed a spot in the field show. Fee for new students will be \$375 and covers uniform needs, transportation, logistics, and course fee. Fee for returning members is \$245 and covers transportation, logistics, and course fee.

RHYTHMIC PRECISION (COLOR GUARD)

Prerequisites: 9th-12th grade,

Students must audition and attend Summer Marching Band Camp and be concurrently enrolled in Marching Band

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 fulfills the PE II requirement needed for graduation. Students are required to participate in the rehearsals and band camp from July 31 - August 8, 2017, as well as out-of-school performances and rehearsals throughout the year such as the spring Winter Guard competition season. Course fee is \$40.00.

Choir Courses

ADVANCED CHOIR (CONCERT CHOIR)

Prerequisite: 9th–12th grade,
Audition - Instructor Approval

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. Course fee is \$40.00

CHAMBER CHOIR (MADRIGALS)

Prerequisite: 9th–12th grade,
Audition & Concurrent enrollment in
Concert Choir as approved by instructor

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. Course fee is \$40.00. This class meets from 7:03 -7:55am.

VOCAL ENSEMBLE (BELLA VOCE)

Prerequisite: 9th-12th grade

Women's Choir

This course is offered to female students with the desire to sing and provides an opportunity to develop vocal technique, musicianship skills, and gain confidence in group performance. This ensemble performs literature selected from different periods and styles written specifically for female voices. Students perform at concerts, and festivals, and will be required to travel in district. Students are required to participate in after-school rehearsals and performances, provide their own transportation, purchase a uniform, and fund their own travel and other fees. This course will fulfill the one arts/humanities credit required for graduation or one elective credit. Course fee is \$40.00.

Guitar Courses

BEGINNING GUITAR

Prerequisite: 9th-12th grade

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. Course fee is \$40.00.

INTERMEDIATE GUITAR

Prerequisites: 10th–12th grade,
Completion of Beginning Guitar with a minimum B
or better, and teacher recommendation

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. Course fee is \$40.00.

Guitar Courses Cont'd

ADVANCED GUITAR

Prerequisites: 11th–12th grade,
Teacher recommendation or audition only

This one-year course is designed for students who have successfully completed the skills outlined in the Intermediate 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 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.

Music Study Courses

AP MUSIC THEORY

Prerequisites: 11th–12th grade,
Teacher recommendation

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one elective credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.*

MUSIC APPRECIATION

Prerequisites: 9th–12th grade

This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.

Orchestra Courses

ADVANCED ORCHESTRA (SYMPHONIC)

Prerequisites: 9th–12th grade,
3 years in orchestra and/or private lessons, completion of Intermediate
Orchestra with a B or better, audition, and teacher recommendation

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. Course fee is \$40.00.

INTERMEDIATE ORCHESTRA (CONCERT)

Prerequisites: 9th–12th grade,
2 years in orchestra or private lessons and teacher recommendation

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. Course fee is \$40.00.

Orchestra Courses Cont'd

ORCHESTRA ENSEMBLE (CHAMBER)

Prerequisite: 9th-12th grade,
Completion of Intermediate and Advanced Orchestra with a B or better,
Audition and teacher recommendation. Private lessons recommended

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. Course fee is \$40.00.

Theatre Courses

FILM STUDIES

Prerequisite: 9th-12th grade

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

THEATRE I

Prerequisite: 9th-12th grade

This one-year course is designed to familiarize students with theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of theatre, and to encourage social adjustment. The appropriate use of technology is an integral part of this course. Students will be required to attend all theatre productions. This course will fulfill either the one art/humanities credit or one of the elective credits required for graduation. Course fee is \$30.00.

THEATRE II

Prerequisites: 10th-12th grade,
C or better in Theatre I and teacher recommendation or audition

This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. Students will be required to attend all theatre productions. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Course fee is \$30.00.

THEATRE III

Prerequisites: 11th-12th grade,
C or better in Theatre I, II and teacher recommendation or audition

This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are required to be involved in theatre festivals and workshops. Students will participate in college and production auditions. Students will be required to attend all theatre productions. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Course fee is \$30.00.

Theatre Courses Cont'd

THEATRE IV

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

This one-year course is designed for students who have successfully completed the appropriate Theatre III course. Classroom work is more formalized with students participating in theatre, film, television, and electronic media productions. Students will assume leadership responsibilities in preparation for post-high school education/employment. Students are required to be involved in co-curricular theatre experiences and Thespian events. The appropriate use of technology is an integral part of this course. Students will participate in college and production auditions. Students will be required to attend all theatre productions. The prerequisite for this course is successful completion of Theatre III, "B" or better in Theatre III, audition and teacher approval. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Course fee is \$30.00.

Theatre Technology Courses

THEATRE TECHNOLOGY ADVANCED STUDIES

Prerequisites: 11th–12th grade

CTE Course of Study

This one-year course provides students who have achieved all content standards in Theatre Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Course fee is \$30.00.

THEATRE TECHNOLOGY I

Prerequisites: 9th–12th grade

CTE Course of Study

This one-year course provides the student an opportunity to explore technical theatre production skills. Areas of emphasis include theatre operations of the front and back of the house. Instructional practices incorporate integration of diversity awareness including appreciation of 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. Working on all scheduled events in the Theatre is mandatory and will require time outside the school day. Course fee is \$30.00.

THEATRE TECHNOLOGY II

CTE Course of Study

Prerequisites: 10th–12th grade, C or better in Technical Theatre I and teacher recommendation.

This one-year course is designed for students who have successfully completed Theatre Technology I. Students develop design concepts for front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Working on all scheduled events in the Theatre is mandatory and will require time outside the school day. Course fee is \$30.00.

THEATRE TECHNOLOGY III

CTE Course of Study

Prerequisites: 11th–12th grade, B or better in Technical Theatre I,II,III, interview, and teacher recommendation

This one-year course is designed for students who have successfully completed Theatre Technology II. Students execute front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Working on all scheduled events in the Theatre is mandatory and will require time outside the school day. Course fee is \$30.00.

PHYSICAL EDUCATION/HEALTH

Grade 9

Dance Advanced Technique (Co-Ed)
Dance I (Co-Ed)
Functional Fitness (CrossFit) (Co-Ed)
Health
Health/Intro to Computers*
Physical Education I

* Required of ninth-grade students - one semester each

Grade 10

Dance Advanced Technique (Co-Ed)
Dance I (Co-Ed)
Dance II (Co-Ed)
Functional Fitness (CrossFit) (Co-Ed)
Physical Conditioning with Weights (Co-Ed)
Physical Education II

Grade 11

Dance Advanced Technique (Co-Ed)
Dance I (Co-Ed)
Dance II (Co-Ed)
Functional Fitness (CrossFit) (Co-Ed)
Physical Conditioning with Weights (Co-Ed)

Grade 12

Dance Advanced Technique (Co-Ed)
Dance I (Co-Ed)
Dance II (Co-Ed)
Functional Fitness (CrossFit) (Co-Ed)
Physical Conditioning with Weights (Co-Ed)

Physical Education II (P.E. II) Waiver Credit

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

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

Baseball – Varsity, Junior Varsity	Golf – Varsity
Basketball – Varsity, Junior Varsity, B-Team	Marching Band
Bowling - Varsity, B-Team	Soccer – Varsity, Junior Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team	Softball – Varsity, Junior
Color Guard (Rhythmic Precision)	Swimming – Varsity
Cross Country – Varsity	Tennis – Varsity
Dance Group	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 PE II Waiver credit by completing 120 hours of external course work under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional outside the school district. Use of external credit for the PE II Waiver credit requires completion of the CCF-850: External Credit Application. The activity must be geared toward competition or performance-based and it is expected that the student will compete/perform in the activity. Membership in a gym does not meet this criterion.

Physical Education Course Descriptions

DANCE ADVANCED TECHNIQUE

Prerequisites: Audition required

Co-Ed

This one-year course is designed for high school students who have successfully completed an intermediate dance course and want to explore more advanced performance techniques. Major topics include the skills required for performance and creation in ballet, jazz, modern, tap, and theatrical dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated. Fee: Dance Team Fees (vary per team). Additional fees may be required through season for additional performances and costumes. This can be offset by fundraising.

DANCE I

Co-Ed

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. Fee: \$40 Costume Fee, \$5 Locker Fee, Possible additional fees for required class attire.

DANCE II

Prerequisites: Teacher recommendation and/or audition required.

Co-Ed

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. Fee: \$40 Costume Fee, \$5 Locker Fee, Possible additional fees for required class attire.

FUNCTIONAL FITNESS (CrossFit)

Co-Ed

This one-year course provides students the opportunity to participate in CrossFit Kids[®] to develop a health-enhancing level of physical fitness. **This course can only be taught by instructors who have passed the CrossFit[®] Level I Certificate Course and completed the CrossFit[®] Kids Course.** Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills up to two physical education credits required for high school graduation and may be repeated. Students can participate in out-of-school competitions throughout the year. Additional course fees will be discussed in class. Fee is \$30.00. (includes locker and shirt)

Physical Education Course Descriptions

HEALTH

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

PHYSICAL EDUCATION I

This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Course fee is \$30.00. (Includes uniform and lock)

PHYSICAL EDUCATION II

This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Course fee is \$30.00. (Includes uniform and lock)

PHYSICAL CONDITIONING WITH WEIGHTS

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

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. Course fee is \$30.00. (Includes uniform and lock)

SCIENCE

Grade 9

Biology
Biology H

Grade 10

AP Physics 1
AP Physics 2
Biology
Biology H
Chemistry
Chemistry H
Geoscience
Geoscience H
*Principles of Anatomy/Physiology H

Grade 11

AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics 2
*AP Research
Biology
Biology H
Chemistry
Chemistry H
Geoscience
Geoscience H
Physics
Physics H
*Principles of Anatomy/Physiology H
*Principles of Physiology Applications H
Sports Medicine

Grade 12

AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics 2
*AP Research
Biology
Biology H
Chemistry
Chemistry H
Geoscience
Geoscience H
Physics
Physics H
*Principles of Anatomy/Physiology H
*Principles of Physiology Applications H
Sports Medicine

*Elective Credit

Science Department

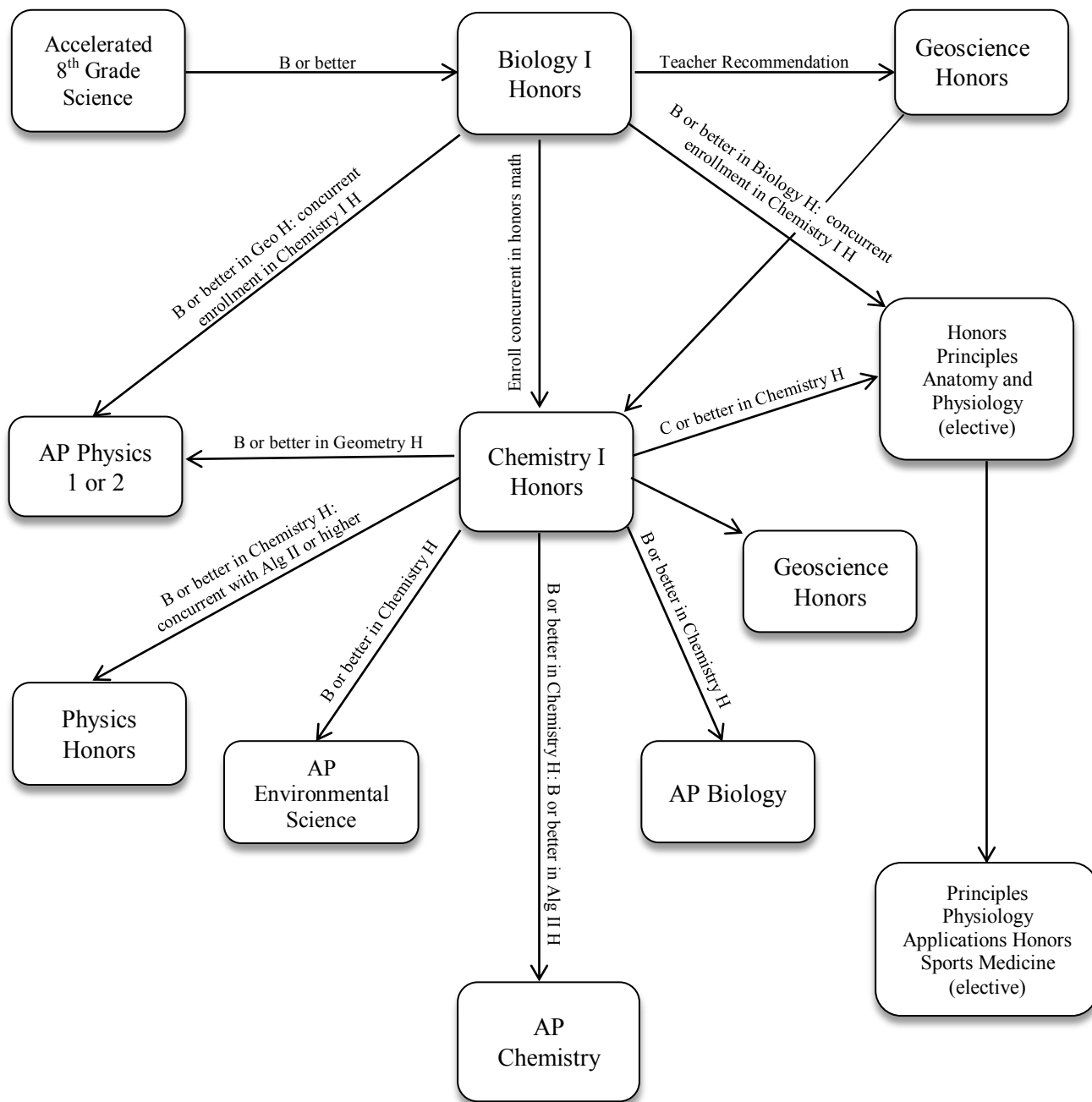
Suggested Academic Plan

Grade 6-8	Science 6 or Science 6 Acc	Science 7 or Science 7 Acc	Science 8 or Science 8 Acc
Grade 9	Biology or Biology Honors		
Grade 10	Geoscience or Geoscience H	or	Chemistry or Chemistry Honors
Grade 11	Chemistry Chemistry Honors Geoscience Geoscience Honors Physics Physics Honors	and/or	AP Biology AP Chemistry AP Environmental Science AP Physics 1
Grade 12	Chemistry Chemistry Honors Geoscience Geoscience Honors Physics Physics Honors	and/or	AP Biology AP Chemistry AP Environmental Science AP Physics 1: Algebra Based AP Physics 2: Algebra Based AP Research
Grade 10-12 Elective Credit Only	AP Research Principles of Anatomy/Physiology Honors Principles of Physiology Applications Honors Sports Medicine AP Academy Science Credit		

Science Department

Suggested Academic Plan

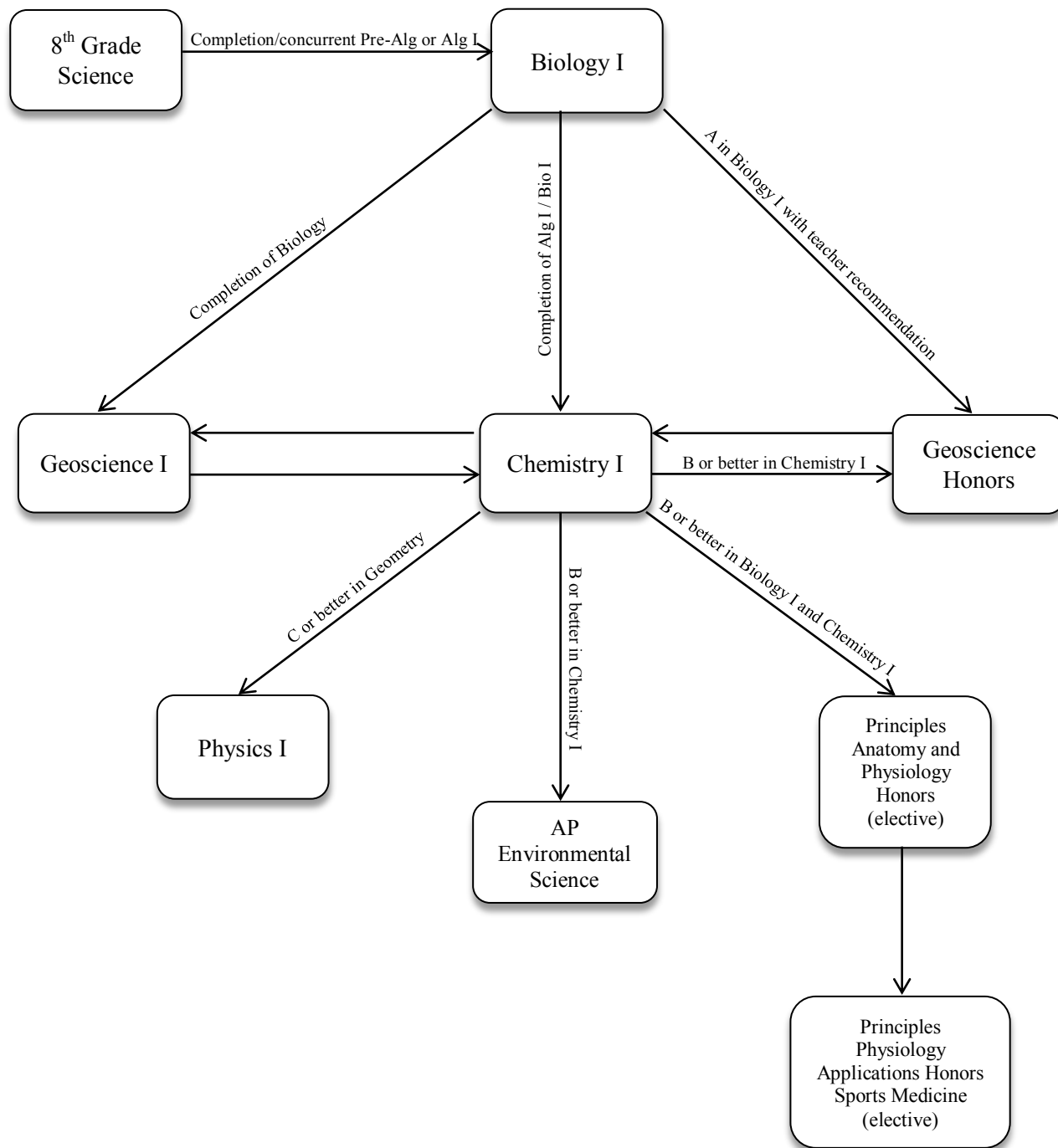
Honors Sequence Recommendations



Science Department

Suggested Academic Plan

General Sequence Recommendations



Science Course Descriptions

AP BIOLOGY NCAA Approved

Prerequisites: 11th-12th grade,
Completion of Chemistry H with a B or better

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

AP CHEMISTRY

NCAA Approved

Prerequisites: 11th-12th grade,
Completion of Chemistry H with a B or better,
Completion of Algebra II H with a B or better

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

AP ENVIRONMENTAL SCIENCE

NCAA Approved

Prerequisites: 11th-12th grade,
Completion of Chemistry or Chemistry H with a B or better

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

AP PHYSICS 1

NCAA Approved

Prerequisites: 10th-12th grade,
Completion of Geometry H with a B or better
Completion or concurrent enrollment in Chemistry H

This one-year algebra-based course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. The course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1 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 credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. AP Physics is a physical science course. *It is expected that students will take the AP exam in May. See your school counselor if you have a financial hardship.*

Science Course Descriptions

AP PHYSICS 2

NCAA Approved

Prerequisites: 10th-12th grade,

Completion of Geometry H with a B or better Completion of AP Physics 1

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

AP RESEARCH (elective)

Prerequisites: 11th -12th grade,

Must earn 3 or higher on AP Seminar exam, teacher recommendation

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Students are expected to submit a paper and present in April and students will take the AP exam in May. See your school counselor if you have a financial hardship.

BIOLOGY

NCAA Approved

Prerequisites: 9th-12th grade,

Completion or concurrently enrolled in Pre-Algebra or Algebra I

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

BIOLOGY HONORS

NCAA Approved

Prerequisites: 9th-12th grade,

Completion of 8th grade accelerated science with a B or better AND
Completion of or concurrently enrolled in Algebra I or higher math

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.

Science Course Descriptions

CHEMISTRY NCAA Approved

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

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

NCAA Approved

Prerequisites: 10th-12th grade,
Biology I H,
and current enrollment in honors math

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.

GEOSCIENCE NCAA Approved

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

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 NCAA Approved

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

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 Course Descriptions

PHYSICS

NCAA Approved

Prerequisites: 11th-12th grade, Completion of Geometry with a C or better, concurrent enrollment in Algebra II or higher math. Completion of Chemistry with a C or better

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

PHYSICS HONORS

NCAA Approved

Prerequisites: 10th-12th grade, Concurrent enrollment in Algebra II or higher math and Concurrent completion of Chemistry H with a C or better

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

PRINCIPLES OF ANATOMY/PHYSIOLOGY HONORS (elective)

NCAA Approved

Prerequisites: 10th-12th grade, B or better in Biology and concurrent with Chemistry I H or B or better in Chemistry I or C or better in Chemistry I H

This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This class will count as the fourth year of science for the AP Academy. Fee is \$25.00.

PRINCIPLES OF PHYSIOLOGY APPLICATIONS HONORS Sports Medicine (elective)

NCAA Approved

Prerequisites: 11th-12th grade, Anatomy/Physiology H or concurrent enrollment in Anatomy/Physiology H, teacher recommendation

This one-year course integrates principles of anatomy, physiology, kinesiology, and biomechanics. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students use appropriate medical terminology and apply concepts learned in foundational anatomy and physiology coursework. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This class will count as the fourth year of science for the AP Academy. Fee is \$25.00.

SOCIAL STUDIES

Grade 9

AP Human Geography*(elective)
Principles of Leadership* Student Council
(elective)

Grade 10

AP World History
Principles of Leadership* Student Council
(elective)
World History
World History H

Grade 11

AP Economics (elective)
AP Psychology (elective)
AP U.S. History
Crime and Justice (elective)
Principles of Leadership* Student Council
(elective)
Psychology I (elective)
Sociology I (elective)
The History of Popular Music (elective)
U.S. History
U.S. History H

Grade 12

AP Economics (elective)
AP Psychology (elective)
AP U.S. Government and Politics
Crime and Justice (elective)
Principles of Leadership* Student Council
(elective)
Psychology I (elective)
Sociology I (elective)
The History of Popular Music (elective)
U.S. Government
U.S. Government H

*Application Process

Social Studies Course Descriptions

AP HUMAN GEOGRAPHY

NCAA Approved

Prerequisites: 9th grade ONLY,
AP Academy acceptance

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of the Earth's surface. This course will focus on the methods and tools geographers use in their science to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

AP Human Geography is the only AP level class offered to 9th graders at Coronado. However, because this class handles information dealing with religion, culture, race, ethnicity, socioeconomics, birthrates, and other collegiate topics, students will be expected to have very open conversations during class discussions and assignments. College level work is expected. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.*

AP ECONOMICS (elective)

MACROECONOMICS/MICROECONOMICS

NCAA Approved

Prerequisites: 11th-12th grade,
AP/Honors History with an A/B and Algebra II H or above with an A/B
Cannot be concurrently enrolled in Topics in Modern Math

This one year course combines both Macro and Micro Economics. At the end of the course students will be able to take both AP Exams. The Macroeconomics portion of the course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Macroeconomics examination. This course gives students a comprehensive understanding of the principles of macroeconomics. Macroeconomic concepts relate to the study of the economic system as a whole. Students focus on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The Microeconomics portion of the course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Microeconomics examination. Microeconomics is the study of decision-making by individuals and firms in a market economy. Emphasis is placed on the nature and functions of product markets, including the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. 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. *It is expected students will take both AP exams in May. See your school counselor if you have a financial hardship.*

AP PSYCHOLOGY (elective)

NCAA Approved

Prerequisites: 11th-12th grade,
AP/ Honors teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. Topics examined in greater depth include research techniques and statistics, history of psychology, the neurobiological basis of behavior, sensation and perception, states of consciousness, learning and memory, thinking and language, intelligence and psychological tests, motivation and emotion, stress and health psychology, human development, psychological disorders and therapies, personality, and social psychology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. This course fulfills one of the elective 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. Students may take either Psychology or AP Psychology during their high school career.*

Social Studies Course Descriptions

AP U.S. GOVERNMENT AND POLITICS

NCAA Approved

Prerequisites: 12th grade, AP/Honors Social Studies teacher recommendation. Final grade of A or B in AP U.S. History. Final grade of A in U.S. History H

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

AP U.S. HISTORY

NCAA Approved

Prerequisites: 11th grade, AP/Honors teacher recommendation

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. History credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.*

AP WORLD HISTORY

NCAA Approved

Prerequisites: 10th grade, AP Human Geography, English 9 H and teacher recommendation

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

To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, short answer, long essays, and the development of a document-based question (DBQ). *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.*

CRIME AND JUSTICE (elective)

NCAA Approved

Prerequisites: 11th-12th grade

This one-year course is a study of crime and justice with special attention on local, state, and federal law enforcement agencies as they affect individuals within the legal system. Students analyze the historical development of law, theories of deviance, definitions of crime, as well as the criminal justice system and its processes. A special emphasis is placed on contemporary issues and dilemmas facing the current system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation

Social Studies Course Descriptions

PSYCHOLOGY I (elective)

Prerequisite: 11th-12th grade

NCAA Approved

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.

Students may take either Psychology or AP Psychology during their high school career.

SOCIOLOGY I (elective)

Prerequisites: 11th-12th grade

NCAA Approved

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.

THE HISTORY OF POPULAR MUSIC (elective)

Prerequisite: 11th-12th grade

This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation. **This course is best suited for seniors that have successfully completed U.S. History because it examines the reciprocal impact of history and music on popular culture from the mid-20th century through today.**

U.S. GOVERNMENT

Prerequisite: 12th grade

NCAA Approved

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.

U.S. GOVERNMENT HONORS

Prerequisites: 12th grade,
Honors teacher recommendation

NCAA Approved

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

Social Studies Course Descriptions

U.S. HISTORY

NCAA Approved

Prerequisite: 11th grade

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.

U.S. HISTORY HONORS

NCAA Approved

Prerequisites: 11th grade,
Honors teacher recommendation

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

WORLD HISTORY

NCAA Approved

Prerequisite: 10th grade

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

WORLD HISTORY HONORS

NCAA Approved

Prerequisites: 10th grade,
Honors teacher recommendation

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

Student Council Course Descriptions

PRINCIPLES OF LEADERSHIP (elective)

Prerequisites: This course is limited to students elected and appointed according to the Coronado Constitution, a minimum GPA is required, and teacher recommendation.

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. Student must submit an application in order to be considered for the class.

STUDENT SUPPORT SERVICES

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

Collaborative and consultative classes will be offered in the following core areas: **Math, English, Science, and Social Studies.**

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

Option #1 - Standard high school diploma

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

Option #2 - Adjusted high school diploma

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

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

English Course Descriptions

ENGLISH 1

Prerequisite: Included in student's IEP

Resource and Self-Contained

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. **Students in English I Resource will be required to take the End of Course Exam.**

ENGLISH 2

Prerequisite: English 1,

Resource and Self-Contained

Included in student's IEP

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. **Students in English 2 Resource will be required to take the End of Course Exam.**

ENGLISH 3

Prerequisite: English 1, 2,

Resource and Self-Contained

Included in student's IEP

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

Prerequisite: English 1, 2, 3,

Resource and Self-Contained

Included in student's IEP

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.

Mathematics Course Descriptions

MATH 1

Prerequisite: Included in student's IEP

Resource and Self-Contained

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

Prerequisite: Included in student's IEP

Resource and Self-Contained

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

Prerequisite: Included in student's IEP

Resource

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

PRINCIPLES OF GEOMETRY

Prerequisite: Principles of Algebra,

Resource

Included in student's IEP

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

Mathematics Course Descriptions Cont'd

PERSONAL FINANCE I

Resource

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

This one-year course introduces students to the study of personal finance. Major topics include money management, risk management, financial planning related to consumer and family studies, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.

Science Course Descriptions

SCIENCE I

Self-Contained

Prerequisite: Included in student's IEP

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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This course fulfills one science credit required for high school graduation and qualifies as a laboratory science for college entrance.

SCIENCE

Self-Contained

Prerequisite: Included in student's IEP

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. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

PRINCIPLES OF BIOLOGY

Self-Contained

Prerequisite: Included in student's IEP

This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to biology. Topics include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified 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.

Science Course Descriptions Cont'd

PRINCIPLES OF PHYSICAL SCIENCE

Prerequisite: Included in student's IEP

Self-Contained

This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to physical science. Topics include Forces and Interactions, Energy, Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified 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.

Social Studies Course Descriptions

THE STUDY OF U.S. GOVERNMENT

Prerequisite: Included in student's IEP

Self-Contained

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

Prerequisite: Included in student's IEP

Self-Contained

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

Prerequisite: Included in student's IEP

Self-Contained

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.

Elective Course Descriptions

CAREER EXPLORATION

Prerequisite: Included in student's IEP

Self-Contained

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

FUNCTIONAL LIVING

Prerequisite: Included in student's IEP

Self-Contained

This one-year course gives students the opportunity for self-improvement through the development of self-help skills, communication skills, leisure skills, pre-vocational skills, and independent living. 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 is repeatable.

LIFE STRATEGIES

Prerequisite: Included in student's IEP

Self-Contained

This one-year course is designed for students entering high school to introduce them to the basic skills for life management choices, career exploration, and academic success. This course emphasizes practices, procedures, and skills that will guide students to make the needed transition from middle school to high school. Four modules will enable students to gain an understanding of personal finance, career exploration, study skills, and decision-making skills. This course fulfills one of the elective credits required for high school graduation.

PRE-VOCATIONAL SKILLS

Prerequisite: Included in student's IEP

Self-Contained

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.

Elective Course Descriptions

SOCIAL LIVING/INTERPERSONAL SKILLS

Prerequisite: Included in student's IEP

Resource & Self-Contained

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.

STUDY SKILLS

Prerequisite: Included in student's IEP

Resource & Self-Contained

This one year course teaches students the process of organizing their thinking to acquire knowledge of new concepts and skills, and retain information that aids in their ability to study and successfully participate in all areas of academic studies. Strategies may include the use of mnemonics, effective reading strategies, concentration techniques, effective note taking, and time management and motivation techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This repeatable course fulfills one elective credit required for high school graduation.

WORLD LANGUAGE

Grade 9

French I
French II Honors
Japanese I
Spanish I
Spanish II and III Honors

Grade 10

AP Spanish Language and Culture
French I
French II and III Honors
Japanese I
Japanese II and III Honors
Spanish I
Spanish II, III, and IV Honors

Grade 11

AP French Language and Culture
AP Japanese Language and Culture
AP Spanish Language and Culture
AP Spanish Literature and Culture
French I
French II and III Honors
Japanese I
Japanese II and III Honors
Spanish I
Spanish II, III, and IV Honors

Grade 12

AP French Language and Culture
AP Japanese Language and Culture
AP Spanish Language and Culture
AP Spanish Literature and Culture
French I
French II, III, and V Honors
Japanese I
Japanese II, III, and V Honors
Spanish I
Spanish II, III, IV and V Honors

All recommendations to continue in upper level honors classes will be subjected to review after 2nd semester grades are posted.

World Language Course Descriptions

**AP FRENCH LANGUAGE AND CULTURE,
AP JAPANESE LANGUAGE AND CULTURE,**
All are NCAA Approved

Prerequisites: 10th-12th grade,
Grade of C or better in Level III
and/or teacher recommendation

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

AP SPANISH LANGUAGE AND CULTURE

Prerequisites: 10th-12th grade,
Grade of C or better in Level III or IV
and/or teacher recommendation

All are NCAA Approved

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

AP SPANISH LITERATURE AND CULTURE

Prerequisites: 11th-12th grade,
Grade of C or better in AP Language
and/or teacher recommendation

All are NCAA Approved

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Literature 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 the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.*

World Language Course Descriptions

FRENCH I, JAPANESE I, SPANISH I

All are NCAA Approved

Prerequisites: 9th-11th grade,
Grade of C or better in English

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, JAPANESE II HONORS, SPANISH II HONORS

All are NCAA Approved

Prerequisites: 9th-12th grade,
Semester Grade percentage of 80% or
higher in Level I or teacher recommendation

This one-year course is designed for students who have successfully completed Level 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, JAPANESE III HONORS, SPANISH III HONORS

All are NCAA Approved

Prerequisites: 9th-12th grade,
Semester Grade percentage of 75% or
higher in Level II or teacher recommendation

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

World Language Course Descriptions

SPANISH IV HONORS

All are NCAA Approved

Prerequisites: 10th-12th grade,

Grade of C or better in Level III or teacher recommendation

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

FRENCH V HONORS, JAPANESE V HONORS, SPANISH V HONORS

All are NCAA Approved

Prerequisites: 11th -12th grade,
Grade of C or better in AP Language
and/or 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 target 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.