Mission

The mission of Sports Leadership and Management Academy of Nevada (SLAM NV) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation.

Vision

The vision of SLAM NV is to provide viable innovative educational choices for students ultimately yielding college-bound and career-oriented graduates. SLAM NV students will develop advanced skills through unique, hands-on experience, utilizing community partnerships, innovative ideas, and state-of-the-art technologies essential for students to become successful scholars, professionals, and future leaders. SLAM NV students will thrive as contributing members of our local and global community.

NON-DISCRIMINATION LANGUAGE

SLAM Nevada does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.
Course Registration

Course registration is an important part of your child’s transition to the next grade level. As your child prepares to advance academically, the importance of choosing each course carefully is critical to establishing a well-rounded educational program that enhances your child’s development and success in life. Your child’s counselor will utilize state assessments, i-Ready scores, class test scores, homework and assignment grades in determining class placement.

Throughout a child’s school years, a foundation is built which prepares a child for future life-long learning experiences in the work force and in society. For this reason, we value and emphasize a well-balanced educational program including mathematics, science, English language arts, social studies, technology, health, and physical education, which are infused with our unique sports-related themed lessons.

The importance of all coursework cannot be underestimated. English language arts, science, social studies, and mathematics, at the middle level are foundational courses. With a strong academic base in these disciplines, one is better able to understand critical concepts in other academic disciplines as they progress through high school. Successful performance in high school, college, and trade school is directly related to the depth of understanding and foundational skills in these subject areas. Equally important are the academy, elective, technology, and physical education/health courses in which students are enrolled.

The time and effort that students invest in all classes will impact a student’s success on the mandatory Smarter Balanced Assessment Consortium (SBAC) exams in mathematics, reading/writing, and science along with the high school End of Course Exams, science assessment, and college readiness exams: PSAT & ACT. Likewise, students who pursue postsecondary education and/or training will have a stronger knowledge base in all areas to perform successfully on the SAT and/or ACT exams.

Academic Programs

Sports Leadership and Management (SLAM) Academy is a public charter school for 6th through 12th grade students seeking careers in the Sports Leadership and Management industries. SLAM integrates national Common Core Standards and sports-related themes into a core curriculum of mathematics, language arts, science and social studies. SLAM prepares students for careers in sports medicine, business, marketing, health, and communications through elective coursework in the following career academies: Sports Medicine; Digital Television and Sports Media Production; and Sports Marketing, Entertainment & Management. SLAM provides students with unique access to career mentors, athletes as role models, and internships through educational partnerships with local and national sports franchises, health-related businesses, and entertainment venues. By fostering these and other long-term relationships, students at SLAM benefit from real-world learning experiences within all facets of the sports industry. The curriculum of SLAM Charter Middle/High School is designed to serve students of all ability levels. Remedial students and students with special needs (e.g. LEP and IEP students) will have access to supervised study time and tutoring after school to accelerate their progress. Students performing at grade level will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with accelerated, honors, Advanced Placement, and Dual Enrollment courses. All students at the school will be encouraged to maximize their academic potential by selecting an academy program. This program will be selected prior to entering the 9th grade after students have completed the SLAM Exploratory Wheel classes in grades 6-8.
**Curriculum Model**
SLAM NV’s curriculum is aligned to the Nevada Academic Content Standards (NACS), which incorporate the Common Core State Standards in English Language Arts (ELA) and Mathematics, the new Nevada Academic Content Standards in Science (New Generation Science Standards), the Nevada Academic Content Standards in Social Studies, Quality Program Standards for CTE courses, and elective areas. The grade-specific standards will define end-of-year expectations and a cumulative progression to enable students to be college and career ready. The ELA Standards (strands in reading, writing, speaking & listening, and language) and literacy standards will emphasize reading and writing in history/social science, science and technical subjects and will frame instruction in reading, writing, speaking, listening, and language across all disciplines. The Standards for Mathematical Practice and Content will guide teachers to prepare students with the mathematical skills necessary for success in college and future careers.

SLAM NV’s mission is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. The NACS are in direct alignment with SLAM NV’s mission. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for success in college and careers. Aligned with college and work expectations, the NACS serve as the framework for SLAM NV teachers to develop innovative research-based lessons with rigorous content and require application of knowledge through higher-order thinking skills. Thus the SLAM NV curriculum will offer a sports-themed approach to integrating the NACS into the curriculum while emphasizing the three R’s philosophy of Rigor, Relevance and Relationships in the delivery of the curriculum. In addition, SLAM NV’s academies will be integrated into the core curriculum through project-based learning activities that will allow students to make real-world connections between the curriculum and their daily lives and/or future careers.

**Course Articulation**
Class placement of each student is both a formidable task and a weighty responsibility. Each child is evaluated individually and in depth. We look at test scores, we evaluate past performance, and we consider personality, development and state and school requirements. Classroom assignments are made by the school and are made for the benefit of the child. Please encourage your child to read this bulletin before making decisions for next year’s classes.

**Academic Progress**
SLAM implements intensive courses aimed at remediating students performing below grade level. Students who are not performing at grade level may be enrolled in intensive reading and intensive math classes as necessary. Students’ progress is monitored through the use of data from previous coursework, i-Ready assessments and state required assessments. Teachers have ongoing data chats with their students to monitor progress and identify areas needing further remediation. Alternating weekly meetings (department, faculty, leadership, and intensive) are held to discuss the progress of students identified as needing assistance and/or remediation. In addition, the school will use such state and school-based assessments to measure student progress toward mastery of the state standards across all grade levels. Tutoring is offered in each core content area taught at the school. Parents of low performing students are notified both in writing and verbally of the tutoring sessions offered. School-based methods of assessing students’ mastery of performance outcomes will include both formative and summative assessments as well as semester examinations. As a program focused on exposing students to careers in the sports leadership arena, SLAM will also consider Career Portfolios, Performance-Based Assessments, and Authentic Assessments.

**Prerequisites**
Prerequisites are listed in the course description section of this catalog to help the student and family make the best educational decisions possible. The student must have completed a course’s prerequisite(s) to enroll. Both semesters of a prerequisite course must be successfully completed. If the student has not met the course prerequisite, the student and/or parent may challenge enrollment into the course through a
conference with the subject area teacher and an administrator. When determining enrollment in a challenged course, the student’s academic success will be the most important factor considered. Course enrollment adjustments will be made automatically should prerequisites not be met during the second semester. Students who placed in a course through an enrollment challenge will be required to complete a SLAM Academy Course Challenge Form, which must be signed by the student, parent, and an administrator.

Schedule Change Policy
Every effort is made prior to the beginning of the school year to place students in the correct courses. With a few exceptions, all courses are year-long courses and students will be expected to remain in the courses for the entire school year. However, we understand that certain situations may arise that require a schedule change. With this in mind, schedule changes, which are subject to space availability, will be considered for the following reasons:

- Adding remediation classes as determined by school-wide assessments and teacher evaluations
- Adding required course(s) necessary for promotion/graduation requirement fulfillment
- Misplacement in an academic course according to ability
- Successful completion of summer school course work

Schedule changes will not be granted to accommodate a change in the student’s elective or to request a specific instructor or lunch. In keeping with the State of Nevada Department of Education Guidelines, no student may change a course and receive credit after the first eighteen (18) days of the semester. A student who withdraws from a course after eighteen (18) days into the semester will receive a grade of “F” for the semester on their transcript.

Last Day for Credit in Face-to-Face Instruction for 19-20 School Year
Semester 1: September 5, 2019
Semester 2: January 30, 2020

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

Code of Honor
SLAM expects all students to adhere to the Nevada Department of Education Code of Honor listed below.

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 teacher.

Middle School Course of Study
A three-year Academic Plan will be implemented with all middle school students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before promotion to high school. Academic plans include the required core courses and elective choices. The plan includes students and parents:
● Working in consultation with a school counselor to develop the academic plan
● Electronically signing the academic plan
● Reviewing the plan yearly and revising when necessary

The academic plan will be used as a guide to manage the student’s educational development and course selection in alignment with an identified course of study.

Promotion/Retention Policy
Students at SLAM Academy of Nevada must meet specific levels of performance in order to be promoted as outlined below. For each student who is not meeting grade level performance standards and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the student’s data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

All students must successfully annually complete 1/2 credit (one semester) of the following courses for promotion to the subsequent grade: English language arts, mathematics, science, and social studies. Courses may be taken over the summer, paid for by the parents, in order to meet these requirements.

In order to be promoted to ninth grade, students without disabilities must earn the following credits during seventh and eighth grades: (a) One and one half credits of English; (b) One and one-half credits of
Mathematics; (c) One credit of Science; and, (d) One credit of Social Studies. Any student who does not meet these requirements will be retained in 8th grade unless course retrieval is possible over the summer, paid for by the parents. Note: Students who will reach the age of 16 on or before the final school day of the year in which he/she would otherwise be retained, will be promoted to high school on academic probation (NRS 392.033).

A student with a disability in a special education program may be promoted to high school if the student meets the requirements set forth in IEP.

If a middle school student reaches 20 unexcused absences in a school year that student may be retained dependent upon academic growth.

The ultimate decision on whether a student should be retained is up to the teacher(s) and the principal.

**Accelerated Courses**

Students who demonstrate above average proficiency in a core subject will be placed in an accelerated course. Placement criteria include i-Ready scores, SBAC scores, and teacher recommendation. Students in accelerated courses at SLAM Academy will be held to a higher standard, can expect more rigorous coursework, and will be held accountable for completing assignments outside of the classroom.

**High School Credit Taken in Middle School**

SLAM Academy students will have the opportunity to take some courses in 8th grade that will count as a credit required to graduate from high school. Students enrolled in these courses (with the exception of Health) will be required to earn an “A” or “B” in order to earn high school credit. Students who earn a “C” or lower in a course for high school credit (with the exception of Health) will be required to repeat the course in high school.

**Graduation Programs and Progress**

A graduation program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review graduation programs and progress online using the Infinite Campus Portal.

**Four-Year Course Plans**

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.

**High School Matriculation**

Grade classification for high school students will be determined by the original date of entry into 9th grade, not on credits earned. Students are classified to the next grade level at the end of each school year.
High School Diploma Testing Requirements

All students wishing to earn a high school diploma in the state of Nevada must meet the following testing requirements:

● **ACT**
  
  All Nevada juniors enrolled in a Nevada high school must participate in this exam. The Nevada State Board of Education selected the ACT as Nevada’s College and Career Readiness Assessment (CCR). Since this is an actual college entrance exam, results from this assessment can be submitted for college entrance by the student to their college or university of choice. The Nevada Board of Regents adopted a policy guaranteeing that students whose results on the ACT or SAT (in high school) meet specified college-ready benchmarks will be placed directly into college-level math and English courses and are exempt from being placed into remediation. ACT scores will not be used to determine graduation eligibility. Only participating in the ACT with Writing is required. All Nevada students who are enrolled as juniors during the ACT testing window, and seniors who have not yet taken the ACT and are enrolled during this window, will participate free of charge. The ACT consists of multiple choice in four areas and a written essay: English, Mathematics, Reading and Science. The test will be administered at the student’s school during the regular school day.

● **End-of-Course Finals**
  
  The Nevada State Board of Education has approved a change from End-of-Course Exams to End-of-Course Finals (EOC) as required by AB 7. The EOC final exams listed below will be administered in the associated SLAM courses as shown below:
  
  - Math I – Algebra I or an equivalent course that has been approved by the state
  - Math II – Geometry or an equivalent course that has been approved by the state
  - ELA – English 10 or an equivalent course that has been approved by the state

● **High School Science Assessment**
  
  Science is a federally required exam in grades 5, 8, and high school. The High School Science Assessment is based on life science and will be given to all freshmen who are enrolled in biology class. The High School Science Assessment will have a participation only requirement to be completed before the end of 10th grade, but the State Board reserves the right to revisit that decision in the future. This assessment will be used to award points for SLAM’s high school Nevada School Performance Framework.
Graduation Requirements & Diploma Types

1. Complete coursework required for desired diploma (see below).
2. Take the ACT with Writing in junior year, at no cost, and End-of-Course Exams in Algebra I, Geometry, and English 10.

Diplomas

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>PE</th>
<th>Health</th>
<th>Computers</th>
<th>Arts/Humanities CTE</th>
<th>Flex Credit</th>
<th>Foreign Language</th>
<th>Ditches</th>
<th>Total</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
<td>4~</td>
<td>3</td>
<td>3*</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>0/1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>24</td>
<td>3.25 weighted or unweighted</td>
</tr>
<tr>
<td>Advanced Honors (Honors Units/Total Units)</td>
<td>5/4</td>
<td>2/4~</td>
<td>2/3</td>
<td>2/5*</td>
<td>0/2</td>
<td>0/5</td>
<td>0/5</td>
<td>0/1</td>
<td>-</td>
<td>-</td>
<td>1^</td>
<td>2/6</td>
<td>12/24</td>
</tr>
<tr>
<td>College and Career Ready***</td>
<td>4</td>
<td>4~</td>
<td>3</td>
<td>3*</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>24</td>
<td>3.25 weighted or unweighted</td>
</tr>
<tr>
<td>Standard and Alternative** (Class of 2020-2021)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1*</td>
<td>-</td>
<td>-</td>
<td>7.5</td>
<td>22.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Standard and Alternative*** (Class of 2022 &amp; beyond)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1*</td>
<td>3**</td>
<td>-</td>
<td>6</td>
<td>23</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

^ The foreign language requirement for the Advanced Honors Diploma must be honors level (second year or higher).

^^ Students with significant cognitive disabilities are eligible to earn an Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) and successful completion of the course credits required for a Standard Diploma.

~Students must earn a credit in Algebra II or higher to earn an Advanced, Advanced Honors, or College and Career Ready Diploma.

*SLAM Academy Nevada students are required to take World History (or its equivalent if transferred in) to satisfy the Arts/Humanities/CTE credit for the Standard/Alternative Diplomas or the additional social studies requirement for the other diplomas.

**Flex credits can be any of the following: (1) the 2nd or 3rd level course in a CTE program of study, (2) a 4th year of math—Algebra II or higher, (3) or a 3rd year of science or social studies—for SLAM Academy Nevada students this could be World History and Psychology would be used for the Arts/Humanities/CTE credit.

***In addition to the course requirements above, in order to earn a College and Career Ready Diploma, students must also demonstrate/earn the following:
1. Proficiency in two languages (Seal of Biliteracy), or 2 credits in AP, IB, Dual Credit, CTE, Work-Based Learning, or world language courses.
2. Earn one or both of the following endorsements:
   a. College Ready: Take any of the following college readiness assessment and earn scores as follows: ACT (English-18, Math -22), SAT (Reading-480, Math-530), Smarter Balanced (English and Math-Level 3), PARCC (English and Math-Level 4).
   b. Career Ready: Complete the ACT NCRC – level Silver or above, or ASVAB – score of 50 or above, or obtain a CTE Skills Attainment Certificate, or obtain a Nevada Industry-Recognized Credential.

Millennium Scholarship Requirements-
- Graduate from a Nevada high school
- Overall high school GPA of 3.25 (weighted or unweighted) OR a qualifying score on the ACT or SAT
- Earn the following 14 credits: 4 English, 4 Math (including Alg II or higher), 3 Science, 3 Social Studies/History
- Reside in Nevada for at least two of your high school years
Core Enrollment Expectations
Following SLAM Academy’s mission to produce college/career ready student, students will be expected to enroll in the following minimum course requirements. This expectation is consistent with Nevada Revised Statute (NRS 389.018) and aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements. If these expectations do not align with a student’s individualized learning plan, then a modified course of study must be agreed upon by the student’s parent/guardian and a school administrator or school counselor.

<table>
<thead>
<tr>
<th>Core Enrollment Expectations</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (including Algebra II or higher)</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies and History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

PE II Waiver
One (1) unit of PE II Waiver credit (high school only) shall be earned if the student participates and competes in an interscholastic sport, performing group, cheerleading squad sponsored by SLAM or participate in a competitive sport, marching band, performing group, or cheerleading squad outside of SLAM for at least 120 hours AND under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional. Upon completion of a full season (or 120 hours outside SLAM), students will receive the PE Waiver with a passing grade (P). A student may earn the PE Waiver and also take a Physical Education course for elective credit.

Note: A gym membership does not qualify a student for a Physical Education Waiver credit.

Required High School Class Load
The State of Nevada requires all high school students to be enrolled as follows:
- Ninth, tenth, and eleventh grade students must be enrolled in the equivalent of a full schedule.
- Twelfth grade students that are not college and career ready* must be enrolled in at least the equivalent of six periods per day.
- Twelfth grade students that are college and career ready* must be enrolled in at least the equivalent of four periods per day.

Coursework taken outside of the normal school day may be counted towards the required high school class load requirements, subject to school administrator approval.

* The Nevada Department of Education establishes the standards for students that are considered college and career ready. Please see your school counselor for details. SOURCES: NAC 387.345, AB 7

Grade Point Average (GPA)
The student’s Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0). Bonus Points for successful completion of Honors and Advanced Placement (AP) courses will be added as follows, according to NAC 389.6625. This represents the student’s Weighted GPA.
- Honors 0.025
- Advanced Placement (AP) 0.050
Valedictorian and Salutatorian

Valedictorians, students with the highest Weighted GPA in the graduating cohort, and Salutatorians, students with the second highest Weighted GPA in the graduating cohort, will be identified as candidates at the end of the fall semester of the senior year.
Final Valedictorians and Salutatorians will be determined upon completion of all high school graduation requirements by the last day of school.

Dual Credit

A dual credit course is either taken at a local college/university or at a SLAM Academy where both high school and college credit are earned. Students must have prior permission in order to participate in dual enrollment opportunities. Interested students should see their counselor.

CTE College Credit

Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit—the high school coursework aligns to postsecondary courses, and the teacher of record is a high school CTE teacher.
To qualify for the CTE College Credit, students must:
- Earn a 3.0 GPA in the CTE course sequence,
- pass the state end-of-program technical content assessment, and
- pass the state Workplace Readiness assessment for employability skills.

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

SLAM Academy currently offers the following CTE Programs:
- Sports & Entertainment Marketing
- Sports Medicine
- Video Production

Community Service

0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max). Students must complete the community service application and receive approval PRIOR to starting any community service hours.

Duplicate/Repeated Coursework

A student may repeat a course but will not receive additional credit for the repeated course. The higher grade will be recorded on the transcript and the lower grade will be tagged with a repeat course notation (RP) and will be excluded from the GPA calculation. If a student fails a course multiple times, only one (1) “F” will be tagged with a repeat course notation. All other F’s will remain and will count in the GPA calculation.
Scholarship Information

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.

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

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

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

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

UNLV / UNR Admission Requirements
The minimum admission standards for a freshman to Nevada universities - UNLV and UNR – require the student to graduate from an accredited high school with a minimum grade point average of 3.00 in core academic areas and submit an SAT or ACT score. For more information, please visit the UNLV’s website at www.unlv.edu or UNR’s website at www.unr.edu.

College of Southern Nevada (CSN)
College of Southern Nevada offers the student a variety of courses at locations throughout the valley in addition to the Cheyenne campus, West Charleston campus, and Henderson campus. For more information, please visit the CSN website at www.csn.edu.

Nevada State College
Located at 1125 Nevada State Drive in Henderson, the Nevada State College is a 4-year college. Currently it offers degrees in Education, Nursing, Biology, Environmental Science, Psychology, Economics, English, History, and Law Enforcement. Programs are articulated with those at CSN and UNLV. The minimum admission requirements for a freshman require the student to graduate from an accredited high school with a minimum grade point average of 2.0. For information call 702.992.2000 or visit the website at www.nsc.nevada.edu.
Middle School Course Sequence

Grades 6-8

<table>
<thead>
<tr>
<th>Grade Six</th>
<th>Grade Seven</th>
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*All elective offerings are subject to change based on staffing allocations and class sizes.

** Students performing poorly in an academic class and/or not meeting proficiency testing standards may have their elective changed to an intervention class to address those needs.
# High School Course Sequence

**Grades 9-12**

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<td>Anat/Phys H</td>
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<td>PE I</td>
<td>World History</td>
<td>US History</td>
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<tr>
<td>(or equivalent)</td>
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<td>AP US History</td>
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<td>Psychology/</td>
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<td>2nd SLAM Academy Course or General Elective</td>
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<td>*Elective</td>
<td>SLAM Academy Course</td>
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*All elective offerings are subject to change based on staffing allocations and class sizes.

** Students performing below grade level in an academic class and/or not meeting proficiency standards may have their elective changed to an intervention class to address those needs.
Course Descriptions

English

Course Title: English 6 & Intensive Reading 6
Grade Level: 6
These courses provide instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course. These courses fulfill the 6th grade English and Reading requirement.

Course Title: English 6 & Reading 6 Accelerated
Grade Level: 6
These courses provide instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course. These courses fulfill the 6th grade English and Reading requirement.

Course Title: English 7 & Intensive Reading 7
Grade Level: 7
These courses provide instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. These courses fulfill the 7th grade English and Reading requirement.

Course Title: English 7 & Reading 7 Accelerated
Grade Level: 7
These courses provide instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through
context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. These courses fulfill the 7th grade English and Reading requirement.

Course Title: English 8  
Grade Level: 8  
This course emphasizes the development of critical reading and writing skills using a variety of literature and informational text of steadily increasing sophistication. Pupils conduct “close” readings, careful writing, in-depth class discussions and presentations, and deepen their ability to independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening. This course fulfills the 8th grade English requirement.

Course Title: English Accelerated 8  
Grade Level: 8  
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. The course uses a variety of grade level and above grade level literature and informational text of steadily increasing sophistication. Pupils enrolled in this course read and write a variety of text independently and proficiently. They conduct “close” readings, careful writing, in-depth class discussions and presentations, and independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening. This course fulfills the 8th grade English requirement.

Course Title: English 9  
Credit: 1.00  
Grade Level: 9  
This course provides instruction in the all of the Common Core English language arts strands and domains. The 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 text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in
timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement.

**Course Title: English 9 Honors**  
**Credit: 1.00  Grade Level: 9**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in the all of the Common Core English language arts strands and domains. The 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 text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

**PREREQUISITE:** Proficient on 8th grade standardized test scores in Reading/Writing & Teacher approval.

**Course Title: English 10**  
**Credit: 1.00  Grade Level: 10**

This course provides instruction in all of the Common Core English language arts strands and domains. The focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement.

**Course Title: English 10 H**  
**Credit: 1.00  Grade Level: 10**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work in order to prepare students for Advanced Placement courses. This course provides instruction in all of the Common Core English language arts strands and domains. The focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of
grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

**PREREQUISITE:** English 9 or English 9 H & Teacher approval

**Course Title:** English 11  
**Credit:** 1.00  
**Grade Level:** 11  
This course provides instruction in all of the Common Core English language arts strands and domains. This course provides instruction in the English Language Arts strands 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 themes and perspectives found in literary, non-fiction, and expository texts by American authors. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of literary works in various genres, as they illustrate distinctive national qualities and ethnic and cultural diversity. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. This course satisfies one credit of the English graduation requirement.

**Course Title:** AP English Language & Composition  
**Credit:** 1.00  
**Grade Level:** 11  
Advanced Placement English Language and Composition provides pupils with college-level curriculum to study the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This college-level curriculum engages pupils 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. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Pupils develop individual writing styles adaptable to writing needs in college. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit. It is expected students will take the AP exam in May.  
**PREREQUISITE:** English 10 H and teacher approval.

**Course Title:** English 12  
**Credit:** 1.00  
**Grade Level:** 12  
This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop pupils’ abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. This course satisfies one credit of the English graduation requirement.
Course Title: AP English Literature and Composition
Credit: 1.00Grade Level: 12
Advanced Placement English Literature and Composition provides pupils with college-level curriculum to study and practice writing and literature. Pupils learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Pupils acquire an understanding of the resources of the language and an understanding of the writer’s craft. Pupils develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit. It is expected students will take the AP exam in May.
PREREQUISITE: AP English Language or English 11 H and teacher approval.

English Electives

Course Title: Intensive Reading
Grade Level: 8
This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content includes, but is not limited to content identified by diagnosis of each pupil’s needs for remedial instruction, test-taking skills, and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Course Title: EL Language Development
Grade Level: 6-8
The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Course Title: English Language Learner
Grade Level: 9-12
The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Course Title: Creative Writing
Credit: 1.00Grade Level 9-12
This one-year course explores the various facets of writing creatively, while supporting many of the concepts taught in English Language Arts classes. Students will let their creative juices flow as they create and compose several types of writings such as short stories, poems, brochures, posters, signs, song lyrics, and more. 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 Title: Publications I
Credit: 1.00  Grade Level 9-12
This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the yearbook and school 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.
Application and Teacher Approval Required.

Course Title: Publications II
Credit: 1.00  Grade Level 9-12
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 and newspaper 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.
Application and Teacher Approval Required.

Course Title: Reading Fundamentals
Credit: 1.00  Grade Level: 9-12
This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil’s needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Special Note: This course requires guidance placement. Elective credit only unless otherwise stipulated in IEP or 504.
This course fulfills one of the elective credits needed for high school graduation when taken in grades 9-12. This course may be repeated.
Math

Please refer to the math sequence chart below for math pathways and prerequisites.

*Students who are enrolled in PreAlgebra in 9th grade or repeating Algebra I or Geometry may be concurrently enrolled in Fundamental Math Concepts in order to build skills and provide additional support. This is an elective credit and does not count towards NCAA or college admission.

** While this course fulfills one of the math credits required for graduation, it does not count towards NCAA eligibility or college admission.

NOTE: This chart will be used as a guideline. Teacher recommendation, i-Ready scores, and State Test scores will also be considered when placing students in courses.
Course Title: Mathematics 6  
Grade Level: 6  
This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division as well as 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, and using expressions and equations; and (4) developing understanding of statistical thinking. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 6th grade.

Course Title: Mathematics 6 Accelerated  
Grade Level: 6  
This accelerated course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; 2) completing and understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 6th Grade.

Course Title: Mathematics 7  
Grade Level: 7  
This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) 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 (4) drawing inferences about populations based on samples. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 7th Grade.
Course Title: Mathematics 7 Accelerated  
Grade Level: 7  
This accelerated course will focus on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) 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; 4) drawing inferences about populations based on samples; 5) 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; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 7th Grade.

Course Title: Pre-Algebra 8  
Grade Level: 8  
This course will 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; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 8th Grade.

Course Title: Pre-Algebra  
Credit: 1.00  
Grade Level: 9  
This one-year course is designed to provide freshman-level students the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. The use of technology, including calculators and computer software, is an integral part of this course. While this course fulfills one of the math credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education (NSHE) core requirements for university admission.
Course Title: Algebra I (high school credit)
Credit: 1.00   Grade Level: 8-12
This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. Through this course, pupils will increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills one of the mathematics credits required for high school graduation.
Prerequisite: Above grade level in i-Ready and/or a Level 4 score on the math SBAC exam

Course Title: Geometry
Credit: 1.00   Grade Level: 9-12
Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles, and right triangle trigonometry. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills one of the mathematics credits required for graduation.

Course Title: Geometry Honors
Credit: 1.00   Grade Level: 9-10
Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course provides pupils with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformation, geometry, trigonometry, measurement, and probability. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills one of the mathematics credits required for graduation. This course earns weighted GPA credit.
PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.

Course Title: Algebra II
Credit: 1.00   Grade Level: 10-12
Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, varied solution strategies including the quadratic formula for quadratic equations, conic sections and their applications, data analysis including measures of central tendency and dispersion, and probability, permutations, and combinations. This course fulfills one of the mathematics credits required for graduation.
PREREQUISITE: Algebra I or Algebra I H
**Course Title: Algebra II Honors**  
**Credit: 1.00  Grade Level: 10-12**  
Algebra II Honors is a rigorous course designed to continue the study and expands upon the concepts and procedures learned in Algebra I H and Geometry H. It provides the foundation for applying these skills to other mathematical and scientific fields. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connection to other areas of mathematics and applications to other disciplines are integrated into the course. This course fulfills one of the mathematics credits required for graduation. This course earns weighted GPA credit.  
**PREREQUISITE:** Algebra I or Algebra I H and teacher approval.

**Course Title: Precalculus AB Honors**  
**Credit: 1.00  Grade Level: 11-12**  
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra. This rigorous course is designed for pupils with a strong background in advanced algebra and will prepare the pupil for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytical geometry, vectors, matrices, relations and functions and introductory concepts of calculus. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.  
**PREREQUISITE:** Algebra II Honors and teacher approval.

**Course Title: AP Statistics**  
**Credit: 1.00  Grade Level: 11-12**  
This one-year course is designed with an emphasis on meeting the requirements of the CollegeBoard 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. 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.  
**PREREQUISITE:** Algebra II Honors or above and teacher approval.

**Course Title: Math of Personal Finance**  
**Credit: 1.00  Grade Level: 12**  
This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. The use of technology, including calculators and computers, is an integral part of this course. **This course is for seniors planning to enter the workforce and is not recommended for college-bound students.** 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).**
Course Title: College Prep Math  
Credit: 1.00   Grade Level: 12  
This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the math credits required for graduation.

Math Electives

Course Title: Intensive Math MS  
Grade Level: 6-8  
Intensive Mathematics is a comprehensive, flexible course designed to meet the needs of students who are approaching proficiency on standardized assessments and require remediation. The course can provide remediation of the standards needed to demonstrate mastery. The course is designed to enable students to skip standards already mastered based on diagnostic assessments. All 6th grade students who are not enrolled in Enrichment Math will be enrolled in Intensive Math.

Course Title: Enrichment Math MS  
Grade Level: 6  
The purpose of this course is to provide a deeper understanding of mathematical skills and concepts for students enrolled in accelerated math. Student will be challenged to work above their grade level and to increase problem-solving and critical thinking skills. The content should include, but not be limited to, solving real-world problems, analytical thinking, and higher level math skills.

Course Title: Fundamentals Math Concepts  
Credit: 1.00   Grade Level: 9-12  
The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil’s needs for remedial instruction identified, test-taking skills, and strategies for mathematics. The fulfills one of the elective credits required for graduation and may be repeated.
Science

Please refer to the math sequence chart below for math pathways and prerequisites.

NOTE: This chart will be used as a guideline. Teacher recommendation, i-Ready scores, and State Test scores will also be considered when placing students in courses.
Course Title: Science 6  
Grade Level: 6  
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 6 include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; 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 the sixth-grade science requirement.

Course Title: Science 6 - Accelerated  
Grade Level: 6  
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 6 Accelerated include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; 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 the sixth-grade science requirement. Enrollment in this course is based on Math Accelerated placement.

Course Title: Science 7  
Grade Level: 7  
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; 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 the seventh-grade science requirement.

Course Title: Science 7 - Accelerated  
Grade Level: 7  
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; 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 the seventh-grade science requirement. Enrollment in this course is based on Math Accelerated placement.
Course Title: Science 8
Grade Level: 8
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 8 include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; Space System; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; 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 the eighth-grade science requirement.

Course Title: Science 8 – Accelerated
Grade Level: 8
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 8 Accelerated include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; Space System; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; 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 the eighth-grade science requirement. Enrollment in this course is based on Math Accelerated placement.

Course Title: Biology I
Credit: 1.00 Grade Level: 9-12
This course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course also familiarizes pupils with the nature of science and technology. This course fulfills one of the science credits required for graduation, and qualifies as a laboratory science for college entrance.

Course Title: Biology I Honors
Credit: 1.00 Grade Level: 9-12
Biology I Honors will provide opportunities to pupils for general exploratory experiences and activities in the fundamental concepts of life. Emphasis is placed on developing research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course fulfills one of the science credits required for graduation, and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.
PREREQUISITE: Algebra I & Teacher approval.

Course Title: Geoscience
Credit: 1.00 Grade Level: 10-12
This one-year course is designed to integrate scientific principles related to the Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth’s composition and structure. The connections between Earth’s systems and everyday life are evaluated throughout this course. The appropriate use of technology is an
integral part. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college admission.

Course Title: Chemistry I  
Credit: 1.00  Grade Level: 10-12  
Chemistry I will provide opportunities for pupils to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course satisfies one credit of the Science graduation requirement.  
**PREREQUISITE:** Biology I and Algebra I.

Course Title: Chemistry I Honors  
Credit: 1.00  Grade Level: 10-12  
Chemistry I Honors will provide pupils with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.  
**PREREQUISITE:** Biology I, Algebra I, and teacher approval.

Course Title: Physics  
Credit: 1.00  Grade Level: 11-12  
Physics I will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement.  
**PREREQUISITE:** Biology I and Algebra

Course Title: Physics Honors  
Credit: 1.00  Grade Level: 10-12  
Physics I Honors will provide pupils with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.  
**PREREQUISITE:** Biology I, Algebra I, and teacher approval.

Course Title: Anatomy & Physiology H  
Credit: 1.00  Grade Level: 10-12  
This course is designed for pupils with special interests in human anatomy and physiology and/or medicine. Topics include a continued, detailed study of the structures and functions of the organ systems of the body integrated with topics in pathology, epidemiology, microbiology, pharmacology, nutrition, medical ethics, genetics, medical specialties, diagnostics, alternative medicine, and community resources. Pupils will be able to use medical terminology, in verbal and written format, to accurately and effectively communicate information relevant to the human body. They will understand the effects and mechanisms of medicine upon the human body and understand the pathophysiology of diseases as they pertain to organ systems of the human body. They will be able to explore: 1) topics in epidemiology and microbiology as
related to the health of the individual and the global community; 2) specialty areas within the field of medicine; 3) topics in medical ethics; 4) topics in genetics and genetic engineering; and 5) topics in alternative medicine. They will develop an understanding of the role of nutrition in health and disease; and understanding of the anatomical and physiological relationships of the organ systems of the human body and an awareness of community resources pertaining to medicine and related fields. Problem-based learning models involving case studies serve as a format for this class. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

* In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.
**Social Studies**

**Social Studies - World History 6**
**Grade Level: 6**
The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world; characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. This course fulfills the social studies requirement for 6th grade.

**Social Studies - World History 6 Accelerated**
**Grade Level: 6**
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. This course fulfills the social studies requirement for 6th grade. Enrollment in this course is based on English/Reading Accelerated placement.

**Social Studies – US/Nevada History 7**
**Grade Level: 7**
This course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course fulfills the social studies requirement for 7th Grade.

**Social Studies – US/Nevada History 7 Accelerated**
**Grade Level: 7**
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. Pupils will study Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course fulfills the social studies requirement for 7th Grade. Enrollment in this course is based on English/Reading Accelerated placement.

**World Geography 8**
**Grade Level: 8**
The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. They study of the world’s cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Pupils examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course fulfills the social studies requirement for 8th grade.
World Geography 8 Accelerated  
Grade Level: 8  
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. They study of the world’s cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Pupils examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course fulfills the social studies requirement for 8th grade. Enrollment in this course is based on English Accelerated placement.

Course Title: Psychology  
Credit: 1.00  
Grade Level: 9  
Psychology I will provide pupils with an understanding of human behavior, behavioral interaction, and the progressive development of individuals with an emphasis on sports psychology. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy. In addition, pupils will expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction. **Special Note:** This course satisfies the humanities credit required for the Advanced Diploma.

Course Title: World History Pre-AP  
Credit: 1.00  
Grade Level: 9  
Pre-AP World History course curriculum is an enriched, accelerated program based on introducing and developing College Board strategies. Compared to regular classes, Pre-AP courses expect a greater retention and appreciation of prior knowledge, as well as a deeper understanding of the course topics. The Pre-AP World History course teaches the skills necessary for success in AP courses and students should expect extensive reading and writing assignments. This course will cover world history from the Paleolithic Era to the Italian Renaissance. Furthermore, this course will cover basic geography content and concepts, as well as explain how geographical features influenced the development of early civilizations. This course is designed to educate students on the development of human beings, the rise of civilizations, meaningful contributions and key events of world history up to the Renaissance. Students will be able to analyze and explain how civilizations have developed and evolved over time. Students will also analyze both primary and secondary source documents from ancient history. Finally, this course will allow students to make connections between the past and present. Students will have an understanding of how events that occurred thousands of years ago directly impact the culture and belief systems of contemporary societies. **PREREQUISITE:** Students must qualify for English 9 H and teacher approval.

Course Title: World History  
Credit: 1.00  
Grade Level: 10  
World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. This course satisfies the World History or Social Studies graduation requirement.
Course Title: Advanced Placement World History  
Credit: 1.00  Grade Level: 10  
Advanced Placement World History is a college-level course that offers motivated pupils the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the pupils, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias, and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context, and bias. This course will emphasize on meeting the requirements of the Collegeboard examination. This course satisfies the World History or Social Studies graduation requirement. This course earns weighted GPA credit. It is expected students will take the AP exam in May.  
PREREQUISITE: Teacher approval.

Course Title: United States History  
Credit: 1.00  Grade Level: 11  
United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. This course satisfies the United States History graduation requirement.

Course Title: AP United States History  
Credit: 1.00  Grade Level: 11  
Advanced Placement United States History is a college-level course designed to provide pupils with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares pupils for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Pupils should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the United States History graduation requirement. This course earns weighted GPA credit. It is expected students will take the AP exam in May.  
PREREQUISITE: Teacher approval.

Course Title: US Government & Economics  
Credit: 1.00  Grade Level: 12  
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 will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the U.S. Government credit required for high school graduation.

Course Title: AP U.S. Government & Politics  
Credit: 1.00  Grade Level: 12  
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional
system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course fulfills the U.S. Government credit required for high school graduation.
Physical Education/Health**

Course Title: Physical Education 6-8*
Grade Level: 6-8
This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Taking this course one semester each middle school year fulfills the physical education requirement for grades 6-8.

*Note: 6th Grade PE rotates with Computer Sci & Tech Concepts. 8th Grade PE rotates with Health

Course Title: PE I
Credit 1.0  Grade Level: 9
PE I provides pupils with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one’s health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health related components of fitness, health problems associated with inadequate fitness levels, application of biomechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness. In addition, students will focus on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual/dual sports, fitness and wellness activities, and lifetime recreational activities. Rules, strategies, and safety are emphasized in relation to active participation and development of knowledgeable spectators. Self-esteem is incorporated into all areas of the curriculum as is the exploration of career opportunities in related fields. This course satisfies one credit of the physical education graduation requirement.

Course Title: PE II
Credit 1.0  Grade Level: 10-12
PE II continues to provide pupils with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one’s health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health related components of fitness, health problems associated with inadequate fitness levels, application of biomechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness. In addition, students will focus on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual/dual sports, fitness and wellness activities, and lifetime recreational activities. Rules, strategies, and safety are emphasized in relation to active participation and development of knowledgeable spectators. Self-esteem is incorporated into all areas of the curriculum as is the exploration of career opportunities in related fields. This course satisfies one credit of the physical education graduation requirement.
Course Title: PE II Waiver  
Credit: 1.0  Grade Level: 9-12  
One (1) unit of Physical Education Waiver credit shall be earned if the student participates and competes in an interscholastic sport or cheerleading squad sponsored by SLAM Academy or participate in a competitive sport, marching band, performing group, or cheerleading squad outside of SLAM for at least 120 hours AND under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional. Upon completion of a full season (or 120 hours outside SLAM), students will receive the PE Waiver with a passing grade (P). A student may earn the PE Waiver and also take a Physical Education course for elective credit.  
Note: A gym membership does not qualify a student for a Physical Education Waiver credit.

Course Title: Health (high school credit)*  
Grade Level: 8/10  
This one-semester course is designed to introduce students to the intricate relationships between the structural and physiological functions required for the mental, social, and physical wellness of the individual. The course includes health awareness, body functions, human development, use of community health resources, first-aid techniques, and the relationships of these to the total health and fitness of the individual. Human sexuality and sexually transmitted infectious disease education, within established guidelines, will be an integral part of this course. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill the one-half health credit required for high school graduation.  
*Note: 8th Grade Health and PE rotate for one semester each. 10th Grade Health and College Readiness rotate for one semester each.  
**Note: Middle school Health standards are covered in the Intro to Sports Medicine/Health course and the 8th grade Health course, which also includes the high school health standards.

PE Electives

Course Title: Weight Training  
Credit: 1.00  Grade Level: 10-12  
Beginning Weight Training provides pupils with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. This course fulfills one of the elective credits required for high school graduation and may be repeated for credit.  
PREREQUISITE: Must have completed high school PE requirements.

Course Title: Marital Arts  
Credit: 1.00  Grade Level: 9-12  
This year-long class is open to both new and experienced martial artists. Students will learn techniques of martial arts including self-defense skills, perseverance, and discipline. Students will have the opportunity to earn belts and participate in competitions. 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. This course will fulfill a Physical Education credit required for graduation.
Foreign Language

Course Title: Spanish I
Credit: 1.00  Grade Level: 8-12
This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. 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 Title: Spanish II Honors
Credit: 1.00  Grade Level: 9-12
This course is for pupils who have successfully completed Spanish I. Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. 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 pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This course earns weighted GPA credit.
PREREQUISITE: Spanish I or mastery of standards corresponding to Spanish I

Course Title: Spanish III Honors
Credit: 1.00  Grade Level: 9-12
This course is designed for pupils who have successfully completed Spanish II Honors. World Languages III provides mastery and expansion of skills acquired by the pupils in World Languages II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Analyzing reading selections strengthens pupils' acquisition of grammatical concepts. Students continue to refine proficiency in Spanish with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in Spanish incorporating understanding of Spanish cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities. This course satisfies the Arts/Humanities graduation requirement.
PREREQUISITES: Spanish II Honors or mastery of standards corresponding to Spanish II and teacher approval.

Course Title: Spanish IV Honors
Credit: 1.00  Grade Level: 9-12
This course is designed for pupils who have successfully completed Spanish III Honors. World Languages IV provides mastery and expansion of skills acquired by the pupils in World Languages III. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Analyzing reading selections strengthens pupils' acquisition of grammatical concepts. Students continue to refine proficiency in Spanish with the end-of-course goal of demonstrating proficiency at a high level. The focus is communication in Spanish incorporating understanding of Spanish cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities. This course satisfies the Arts/Humanities graduation requirement.
**PREREQUISITES:** Spanish III Honors or mastery of standards corresponding to Spanish III and teacher approval.

**Course Title: French I**  
**Credit: 1.00  Grade Level: 9-12**  
This one-year course is designed to facilitate a pupil’s acquisition of French at the novice high level. The focus is communication in French incorporating an understanding of the French cultures, connecting with other disciplines, comparing native language to French, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. 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 Title: French II Honors**  
**Credit: 1.00  Grade Level: 9-12**  
This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-high. 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. 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.
**SLAM Sports Academy (Career & Technical Education) Curriculum**

<table>
<thead>
<tr>
<th>Academy-Grade</th>
<th>Sports Medicine</th>
<th>Sports Marketing, Entertainment &amp; Management</th>
<th>Digital Television and Sports Media Production</th>
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<tr>
<td>6</td>
<td></td>
<td>SLAM Academy Wheel 6 – Comp Sci &amp; Tech Concepts/PE</td>
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<td>7</td>
<td></td>
<td>SLAM Academy Wheel 7 &amp; 8</td>
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<td>8</td>
<td></td>
<td>Students will take the following four semester courses during their 7th and 8th grade years: Speech &amp; Communication, Intro to Marketing, Entertainment &amp; Management, Intro to Sports Medicine, and Intro to Media Production</td>
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<td>9</td>
<td>Health Science I</td>
<td>Principles of Business &amp; Marketing</td>
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<td>10</td>
<td>Sports Medicine I</td>
<td>Sports &amp; Entertainment Marketing I</td>
<td>*Video Production II</td>
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<td>*Video Production II Lab</td>
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<td>11</td>
<td>*Sports Medicine II *Anatomy &amp; Phys * Internship I</td>
<td>* Sports &amp; Entertainment Marketing II * Internship I</td>
<td>*Video Production III *Video Production III Lab * Internship I</td>
</tr>
</tbody>
</table>

**Course Title: Computer Science. & Technology Concepts***

**Grade Level:  6**
This one-semester course provides students with skills in computer education and technology. Areas of emphasis include computer science, computational thinking, productivity applications, and digital citizenship. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades six through eight. This course fulfills the one-half computer credit required for high school graduation.

*Sixth Grade PE and Computer Science & Technology Concepts rotate for one semester each.*

**Course Title: SLAM Exploratory Wheel 7/8**

**Grade Level:  7-8**
The purpose of these courses is to enable pupils to explore careers/career clusters, learn about the decision-making process, communication skills, and study skills. Activities will enable pupils to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Pupils will learn about their interests, values, skills, learning styles and personal and social development. Students will also be introduced to each of the SLAM Academies giving students the necessary information needed to make an informed decision when choosing which academy to enter. Students in grades 7 and 8 will take the following four (4) semester courses as part of this exploration wheel: Intro to Sports Medicine/Health, Intro to Marketing & Entertainment, Intro to Media Production, and Speech & Debate*.* Courses are taken in any particular order or in a particular grade. Placement will depend on availability in the schedule.

- **Speech & Communication** – The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication, argumentation, and problem solving. The content includes, but is not limited to, the forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking. In addition, different types of business communications will be taught (i.e. resume building, interview techniques, business etiquette).
- **Intro to Sports Marketing**– This course introduces pupils 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. Students will also explore marketing, entertainment, and management careers especially related to sports.

- **Intro to Sport Medicine/Health** – This course is designed to introduce pupils to the field of sports medicine. It will provide pupils the opportunity to explore athletic training and sports medicine related fields. It will also introduce students to health occupations, especially those related to sports. In addition, this class will cover the Nevada State middle school health standards.

- **Intro to Sports Media** - This middle school exploratory class incorporates digital art into multimedia projects and presentations. Students will use a variety of graphic art techniques to produce projects combining sound, music, video, and art. Students will also explore careers related media production especially related to sports.

*Note:* Middle school students who are below grade level in math and/or reading may be placed in Intensive remedial courses in place of these electives.

**Course Title: Health Science I**  
**Credit: 1.00**  
**Grade Level: 9-11**

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.  

*In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.*

**Course Title: Sports Medicine I**  
**Credit: 1.00**  
**Grade Level: 10-12**

This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will also demonstrate skills in cardiopulmonary resuscitation (CPR), first aid, and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.  

**PREREQUISITE:** Health Science I

**Course Title: Sports Medicine II**  
**Credit: 1.00**  
**Grade Level: 11-12**

This course is a continuation of Sports Medicine I. This course provides advanced sports medicine students with instruction in advanced techniques and processes. This course will give students hands-on experience evaluating injuries commonly sustained by the competitive athlete. It includes all areas of sports medicine such as sports medicine terminology, musculoskeletal anatomy, evaluation, assessment, rehabilitation, and prevention of athletic injuries. Emphasis will be placed on evaluating and assessing athletic injuries. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. This course fulfills one of the elective credits required for high school graduation.
school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.

**PREREQUISITE:** Sports Medicine I

**Course Title:** Principles of Business and Marketing  
**Credit:** 1.00  
**Grade Level:** 9-11  
This course is an entry-level course in the Business Management, Entrepreneurship, Marketing, and Sports & Entertainment Marketing programs that develops student understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental business and marketing activities, factors affecting business, develop verbal and written communications skill, and participate in career exploration and planning. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.

**Course Title:** Sports & Entertainment Marketing I  
**Credit:** 1.00  
**Grade Level:** 10-12  
This course is a continuation of a Sports and Entertainment Marketing program. Students will advance their knowledge and skills in promotion, pricing, channel management, marketing-information management, market planning, market research, promotion, product management and professional selling as it relates to sports and entertainment. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.  
**PREREQUISITE:** Principles of Business and Marketing

**Course Title:** Sports & Entertainment Marketing II  
**Credit:** 1.00  
**Grade Level:** 11-12  
This course is a continuation of a Sports and Entertainment Marketing program. Students will advance their knowledge and skills in promotion, pricing, marketing-information management, market research, and development of the marketing plan as it relates to sports and entertainment industries. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.  
**PREREQUISITE:** Sports & Entertainment Marketing I

**Course Title:** Video Production I  
**Credit:** 1.00  
**Grade Level:** 9-11  
This course is designed to introduce students to the basic elements and skills needed to produce a video. Operating video cameras, script writing, editing equipment, microphones, and the process of On-Air program production are emphasized. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.

**Course Title:** Video Production II  
**Credit:** 1.00  
**Grade Level:** 10-12  
This course is a continuation of Video Production I. This course provides intermediate video production students with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/post-production, editing techniques, studio and engineering procedures, and live
broadcast skills. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.

**PREREQUISITE:** Video Production I

**Course Title:** Video Production III  
**Credit:** 1.00  
**Grade Level:** 11-12

This course is a continuation of Video Production II. This course provides advanced video production students with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.

**PREREQUISITE:** Video Production II

**Course Title:** Video Production III Lab  
**Credit:** 1.00  
**Grade Level:** 11-12

This course is designed to expand the students’ opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and it also fulfills the career and technical education requirement for the Advanced Diploma.

**PREREQUISITE:** Teacher Recommendation
Other Electives

Course Title: College Readiness*
Credit: 1.0      Grade Level: 10
This one semester course is designed to help students to prepare for life after high school. Emphasis will be on planning for continued education in an apprenticeship, a two-year college, or four-year college or university. Students will learn the process of applying to colleges and other post-secondary education options. Topics will include, applications, resumes, financial aid/scholarships, etc. Students will also examine challenges of a new and independent life setting. This course will fulfill one-half of one elective credit required for high school graduation.

*Note: This is a one semester course that switches with Health.

Course Title: Computer Science Discoveries
Grade Level: 8
Computer Science Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. Students will cover the following units: problem-solving, web development, animations and games, the design process, data and society, and physical computing. This course counts as an elective credit.

Course Title: Computer Science Principles
Credit: 1.0      Grade Level: 9-12
This one semester course is designed to help students to prepare for life after high school. Emphasis will be on planning for continued education in an apprenticeship, a two-year college, or four-year college or university. Students will learn the process of applying to colleges and other post-secondary education options. Topics will include, applications, resumes, financial aid/scholarships, etc. Students will also examine challenges of a new and independent life setting. This course will fulfill one-half of one elective credit required for high school graduation.
PREREQUISITE: Computer Science Discoveries

Course Title: Financial Literacy
Credit: 1.0      Grade Level: 12
This course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. This course will start students on a path toward understanding effective money management. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, and understand the cost of using credit.

Course Title: Office Aide*
Credit: 1.0      Grade Level: 9-12
This one-year course is designed to allow students to assist in various offices on campus. Under the direction of a supervising staff member, students will gain experience in clerical duties, working with faculty members, and following directions. Students are assigned to supervising staff by a formal application process. Students are limited to two credits. This course will fulfill one of the elective credits required for graduation.
PREREQUISITE: Students must complete an application and have a 3.5 gpa in order to apply.

Course Title: Student Aide*
Credit: 1.0  Grade Level: 9-12
This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to two credits. This course will fulfill one of the elective credits required for graduation.

PREREQUISITE: Students must complete an application and have a 3.5 gpa in order to apply.

Course Title: Student Tutor*
Credit: 1.0  Grade Level: 9-12
This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically struggling students. Student tutors may be assigned to English, reading, or mathematics lab classes to assist with individual student instruction. Student tutors will be given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 3.5 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. Students are limited to two credits. This course will fulfill one of the elective credits required for graduation.

PREREQUISITE: Students must be recommended by a teacher and have a 3.5 gpa in order to apply.

*Note: Students may only be enrolled in one of these courses per year.