



Course Catalog  
2023 – 2024



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## **PRINCIPAL’S MESSAGE**

At LVA, we nurture excellence in arts and academics through a rigorous dual curriculum. Our students must be extremely dedicated and willing to persevere through challenges, failures, opportunities, and successes. The curriculum offered at LVA will prepare you for almost any field you wish to pursue. As you prepare for the 2023 – 2024 school year at the Las Vegas Academy of the Arts, it is crucial that you review the course offerings and determine your choices to ensure your class selections will support your post-high school career and educational goals. You will be committing to remain in the courses you select once scheduled for the entire year.

Your counselor, teachers, and department coordinators are available to assist you in your decisions on your course selections. Each day we create a learning environment united by a passion for the transformative nature of the arts and inspired by opportunities to provide the depth, rigor, and intensity of artistic and academic instruction in preparation for post-secondary opportunities — whether pre-conservatory or university. LVA offers expanded opportunities for you to earn high school credits and begin work towards a post-secondary degree through the University of Nevada – Las Vegas (UNLV) Dual Enrollment, the Jumpstart Concurrent Enrollment Program with the College of Southern Nevada (CSN) and Career and Technical Education (CTE).

Your counselor, parents, and Major instructors are the key individuals who can help you plan your class selections. Another resource available to you for college and career planning is our Success Center. The Community Outreach Coordinator and other volunteers are prepared to offer guidance with scholarships, financial aid, employment, private lessons, auditions, resumes, portfolio development, tutoring, and proficiency preparation. We look forward to a successful year!

Sincerely,

Scott Walker  
Principal

## **MISSION STATEMENT**

Las Vegas Academy promotes an interdisciplinary foundation for lifelong learning by motivating, empowering, and challenging our students to be academic, artistic, and compassionate individuals.

## **CORE VALUES: THE LVA WAY**

- Invest in FAMILY and COMMUNITY ~ A Sense of Belonging impacts physical and mental health.
- Build CHARACTER ~ Uphold Integrity, Respect, and Honesty
- Embrace a POSITIVE ATTITUDE ~ Embellish with Humor and Fun
- ACHIEVEMENT: Exceed Mastery ~ Creativity, Passion, and Determination are catalysts.
- Defend TRUTH, JUSTICE, and the LVA WAY.

Visit us at our website at [www.lasvegasacademy.net](http://www.lasvegasacademy.net)

## INTRODUCTION

Parents and students should be aware of LVA's commitment to providing a rigorous and challenging curriculum. Student placement in classes will be based upon several factors: (a) teacher recommendation; (b) previous grades in similar courses; (c) parental guidance; and (d) interest of the student. Every effort will be made to appropriately place students in challenging courses, which coincide with the student's assessed ability. Students are not placed in courses below their ability levels. Students will be scheduled into their selected classes unless those classes are filled or canceled. The courses offered in this book are dependent on student requests and staffing. Subsequently, some courses listed may be dropped when the schedule is built. **Courses selected in the spring during the Course Selection process are the courses students will be required to attend throughout the 2023 – 2024 school year.** Therefore, parents and students must understand that changing class placements will not occur other than those requests governed by the schedule change policy (See page 13). **Choose your classes carefully.**

### **Parent Funding Agreement (PFA)**

The necessary expenses to maintain our Conservatory programs as they now operate are inadequately funded by CCSD and the state of Nevada. Each Conservatory Major has created a budget of projected expenses for the upcoming school year. To meet each Conservatory's financial needs, we invite families to contribute to our Parent Funding Agreement (PFA) program. In return, students will not have to pay their MAJOR class fees. Your tax-deductible contribution will cover all budget expenses EXCEPT for uniform and travel costs. A PFA contribution to your student's Major (and, as applicable, your student's Minor), you will entitle you to a VIP PASS granting you four (4) tickets to your student's Conservatory shows for the 2023 – 2024 school year. The PFA does NOT waive class fees for additional elective courses with fee requirements.

## HOW TO USE THIS CATALOG

**READ** this entire course selection guide and the course descriptions carefully before you register. Be sure that you have met the prerequisites for selected courses. Students must meet these prerequisites to enroll in a class or request permission to challenge the course.

**DISCUSS** your course selection with your parents/guardians, teachers, and your counselors before course selection. Many subjects require a teacher's recommendation and signature. Teachers will recommend English, Mathematics, Science, and Social Studies placements.

**CHOOSE** courses that will challenge you and give you the best possible preparation for your future in terms of your career and educational goals. Students will not be able to take classes below their achievement level.

**COMPLETE** the course selection form.

- List your required classes first, and then list your electives. Make four elective choices. **If elective choices are filled and/or canceled, you will be assigned your alternate choice(s) based on the priority listing you designate.** Counselors will review core class recommendations during one-on-one conferences.
- Students planning to attend summer school will be pre-registered based on the next logical course sequence according to their spring schedule. If a student successfully completes their summer school course(s), the student's fall schedule may be changed when the summer school grades have been added to the student's transcript.
- Seniors must apply for a reduced class load (shortened day) during course selection. Reduced class loads may not be approved after the school year begins. Only seniors that have passed all exams required for graduation will be permitted to apply for a reduced class load.

**UNDERSTAND** that you are expected to remain in the classes you have selected during course selection throughout the 2023 – 2024 school year. Exceptions will only be made when graduation requirements need to be met or for reasons governed through the schedule change policy (See page 13).

# NEVADA DEPARTMENT OF EDUCATION

## CODE OF HONOR

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

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

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

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

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

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework 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 toward your child's school administration and/or the school district.

### **SCHOOL DISTRICT CALENDAR**

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

# HIGH SCHOOL GRADUATION REQUIREMENTS

## Pathway to Graduation for Students

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

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

## Core Enrollment Expectations

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

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

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

## TESTING

### Required: College and Career Readiness Assessment

The College and Career Readiness Assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year. Some colleges/universities and NCAA Division I Initial Eligibility (for student-athletes) will require an ACT score. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

Students attending college/university in Nevada can earn the Millennium Scholarship after successfully completing the core curriculum and earning at least a 21 composite score on the ACT. For more information, please see the Nevada Scholarships section of this guide (See page 25).

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

The ACT NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates because it is a valid predictor of job performance. Students that earn a

Silver or above for the ACT NCRC credential will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

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

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

### Optional: SAT

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

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

### Optional: PSAT/NMSQT

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

### Tentative CCSD/State Testing Schedule

DATE	TEST
August/September	MAP Growth Interim – Fall Reading and Mathematics
October	PSAT – all 10 <sup>th</sup> Grade (free) and 11 <sup>th</sup> Grade (strongly recommended, fee)
November/December	ASVAB Career Exploration – 11 <sup>th</sup> & 12 <sup>th</sup> Grades (voluntary, no fee)
November/December	MAP Growth Interim – Winter Reading and Mathematics
January	Seal of Biliteracy (STAMP 4S) – select 11 <sup>th</sup> & 12 <sup>th</sup> Grades (voluntary, no fee)
February/March	College & Career Readiness Assessment (ACT Plus Writing) – 11 <sup>th</sup> Grade ( <b>mandatory - no fee</b> )
February	CTE Workplace Readiness – select 11 <sup>th</sup> & 12 <sup>th</sup> Grades (mandatory, no fee for first-time testers)
March	CTE End of Course – select 11 <sup>th</sup> & 12 <sup>th</sup> Grades (mandatory, no fee for first-time testers)
April/May	MAP Growth Interim – Spring Reading and Mathematics
April	CRT Science – 9 <sup>th</sup> Grade ( <b>mandatory</b> )
May	Advanced Placement (AP) testing (Required for all students taking AP courses)

# DIPLOMAS TYPES

## Diploma Types

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

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

(b) Additional College and Career Ready Diploma requirements:

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

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

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

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

A computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Senate Bill 200, 2017.

As per CCSD Regulation 5127, beginning with the Cohort of 2024, the maximum weighted GPA\* that can be earned is 4.950.

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

## GRADE PLACEMENT

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

## ACADEMIC RECOGNITIONS

### Grade Point Average (G.P.A.)

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

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

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

\* Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the examinations for each course.

### Valedictorian and Salutatorian

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

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

**As per CCSD Regulation 5127, beginning with the Cohort of 2024, the maximum weighted GPA that can be earned is 4.950.**

### LVA Academic Awards

Each semester, students will be identified for Honor Roll based on their unweighted GPA for that semester:

- Cum Laude 3.5 – 3.79 GPA
- Magna Cum Laude 3.8 – 3.99 GPA
- Summa Cum Laude 4.0 GPA

Graduating seniors will be given special recognition if they have achieved an Honors status.

These honors are based on the student's cumulative GPA.

- Las Vegas Academy Medallion Program\* 3.85 (weighted) GPA
- Las Vegas Academy Academic Excellence\* 3.25 (unweighted) & 3.85 (weighted)

*\*Specific coursework required*

### Las Vegas Academy Medallion Program

The Las Vegas Academy Medallion Program is designed to recognize students who exhibit excellence in academic achievement above the Clark County School District Honors Program diploma requirements. Those meeting all program requirements will be honored with a special presentation at the annual Awards Program. Also, the student will receive a special medallion to be worn at graduation.

Students must meet all minimum graduation requirements outlined by Las Vegas Academy, the Clark County School District, and the State of Nevada.

Required Areas of Study	Designated Honors/AP Courses
English	4
Math	3
Science	3
Social Studies	3
Foreign Language	2
<b>Total</b>	<b>15 credits required</b>

- Overall Grade Point Average - The final requirement for the Las Vegas Academy Medallion Program is that students must have an overall seven (7) semester grade point average of 3.85 weighted or higher with no D's or F's on the transcript.

### Academic Excellence Award

Graduating seniors will be given special recognition at graduation if they have achieved *Academic Excellence* status. Students must complete the 21<sup>st</sup> Century Course of Study requirements in addition to meeting the qualifications below. Candidates for the Academic Excellence Award will be identified at the end of the fall semester of their senior year (7 semesters).

- *Academic Excellence* will be awarded for students who achieve 3.25 unweighted and 3.85 weighted or above GPA overall with no **D's or F's** on their transcript and at least one honors or AP course.

### Seal of Biliteracy Award

The Seal of Biliteracy is an award given to any graduating students who have studied and attained intermediate proficiency in a language other than English. Students who have taken and passed AP/IB exams before their senior year will automatically be considered for the award. Students taking an AP/IB course during their senior year are encouraged to take the district-approved proficiency exam in the spring if they want to earn the award before graduation. Any questions about the Seal of Biliteracy can be answered by reviewing the information on <http://ccsd-wl.info/sealinfo>.

### Foreign Exchange Students at Graduation

Foreign exchange students are not eligible to earn a high school diploma. Foreign exchange students who are part of the senior class may be seated on the stage as guests at the school principal's discretion. Foreign exchange students should not be dressed in caps and gowns but may be recognized during the commencement ceremony either by the principal or students.



# ACADEMIC PLANNING

## **Student Success Center and Counseling Services**

Although CCSD mandates that every student generates a four-year plan, LVA extends this concept and creates a ten-year plan for every student to establish a firm post-secondary guide. To this end, we have launched our Student Success Center. This center is open to students and their family members daily during school hours. There are ample computers with internet access, workspace, and friendly volunteers to assist with a wide variety of needs. We can assist you with Infinite Campus, college and scholarship information, resume and portfolio building, internship and summer program opportunities, and much more. We look forward to assisting you!

## **College and Career Readiness**

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

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

## **Academic Plans**

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

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

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

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

## **Programs and Progress**

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

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

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

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

- In the Portal, use the **Progress Report** to monitor progress toward specific Graduation or Academic Programs.

To view this report in Campus Parent or Campus Student, go to **Documents > Other > Academic Plan Progress Report**. Choose the plan you would like to review from the drop down menu.

### College/University Preparation

Minimum graduation requirements do not necessarily prepare students for college. Counselors provide information on specific college requirements, and we recommend that the parent or student contact the school's admissions office of the student's choice. Las Vegas Academy recommends the following program as a minimum college-preparatory program:

ACADEMIC COURSE WORK	HIGHLY RECOMMENDED
Four (4) years English – English 9, English 10, English 11, English 12	Two (2) years Foreign Language
Four (4) years Math – Algebra, Geometry, Algebra II, College Prep Mathematics	Computer Science I
Three (3) years Social Studies – World History, U.S. History, American Government	Honor, Dual Credit, and/or AP courses
Three (3) years Science – Biology, Chemistry, Physics	

### Required High School Student Class Load

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

- As LVA has a 4 x 4 block schedule:
  - Grade 9, 10, and 11 students must be enrolled in eight (8) courses per semester.
  - Grade 12 students who **are not** College and Career Ready\* must be enrolled in eight (8) courses per semester.
  - Grade 12 students who are College and Career Ready\* must be enrolled in six (6) courses per semester. Students will be given only one (1) open period per school day.

\* The Nevada Department of Education established the criteria for college and career readiness. Students must complete the ACT with Writing exam with a minimum score of 18 in English and 22 in Mathematics. Please see your school counselor for details, or review the Nevada Department of Education [AB 7 & AB 117 FAQ](#).

Coursework taken outside of the regular school day may be counted towards the required high school class load requirements, **subject to school administrator approval before enrollment**. The scheduling of open periods will be based on the master schedule and class loads. Students who qualify may request but are not guaranteed a late start or early dismissal. Students on a reduced schedule must provide their own transportation and leave campus as soon as their schedule is complete. Students on a reduced schedule who loiter on campus will be enrolled in a class.

### Schedule Change Policy

Since much advance planning and guidance are provided for each student before course selection in the spring, schedule changes will not be granted after course selection. ***Class changes will not be granted to accommodate a student's request for a specific instructor or class.*** Students will be required to remain in year-long courses for the entire school year.

A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of classroom instruction, excluding passing periods. To ensure students receive enough instruction to earn credit, schedule changes are not permitted after **the first ten (10) days** of the school year.

After this point, any schedule changes will result in an "F" on the transcript for the dropped class. Courses may only be changed with administrative approval. Requests for schedule changes after the **first ten (10) days** of the semester may only be granted for the following reasons:

1. Graduation requirement fulfillment
2. Misplacement in an academic area according to test scores and/or ability
3. Successful completion of summer school course work

Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines.

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

### **Course Challenge Process**

Placement in some courses is based on students' ability level, teacher recommendations, and other indicators. We want to offer students every chance to have a schedule that is challenging, but not overwhelming. Students and parents/guardians should carefully consider all prerequisites for each course, so they can make informed decisions and create a challenging, yet balanced course load. The school counselor will assist the student in assessing any information that may help make an informed decision.

**A student who successfully challenges a course must remain in the course for the entire school year. Students will not be able to request another schedule change once their petition has been approved.** Students will not be permitted to select courses below his/her ability level. Students are encouraged to enroll in classes that are academically fulfilling.

### **Early Graduation**

The administration and the counseling staff of Las Vegas Academy strongly discourage students from pursuing early graduation. Students that complete all graduation requirements for their cohort year may graduate early with approval from the school of full-time enrollment (your zoned school). Students who wish to graduate before completing eight semesters are required to make a formal application. Application forms available in the Counselor's Office must be completed in full and **submitted for administrative approval one semester before graduation**. Students with approval to graduate early will not receive senior status until all graduation requirements have been completed. Therefore, students graduating early retain their present class status for the entire school year. Students graduating early will not be considered seniors; however, they will be allowed to participate in senior activities during the second semester as long as they are on track for their early graduation. Please contact your school counselor with specific questions.



## EARNING CREDIT

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

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

### INTERNAL CREDIT

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

#### High School Credit Taken in Middle School

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

- Algebra I
- Geometry Honors
- A Foreign Language

#### Honors and College-Level Course Offerings

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

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

#### Advanced Placement Classes (AP)

AP courses are college-level courses taught as part of the high school curriculum. In the spring of each school year, a cumulative exam is administered for each AP course. AP exams are graded on a scale of 1 (minimum) to 5 (maximum). University credit is generally granted for test scores of 3 and above. The College Board administers the AP program.



## ADVANCED PLACEMENT COURSES OFFERED AT LVA

<ul style="list-style-type: none"> <li>• AP Pre-Calculus</li> <li>• AP Calculus AB</li> <li>• AP Statistics</li> <li>• AP Biology</li> <li>• AP Environmental Science</li> <li>• AP Physics 1: Algebra-Based</li> <li>• AP Human Geography</li> <li>• AP World History</li> <li>• AP U.S. History</li> <li>• AP U.S. Government &amp; Politics</li> <li>• AP Art History</li> <li>• AP Microeconomics</li> </ul>	<ul style="list-style-type: none"> <li>• AP Macroeconomics</li> <li>• AP Psychology</li> <li>• AP English Language &amp; Composition</li> <li>• AP English Literature &amp; Composition</li> <li>• AP 2-D Art and Design</li> <li>• AP 3-D Art and Design</li> <li>• AP Drawing</li> <li>• AP Music Theory</li> <li>• AP Chinese Language &amp; Culture</li> <li>• AP Japanese Language &amp; Culture</li> <li>• AP Spanish Language &amp; Culture</li> <li>• AP Spanish Literature &amp; Culture</li> </ul>
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**NOTE: Students enrolled in AP classes must take the AP exam in May.**

### DUAL ENROLLMENT

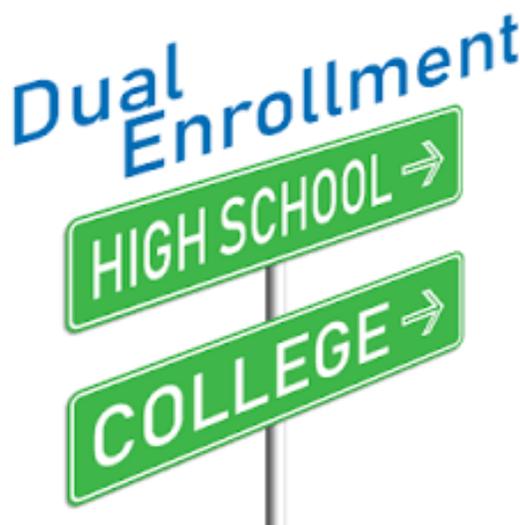
Students take a college-level course at the school of full-time enrollment that is taught by an approved instructor. There is typically a cost. Dual Enrollment courses taught through a formal cooperative agreement with CCSD are considered to be internal credit.

#### DUAL ENROLLMENT COURSES OFFERED AT LVA

<ul style="list-style-type: none"> <li>• Anthropology 101</li> <li>• Anthropology 102</li> <li>• Chemistry 103</li> <li>• Chemistry 105</li> </ul>	<ul style="list-style-type: none"> <li>• English 101</li> <li>• English 102</li> <li>• History 101</li> <li>• History 102</li> </ul>	<ul style="list-style-type: none"> <li>• Political Science 101</li> <li>• Psychology 101</li> <li>• Psychology 102</li> </ul>	<ul style="list-style-type: none"> <li>• Music 121</li> <li>• Music 125</li> <li>• Math 095</li> <li>• Math 096</li> </ul>	<ul style="list-style-type: none"> <li>• Math 120</li> <li>• Math 124</li> <li>• Math 126</li> <li>• Math 127</li> </ul>
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### Career and Technical Education (CTE) College Credit

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



## CTE COURSES OF STUDY OFFERED AT LVA

Program Name	22-23 Course Sequence			
<b>Computer Science</b>	Computer Science I	Computer Science II H	Computer Science III H	AP Computer Science A
<b>Graphic Design</b>		Graphic Design II	Graphic Design III	Graphic Design AS
<b>Marketing</b>	Prin Bus Mktg	Marketing		
<b>Multimedia Communication</b>	Multimedia Communication I	Multimedia Communication II	Multimedia Communication AS	Multimedia Communication AS
<b>Photography</b>		Photography II	Photography III	Photography AS
<b>Theatre Technology</b>	Theatre Technology I	Theatre Technology II	Theatre Technology III	Theatre Technology AS
<b>Video Production</b>	Video Production I	Video Production II	Video Production III	Video Production AS

*Please note: students must take **all courses listed** within the specific CTE area to qualify for college credit.*

The Nevada System of Higher Education and the Nevada Department of Education established the CTE College Credit program to award college credit to high school students who complete state-approved career and technical education programs. In the 2023 – 2024 school year, CTE programs will begin to transition to a two-year course sequence. The CTE programs of Graphic Design and Photography will be phased out, but the courses will continue to be available as elective classes.

There are two types of CTE Assessments. The Workplace Readiness Skills Assessment measures student proficiency in the Employability Skills for Career Readiness state standards. The End-of-Program Technical Assessments are program specific and measure the skill attainment of students who have completed a program course sequence. These assessments are aligned to the state standards and are required by the Nevada Administrative Code 389.800.

The goal of this program is to prepare students to earn a postsecondary credential in less time and at lower cost. CTE College Credit is free and is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

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

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

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



## Credit by Exam (CBE)

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

### CBE Policies

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

## EXTERNAL CREDIT OPTIONS

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

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

- **Dual Credit** – Students take coursework outside of the regular school day from an accredited college/university. There is typically a cost.
- **Physical Education II Waiver** – 1.0 Physical Education credit (required for graduation) will be waived for 120 hours of activity completed under the direct supervision of a qualified instructor/coach who is a credentialed or licensed professional in that activity. To be approved, this activity must be geared toward competition.
- **Community Service** – 0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max).
- **Educational Travel Credit** – 0.5 elective credit will be granted for a 21-day educational trip/tour (1.0 credit for 42 days). Students are required to submit a log with general descriptions of sites visited detailing items of interest, the student's reactions, and photographs of the student at the sites. A parent or guardian may sign logs for educational travel credit supporting documentation.
- **Enrichment Program** – Elective credit will be granted for successful completion of academically accelerated coursework at accredited institutions.
- **Online/Correspondence Course** – High school credit will be granted for high school coursework completed at accredited institutions.
- **Music Equivalent Credit** – High school credit will be granted for private music lessons. A student is limited to 0.5 credit for each school year (1 credit max). The instructor must be certified, or demonstrate membership in one of the following organizations: The National Association for Music Education, The American Music Teachers Association, The Music Teachers National Association, The Suzuki Music Teachers Association, or a faculty member at a college, university, or school of the arts.

## CONCURRENT CREDIT OPTIONS

Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course at the same time. All concurrent course enrollments require prior approval from a school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on concurrent credit options.

### Duplicate Course Work – Repeating Courses

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

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

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

### Return to Home School Policy

Students who accept enrollment and elect to attend the Las Vegas Academy of the Arts are required to remain enrolled throughout the full school year. Students may choose to return to their home school only at the conclusion of the school year. Any student who gives up their seat at LVA must reapply and audition to return.

### Eligibility & Academic Probation

Students at LVA are expected to work with equal dedication in both their Major and Academic courses. Students are expected to maintain a minimum of a 2.0 (C) overall grade point average every semester, a minimum of a 2.0 (C) grade point average in all major classes, maintain good attendance and behavior, and have satisfactory citizenship in all classes. Students who do not meet these expectations or fail any class will be placed on Academic and/or Behavior Probation and subject to enrollment review by the administration at the end of the school year.

## CHANGE OF MAJOR / ADDITION OF MINOR EMPHASIS PROCESS

All students attending the Las Vegas Academy must have a declared Major area of study and be enrolled in a Major block class. First-year students must maintain the original Major in which they initially registered. Theater Tech students must remain in their Major for all four (4) years. If a non-Theater Tech student wishes to change their Major, they must apply for a change of Major. After a student’s first year, students may apply for a Minor emphasis. Students will not be allowed to change their Major or add a Minor for their senior year.

**All change of Majors or the addition of a Minor emphasis requires an audition.** Students will not be permitted to change their Major or add a Minor once the deadline has passed. Students must follow the process outlined below to change a major or add a minor for the following academic school year.

1. Due to the intensive study and expected proficiency level required in a Major, **students will only be allowed to apply for a change in Major during their current 9<sup>th</sup> or 10<sup>th</sup>-grade year.** Students changing their Major or adding a Minor must be enrolled in the Course of Study for a minimum of two (2) years.
2. Students may apply for a Minor emphasis for the following school year during their current 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup>-grade year. Students in the 9<sup>th</sup> grade will not be placed in Minor until the successful completion of their first year at LVA.

3. Any student who has changed Majors and wishes to return to their previous Major must re-audition to be accepted back into their original program. If they are not approved, they must stay with the Major they are currently assigned.
4. Students will be dropped from their Minor at the end of the school year if they cannot maintain a semester 2.0 (C) overall grade point average in their academic courses.
5. Pick up a form from the Student Achievement Office at a date **to be announced** via the daily announcements. Forms are usually available by December. Acquire the appropriate signatures on the form, bring the completed form to the Student Achievement Office before the January deadline and schedule an audition.
6. Students may only choose one of the following changes: Change of Major, Pursue a Minor or Change in Art Emphasis.
7. Students wishing to change their Major or add a Minor may only audition **once** and must complete their audition process by the specified January deadline.
8. Changing emphasis within the Visual Art Departments requires approval from teachers of both areas of art emphasis.
9. If students are accepted into a Minor program, the Major Course of Study will take priority over any scheduling conflict.



# **STUDENT ATHLETES**

## **Physical Education II Waiver Credit**

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

## **CCSD Athletic Eligibility Requirements**

### **Transfer Rules**

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students enrolled through Change of School Assignment (COSA) are ineligible for 180 school days. Grades 09-11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private/charter or private/charter to public school are ineligible for 180 school days.
- Students enrolled on Shared Housing are ineligible for 180 school days.
- Students who transfer from a magnet or COSA enrollment are ineligible for 180 school days.

### **Age Limitations**

- A student whose twentieth (20) birthday occurs during a season is ineligible to participate in any sanctioned sport during that season and any season that is conducted after that date.

### **Physical Examinations**

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

### **Residency Rules**

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

### **Academic Requirements**

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

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

## NCAA Initial Eligibility Requirements

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards.

Please notify your school counselor if you are planning to register with the NCAA Eligibility Center. It is important for your school counselor to know this information and ensure your Academic Plan reflects the required coursework for eligibility as outlined below.

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

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

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



# POSTSECONDARY OPTIONS

## Nevada University Admissions

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

- Complete the following high school course requirements:
  - 4 credits in English
  - 3 credits in math (Algebra I or higher)
  - 3 credits in social studies
  - 3 credits in natural science

**and**

- Have at least a 3.0 weighted GPA in the required high school courses above, or
- SAT Critical Reading and Math combined score of 1120, or
- ACT Composite score of 22, or
- Nevada Advanced Diploma.

## Four-Year College or University

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

## Public Community College

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

## Private Junior College

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

## Continuing Education Classes

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

## Life Skills Training Programs

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

## Apprenticeships

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

## Career, Vocational, or Technical Education

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

## Job Corps

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

## City Year and Americorps

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

## Military

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



# NEVADA SCHOLARSHIPS

## Millennium Scholarship

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

## Nevada Promise Scholarship

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

## Public Education Foundation

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

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

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



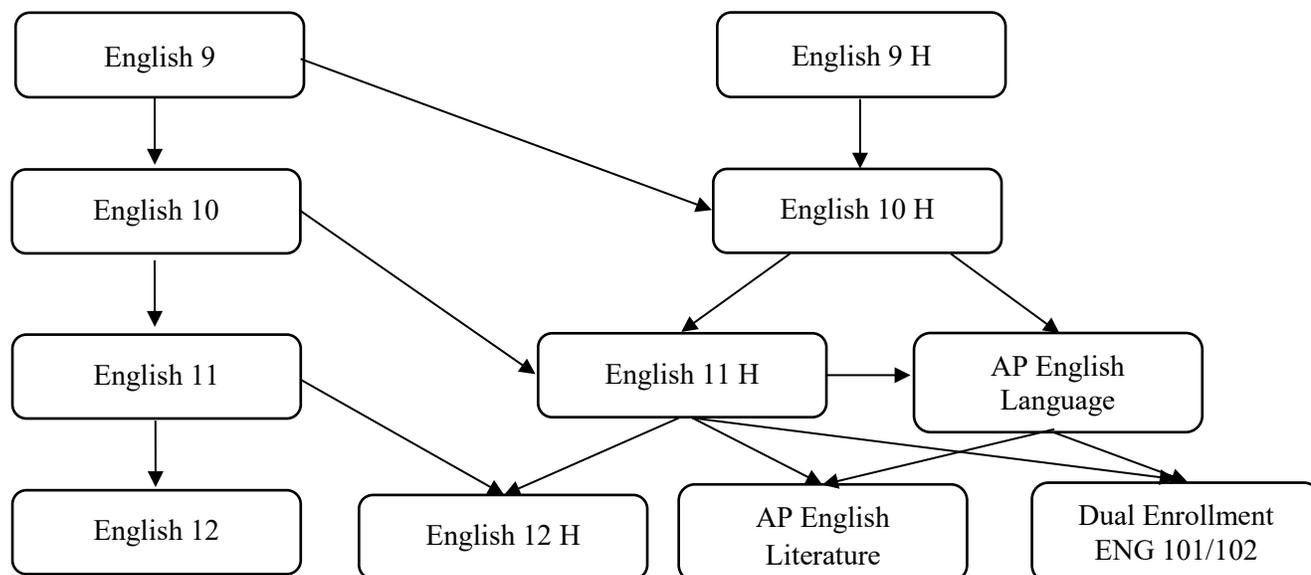
# Core Area Graduation Planner

9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>4 years required for graduation</b>			
English 9 English 9 H	English 10 English 10 H	English 11 English 11 H AP English Lang AP English Lit	English 12 English 12 H AP English Lang AP English Lit Dual Enrollment ENG 101/102
MATH	MATH	MATH	MATH
<b>4 years required for Advanced/Advanced Honors/College &amp; Career Diploma</b>			
Algebra I Geometry Geometry H Algebra II Algebra II H	Geometry Geometry H Adv. Algebra w/ Financial Apps Algebra II Algebra II H College Prep Math AP Pre-Calculus AP Statistics Dual Enrollment MATH 120/124 Dual Enrollment MATH 126/127	Adv. Algebra w/ Financial Apps Algebra II Algebra II H College Prep Math AP Pre-Calculus AP Calculus AB AP Statistics Dual Enrollment MATH 120/124 Dual Enrollment MATH 126/127	College Readiness Math College Prep Math AP Pre-Calculus AP Calculus AB AP Statistics Dual Enrollment MATH 120/124 Dual Enrollment MATH 126/127
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
<b>2 years required for graduation</b>			
P.E. I Dance I Ballroom I Musical Theatre Dance I	P.E. II Dance II Ballroom II Advanced Ballroom Company Musical Theatre Dance II		
SCIENCE	SCIENCE	SCIENCE	SCIENCE
<b>2 years required for graduation; 3 years required for Advanced/Advanced Honors/College &amp; Career Diploma</b>			
Biology H	Chemistry Chemistry H	Geoscience H Physics Physics H Principles of Anatomy H Dual Enrollment CHEM 103/105 AP Biology AP Environmental Science AP Physics 1	Geoscience H Physics Physics H Principles of Anatomy H Dual Enrollment CHEM 103/105 AP Biology AP Environmental Science AP Physics 1
HEALTH	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
<b>1 semester required for graduation</b>	<b>3 years required for graduation: World History, U.S. History, and American Government/Economics &amp; Financial Literacy</b>		
Health	World History H AP World History: Modern AP Human Geography	U.S. History U.S. History H AP U.S. History Dual Enrollment HIST 101/102	American Government/Economics & Financial Literacy American Government H/ Economics & Financial Literacy H AP U.S. Gov't/Pol & NV Econ Dual Enrollment PSC 101/ Economics & Financial Literacy H
21 <sup>st</sup> CENTURY LEARNING			
<b>1 semester required for graduation</b>			
Computer Science and Applications (taken online or CBE)			
WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE
<b>2 years required (one honors-level) for Advanced Honors Diploma</b>			
Chinese I Chinese II H Japanese I Japanese II H Spanish I Spanish II H	Chinese II H Japanese II H Japanese III H Spanish II H Spanish III H	Chinese III H AP Chinese Language Japanese III H AP Japanese Language Spanish III H AP Spanish Language	AP Chinese Language AP Japanese Language AP Spanish Language AP Spanish Literature

# Academic Course Descriptions

## ENGLISH DEPARTMENT

*Students are expected to complete the summer reading assignments noted in the Course Catalog.*



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ENGLISH 9</b>	This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are strongly encouraged to read and annotate texts for their Summer Reading assignment and should be prepared for an assessment at the beginning of the Fall Term.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	9 <sup>th</sup> grade
<b>ENGLISH 9 H</b>	This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are strongly encouraged to read and annotate texts for their Summer Reading assignment and should be prepared for an assessment at the beginning of the Fall Term.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	9 <sup>th</sup> grade MAP Reading score of 230 or higher No MAP Score – A in English 8

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ENGLISH 10</b>	This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are expected to read the assigned texts.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	10 <sup>th</sup> grade
<b>ENGLISH 10 H</b>	This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are expected to read the assigned texts.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	10 <sup>th</sup> grade  MAP Reading score of 230 or higher  No MAP Score – A in English 9/A or B in English 9 H
<b>ENGLISH 11</b>	This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are expected to read the assigned text for Summer Reading assignment and complete the related assignment prior to the start of the Fall Term.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	11 <sup>th</sup> grade
<b>ENGLISH 11 H</b>	This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are strongly encouraged to read and annotate texts for their Summer Reading assignment and should be prepared for an assessment at the beginning of the Fall Term.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	11 <sup>th</sup> grade  MAP Reading score of 230 or higher  No MAP Score – A in English 10/A or B in English 10 H

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ENGLISH 12</b>	This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	12 <sup>th</sup> grade
<b>ENGLISH 12 H</b>	This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	12 <sup>th</sup> grade  MAP Reading score of 230 or higher  No MAP Score – A in English 11/A or B in English 11 H
<b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Reading score of 245 or higher  No MAP Score – A or B in English 9 H and English 10 H, AP English Literature  <b>Students are required to take the AP exam in May.</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP ENGLISH LITERATURE &amp; COMPOSITION</b>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Students are strongly encouraged to read and annotate texts for their Summer Reading assignment and should be prepared for an assessment at the beginning of the Fall Term. This is a workshop class that requires peer review, presentations, teamwork, group work, and various collaborative efforts.</b> The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	<p>11<sup>th</sup> – 12<sup>th</sup> grades</p> <p>MAP Reading score of 245 or higher</p> <p>No MAP Score – A or B in English 9 H, English 10 H, English 11 H, or AP English Language</p> <p><b>Students are required to take the AP exam in May.</b></p>
<b>THE FOLLOWING COURSES COUNT AS DUAL ENROLLMENT COURSES</b>		
<p><b>These courses will be offered for College of Southern Nevada (CSN) Dual Enrollment program. Enrollment is based on CSN's English Placement Test or ACT English score and application. CSN applications must be complete before enrollment and are available online through CSN.</b> Students are expected to read the assigned text for Summer Reading and complete the related assignment prior to the start of the Fall Term. This course fulfills one of the English credits required for high school graduation.</p>		
<b>DUAL ENROLLEMENT ENG 101 COMPOSITION I</b>	<p><b>Fall Semester – ENG 101 3 credits:</b> This course is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research. <b>This is a workshop class that requires peer review, presentations, teamwork, group work, and various collaborative efforts.</b> Students who successfully complete ENG 101 with a grade of 70% "C" or higher will be eligible to enroll in ENG 102.</p>	<p><b>12<sup>th</sup> grade only</b></p> <p>Accuplacer Placement Test or ACT English scores (18 or higher)</p> <p><i>Students are required to pay all Dual Enrollment fees.</i></p>
<b>DUAL ENROLLEMENT ENG 102 COMPOSITION II</b>	<p><b>Spring Semester – ENG 102 3 credits:</b> This course is a continuation and extension of ENG 101 with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. <b>This is a workshop class that requires peer review, presentations, teamwork, group work, and various collaborative efforts.</b></p>	<p><b>12<sup>th</sup> grade only</b></p> <p>ENG 101 with a grade of "C" or higher.</p> <p><i>Students are required to pay all Dual Enrollment fees.</i></p>
<b>THE FOLLOWING ENGLISH COURSES COUNT AS ELECTIVE CREDIT ONLY</b>		
<b>IMAGINATIVE WRITING</b>	<p>This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>None</p>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>PLAY WRITING I</b>	This year-long course is designed to provide students with the skills to write scripts for the performing arts. Emphasis is given to the process of research, analysis, interpretation, and language study, which are essential to any successful script development. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	9 <sup>th</sup> – 12 <sup>th</sup> grades
<b>PLAY WRITING II</b>	This one-year course is designed as a continuation of Playwriting I. Students will continue to develop the skills to write scripts for the performing arts. Emphasis is given to the process of research, analysis, interpretation, and language study which are essential to any successful script development. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context. The prerequisite for this course is successful completion of Playwriting I – 7580 or teacher’s approval. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	Successful completion of Playwriting I
<b>PUBLICATIONS I</b>	This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for graduation and may be repeatable.	B or higher in current English class
<b>PUBLICATIONS II</b>	This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	10 <sup>th</sup> – 12 <sup>th</sup> grades B or higher in current English class and Publications I Teacher Approval



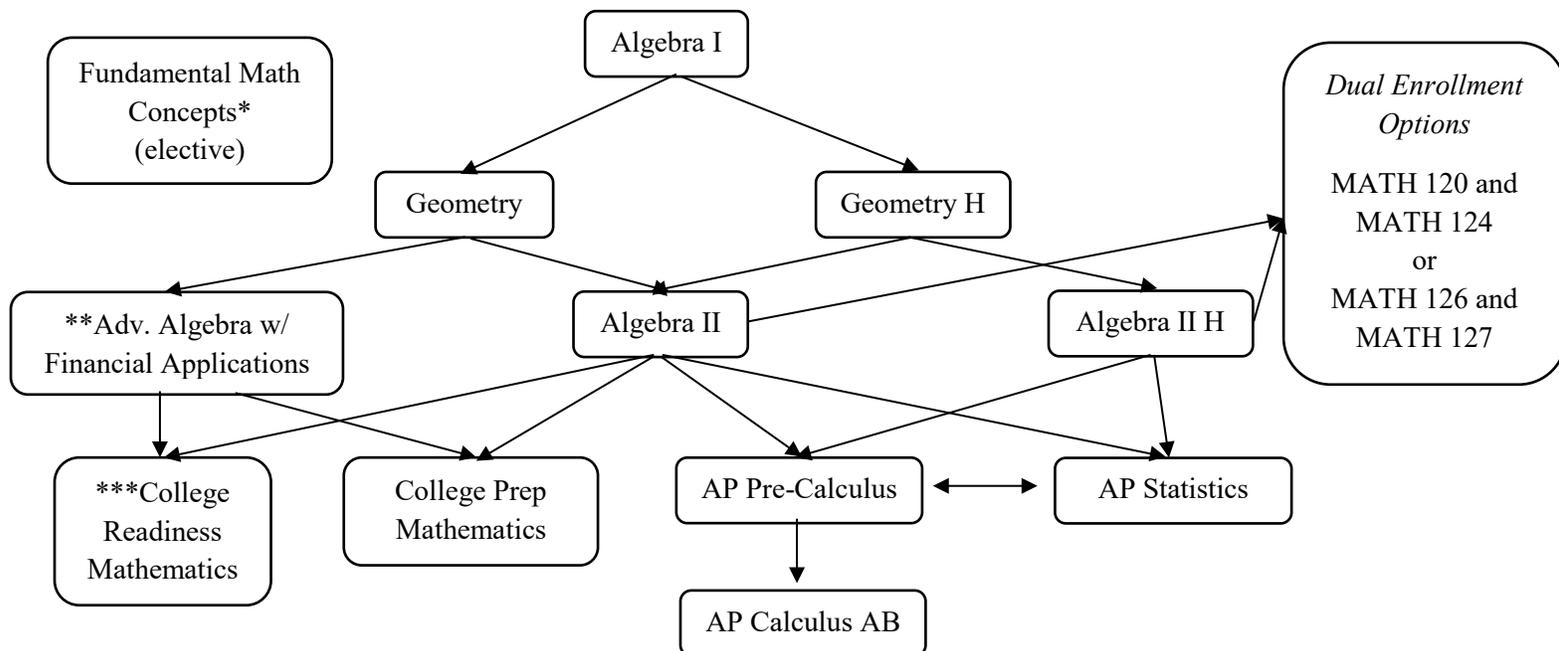
# HEALTH/CAREER EDUCATION DEPARTMENT

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>HEALTH EDUCATION</b>	This one semester course examines the intricate relationships between personal, community, and environmental health, mental and emotional health, nutrition and physical activity substance use and abuse, safety practices, injury prevention, CPR/AED, personal safety, human reproductive system, HIV/AIDS, related communicable diseases, and sexual responsibility within established guidelines. Topics include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self management, and advocacy. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an essential part of this course. Instructional practices integrate the Motivational Framework for Culturally Inclusive Teaching, to establish inclusion of all cultural and linguistic backgrounds, develop a positive learner disposition toward learning, enhance meaning through engaging, experiences, and engender competence of subject matter among all students. The appropriate use of technology is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation.	Required of all 9 <sup>th</sup> grade students
<b>CAREER ED (SUCCESS 101)</b>	This one-semester course provides an introduction to career choices and promotes lifelong learning. Topics include exploring values, interests, aptitudes, and abilities that serve as a foundation for establishing a career path. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one half of one of the elective credits required for high school graduation.	Required of all 9 <sup>th</sup> grade students



# MATHEMATICS DEPARTMENT

Many colleges and post-secondary institutions require **three or more** courses of math – starting with Algebra I. Students will not be enrolled in Geometry Honors, Algebra II Honors or Pre-Calculus AB Honors without scoring at least a 244 on the MAP Math test. Please review the course descriptions and prerequisites for each mathematics course.



\* Fundamental Math Concepts is an elective course for students needing additional time to master pre-requisite skills.

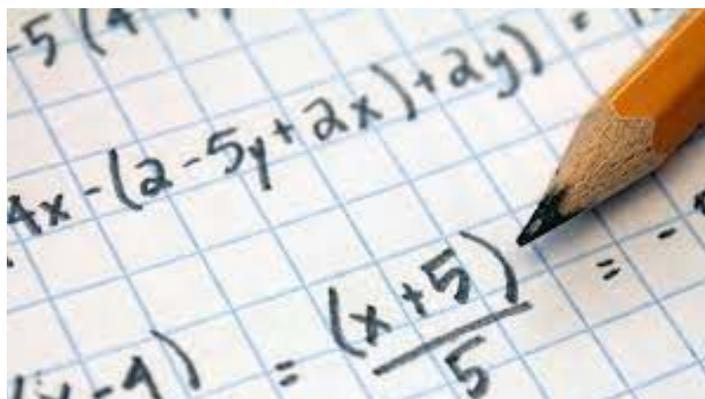
\*\* Advanced Algebra with Financial Applications is considered equivalent to Algebra II.

\*\*\*Indicates a senior-level course that can be taken after the successful completion of Algebra II.

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ALGEBRA I</b>	This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.	9 <sup>th</sup> grade
<b>FUND MATH CONCEPTS</b>	This one-semester, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).	9 <sup>th</sup> grade  MAP Math score of 218 or lower

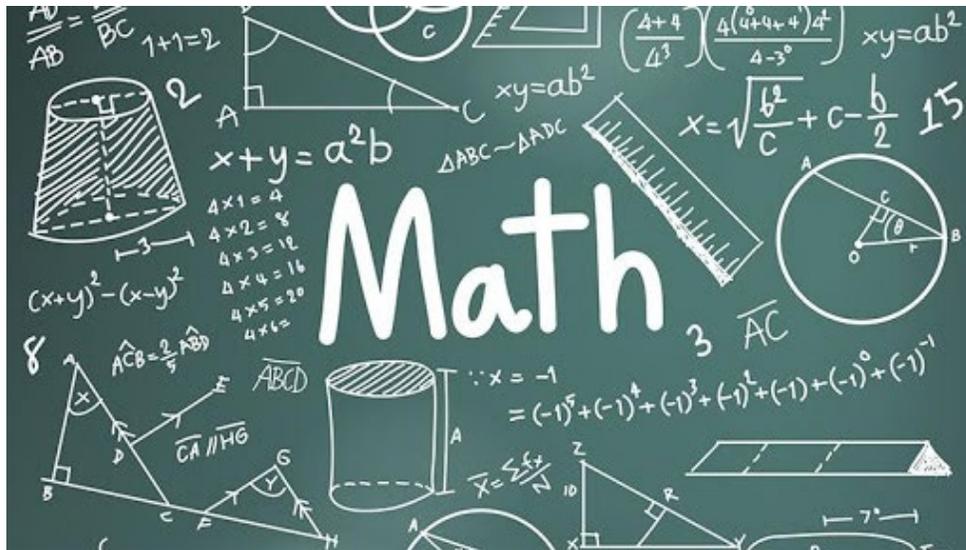
COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>GEOMETRY</b>	This one-year course provides students with a rigorous study of Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	9 <sup>th</sup> – 10 <sup>th</sup> grades  Algebra I
<b>GEOMETRY H</b>	This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	9 <sup>th</sup> – 10 <sup>th</sup> grades  MAP Math score of 244 or higher  No MAP Score – A or B in Algebra I
<b>ADV. ALGEBRA w/ FINANCIAL APPLICATIONS</b>	This one-year mathematical modeling course is algebra-based, applications-oriented, and technology dependent. This course is equivalent to Algebra II. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, and Probability under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. When appropriate, the mathematics topics contained in this course are introduced, developed, and applied in the financial settings covered. Students will use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics of advanced algebra. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	9 <sup>th</sup> – 12 <sup>th</sup> grades  Algebra I and Geometry  MAP Math score of 218 or lower  No MAP Score – D or F in Geometry
<b>ALGEBRA II</b>	This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	9 <sup>th</sup> – 12 <sup>th</sup> grades  Algebra I and Geometry
<b>ALGEBRA II H</b>	This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma	9 <sup>th</sup> – 11 <sup>th</sup> grades  MAP Math score of 244 or higher  No MAP Score – A or B in Algebra I/A or B in Geometry H

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP PRECALCULUS</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Precalculus examination. This college-level curriculum is focused on the exploration of functions modeling dynamic phenomena, providing students the opportunity to develop a deep conceptual understanding of functions and their graphs. The students apply mathematical practices to study a broad spectrum of function types, including polynomial, rational, exponential, logarithmic, trigonometric and polar functions, as well as functions involving parameters, vectors, and matrices. This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for college-level Calculus, as well as provide a grounding for other mathematics and science courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Math score of 244 or higher  No MAP Score – A or B in Algebra II H  <b>Students are required to take the AP exam in May.</b>
<b>COLLEGE READINESS MATH</b>	This one-year course is targeted for seniors who have expressed an interest in post-secondary college/career studies but who, in 11th grade, scored at a level deemed “not yet ready for college mathematics.” It is designed to provide the constructs and experiences that will allow such students to “re-certify” by the end of 12th grade (or prior to entering college) that they are eligible to be placed in credit-bearing gateway mathematics courses during their first semester of college. The course revisits and expands the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Mathematics concepts are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. Instructional practices incorporate integration of diversity awareness including appreciation 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 mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	<b>12<sup>th</sup> grade only</b>  Algebra I, Geometry, and Algebra II  No MAP Score – D or F in Algebra II
<b>COLLEGE PREP MATH</b>	This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> – 12 <sup>th</sup> grades  C or higher in Algebra II



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP STATISTICS</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics examination. This college-level curriculum introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Math score of 244 or higher  No MAP Score – A in Algebra II; or C or higher in Algebra II H, Pre-Calculus AB H, OR AP Calculus AB  <b>Students are required to take the AP exam in May.</b>
<b>AP CALCULUS AB</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Math score of 244 or higher  No MAP Score – A or B in Pre-Calculus AB H  <b>Students are required to take the AP exam in May.</b>
<b>THE FOLLOWING COURSES COUNT AS DUAL ENROLLMENT COURSES VIA CSN or UNLV</b>		
<b>These courses will be offered for College of Southern Nevada (CSN) Dual Enrollment program or the University of Nevada – Las Vegas (UNLV) Dual Enrollment. Enrollment is based on CSN's or UNLV's ALEKS Mathematics Placement Test or ACT Math Score. CSN and UNLV applications must be complete before enrollment and are available online through CSN and UNLV. This course fulfills one of the Mathematics credits required for high school graduation.</b>		
<b>DUAL ENROLLMENT MATH 120</b>  <b>FUNDAMENTALS OF COLLEGE MATHEMATICS</b>	<b>Fall Semester – Math 120 (3 credits):</b> NSHE Dual Credit Course: Sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic, exponential and logarithmic functions. Emphasis on problem solving and applications.	10 <sup>th</sup> – 12 <sup>th</sup> grades  Completion of Algebra II  ALEKS Math Placement Test (46-60) or ACT Math scores (22 or higher)  <b>Students are required to pay all Dual Enrollment fees.</b>
<b>DUAL ENROLLMENT MATH 124</b>  <b>COLLEGE ALGEBRA</b>	<b>Spring Semester – Math 124 (3 credits):</b> NSHE Dual Credit Course: Topics include equations and inequalities; linear, quadratic, polynomial, exponential and logarithmic functions and their graphs; solutions of systems of linear equations; matrices; and sequences and series	10 <sup>th</sup> – 12 <sup>th</sup> grades  Completion of Algebra II  ALEKS Math Placement Test (46-60) or ACT Math scores (22 or higher)  <b>Students are required to pay all Dual Enrollment fees.</b>

<p><b>DUAL ENROLLMENT MATH 126</b></p> <p><b>PRE-CALCULUS I</b></p>	<p><b>Fall Semester – Math 126 (3 credits):</b> NSHE Dual Credit Course: Fundamentals of algebra; polynomial, rational, exponential, and logarithmic functions, their graphs, and applications; complex numbers; absolute value and quadratic inequalities; systems of equations, matrices, determinants.</p>	<p>10<sup>th</sup> – 12<sup>th</sup> grades</p> <p>ALEKS Math Placement Test (61-75) or ACT Math scores (23 or higher)</p> <p><i>Students are required to pay all Dual Enrollment fees.</i></p>
<p><b>DUAL CREDIT MATH 127</b></p> <p><b>PRE-CALCULUS II</b></p>	<p><b>Spring Semester – Math 127 (3 credits):</b> NSHE Dual Credit Course: Trigonometric functions, identities and equations; conic sections; complex numbers; polar coordinates, vectors; systems of equations, Matrix algebra and more.</p>	<p>10<sup>th</sup> – 12<sup>th</sup> grades</p> <p>ALEKS Math Placement Test (61-75) or ACT Math scores (23 or higher)</p> <p><i>Students are required to pay all Dual Enrollment fees.</i></p>



## OCCUPATIONAL RELATED COURSES

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>APPLIED OFFICE PRACTICE</b>	This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. <b>The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area.</b> This course will fulfill one of the elective credits required for graduation.	11 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Formal application process for approval</b>  <i>One year maximum enrollment in one office area</i>
<b>COMPUTER SCIENCE I</b>	This one-year course is designed for students who have successfully completed or are concurrently enrolled in Algebra I. Areas of emphasis include computer programming, algorithms, and problem-solving. An introductory programming language is used as the vehicle for implementing computer-based solutions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	None
<b>COMPUTER SCIENCE II H</b>	This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include algorithms, programming, data structures and analysis and networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	C or higher in Computer Science I
<b>COMPUTER SCIENCE III H</b>	This one-year course is designed for students who have successfully completed Computer Science II Honors. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include algorithms, programming, computing, data structures and analysis and networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	C or higher in Computer Science II H
<b>COOPERATIVE WORK EXPERIENCE</b>	This one-year course is designed to provide on-the-job experience to prepare students for entry-level positions in their field of career interest. Students are employed in the same career area as the Career and Technical Education (CTE) program of enrollment. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester and must pass their related CTE class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated for a total of two elective credits.	11 <sup>th</sup> – 12 <sup>th</sup> grades  Concurrent enrollment in a related CTE Program to the student's work experience as determined by the Program Coordinator  Counselor approval

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>INTERNSHIP</b>	This one-semester course provides work-based learning experiences for students focusing on a specific career cluster. Students spend time at the internship site to earn credit. Internships can be paid or unpaid work experiences of at least 60 hours in length. To receive credit for this course, students must fulfill all internship worksite requirements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one-half elective credit for high school graduation and may be repeated.	11 <sup>th</sup> – 12 <sup>th</sup> grades  Concurrent enrollment in a related Major or CTE Program to the student's work experience as determined by the Program Coordinator  Counselor approval
<b>PRIN BUS MKTG</b>	This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.	9 <sup>th</sup> – 11 <sup>th</sup> grades
<b>SCHOOL RELATED WORK EXPERIENCE</b>	This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	10 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Formal application process for approval</b>
<b>STUDENT AIDE</b>	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. <b>STUDENTS ARE LIMITED TO ONE CREDIT.</b> This course will fulfill one of the elective credits required for graduation.	11 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Formal application process for approval</b>
<b>STUDENT TUTOR</b>	This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics laboratories in an elementary, junior, or senior high school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 2.0 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program's requirements. <b>STUDENTS ARE LIMITED TO ONE CREDIT.</b> This course will fulfill one of the elective credits required for graduation.	11 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Formal application process for approval</b>



# PHYSICAL EDUCATION DEPARTMENT

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>PHYSICAL EDUCATION I</b>	This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.	None
<b>PHYSICAL EDUCATION II</b>	This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.	Physical Education I
<b>DANCE I</b>	This one-year course is designed to develop an appreciation of dance as an art form. Students will relate personal experiences to create movement. The students will communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through creating, performing, responding and connecting to dance. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation. Students may also be required to purchase certain inexpensive items for their concert numbers. Annual Winter and Spring Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$50-\$65).	<b>9<sup>th</sup> – 10<sup>th</sup> grades only</b>
<b>DANCE II</b>	This one-year course is an intermediate level course designed to build upon an appreciation of dance as an art form. Students will relate personal experiences to create movement. The students will communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through creating, performing, responding and connecting to dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Annual Winter and Spring Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$50-\$65).	10 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Teacher Placement or Audition only</b>

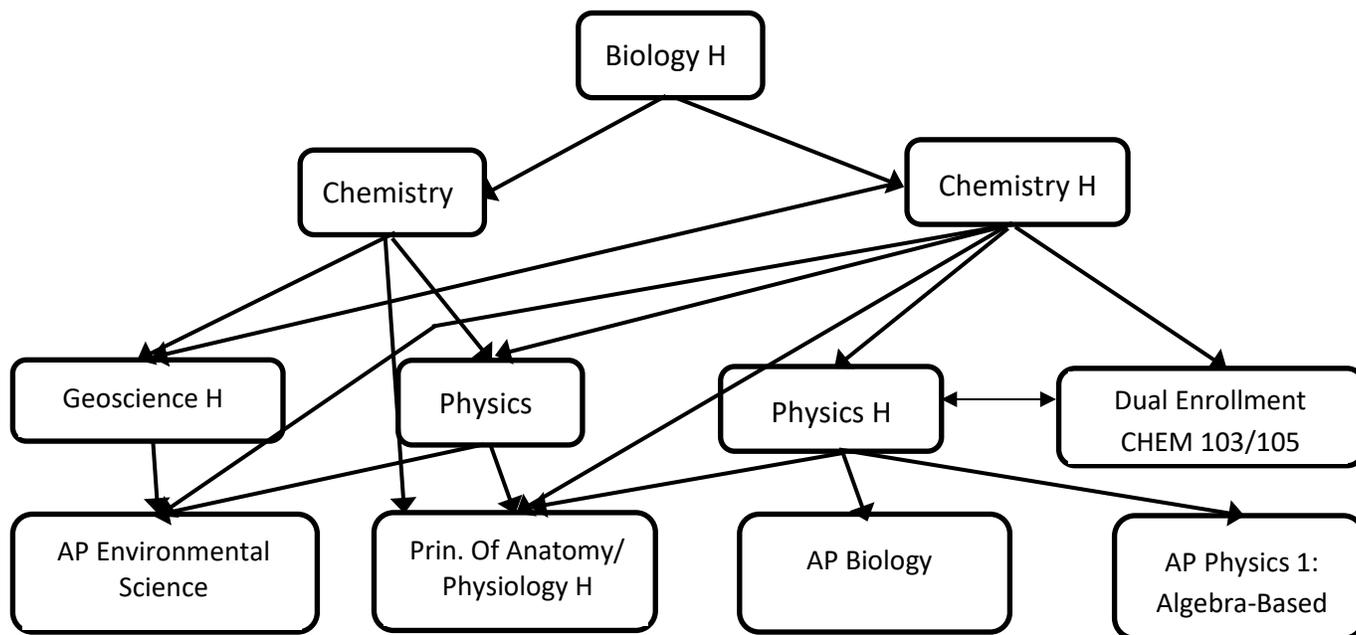
COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>DANCE HS SOCIAL I – BALLROOM I</b>	This one-year course provides students with practical training in social dance. Major topics include partner dance and beginning techniques in ballroom and Latin styles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Annual Winter and Spring Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$75).	9 <sup>th</sup> – 12 <sup>th</sup> grades
<b>DANCE HS SOCIAL II – BALLROOM II/ BALLROOM III</b>	This one-year course is designed for high school students who have successfully completed Social Dance I, or an equivalent course, and want to explore more advanced performance techniques. Major topics include intermediate partner dance techniques and an expanded repertoire of ballroom and Latin styles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Annual Winter and Spring Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$75).	10 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Teacher Placement if not completed Social Dance I</b>
<b>DANCE HS ADVANCED BALLROOM</b>	This one-year course is designed for high school students who have successfully completed Social Dance II, or an equivalent course, and want to explore more advanced performance techniques. Major emphases for the course include advanced performance and choreography skills in ballroom and social dance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$75).	9 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Audition only</b>



# SCIENCE DEPARTMENT

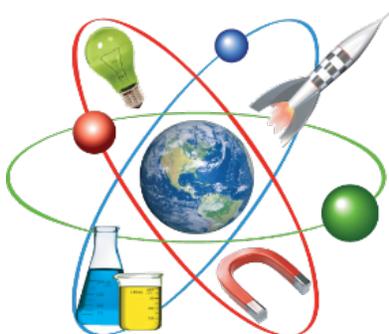
*Many colleges and post-secondary institutions require **three or more** courses of science labs. Anyone seeking the Millennium Scholarship must complete three lab sciences; four is highly recommended.*

The following chart outlines the science pathways for students:



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>BIOLOGY H</b>	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	9 <sup>th</sup> grade
<b>CHEMISTRY</b>	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> grade  Biology H

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>CHEMISTRY H</b>	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> grade  MAP Reading score of 230  No MAP Score – A or B in Biology H and Algebra I
<b>GEOSCIENCE H</b>	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors include Space Systems, History of Earth, Earth’s Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  Biology H and Chemistry
<b>PHYSICS</b>	This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. The topics covered in Physics include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Reading score of 230  No MAP Score – C or higher in Algebra I and Chemistry
<b>PHYSICS H</b>	This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Math score of 244  No MAP Score – A or B in Geometry H



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>PRINCIPLES OF ANATOMY/PHYSIOLOGY H</b>	This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems, using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the science standards. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Prerequisites are successful completion of Biology/Biology Honors and Chemistry/Chemistry Honors. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grade  MAP Reading score of 230  No MAP Score – A or B in Biology H and Chemistry
<b>AP BIOLOGY</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Reading score of 230  No MAP Score – A or B in Biology H and Chemistry H  <b>Students are required to take the AP exam in May.</b>
<b>AP ENVIRONMENTAL SCIENCE</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Environmental Science examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing field of environmental science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Reading score of 245  No MAP Score – Biology H and Chemistry  <b>Students are required to take the AP exam in May.</b>
<b>AP PHYSICS 1: ALGEBRA-BASED</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Math score of 244  No MAP Score – A or B in Physics H or Algebra II H  <b>Students are required to take the AP exam in May.</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>THE FOLLOWING COURSES COUNT AS DUAL ENROLLMENT COURSES VIA CSN</b>		
These courses will be offered for College of Southern Nevada (CSN) Dual Enrollment program. A CSN application must be complete before enrollment and is available online through CSN. This course fulfills one of the Science credits required for high school graduation.		
<b>DUAL ENROLLMENT CHEM 103</b>  <b>PREPARATORY CHEMISTRY</b>	<b>Fall Semester – CHEM 103 (3 credits):</b> NSHE Dual Credit Course: Introduces general principles and terminology in chemistry. Exercises aimed at developing problem solving skills. Students should have taken or have concurrent enrollment in MATH 126 or higher to prepare for CHEM 121 - General Chemistry. Students who successfully complete CHEM 103 with a grade of “C” or higher will be eligible to enroll in CHEM 105.	11 <sup>th</sup> – 12 <sup>th</sup> grades  Biology H  MAP Math score of 244  <i>Students are required to pay all Dual Enrollment fees.</i>
<b>DUAL ENROLLMENT CHEM 105</b>  <b>CHEMISTRY, MAN AND SOCIETY</b>	<b>Spring Semester – CHEM 105 (3 credits):</b> NSHE Dual Credit Course: A survey of basic ideas in chemistry for non-science majors. Explores chemistry at work in everyday life. Investigates structure and change in the real world.	CHEM 103 with a grade of “C” or higher  <i>Students are required to pay all Dual Enrollment fees.</i>
<b>THE FOLLOWING SCIENCE COURSE COUNTS AS ELECTIVE CREDIT ONLY</b>		
<b>STEM ROBOTICS I</b>	This one-year course is designed to focus on Science, Technology, Engineering, and Mathematics (STEM) concepts which include engineering and robotic technologies as influenced by manufacturing and society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	9 <sup>th</sup> – 12 <sup>th</sup> grade  <b>FEE: \$20</b>
<b>STEM ROBOTICS II</b>	This one-year course is designed for students who have successfully completed Science, Technology, Engineering, and Mathematics (STEM) Robotics I. Areas of emphasis include engineering and robotic technologies as influenced by manufacturing and society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and may be repeated.	10 <sup>th</sup> – 12 <sup>th</sup> grade  STEM Robotics I  Teacher Recommendation  <b>FEE: \$20</b>



# SOCIAL STUDIES DEPARTMENT

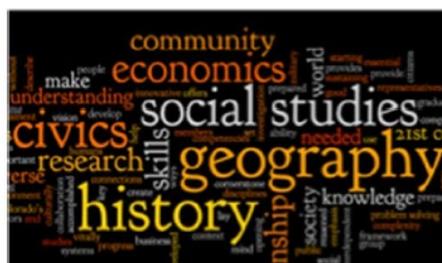
*The course of study for the social sciences follows three paths: Advanced Placement, Honors, and Regular. Three classes are mandatory for high school graduation: World History, U.S. History and U.S. Government.*

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>WORLD HISTORY H</b>	This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the World History/Geography credits required for high school graduation. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> grade
<b>AP WORLD HISTORY: MODERN</b>	This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Please be advised there is a heavy college-level reading, note-taking, and writing component in this course.</b> The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	10 <sup>th</sup> grade  MAP Reading score of 245  No Map Score – Teacher Recommendation and A or B in English 9 H  <b>Students are required to take the AP exam in May.</b>
<b>AP HUMAN GEOGRAPHY</b>	This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of the Earth's surface. This course will focus on the methods and tools geographers use in their science to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	9 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Reading score of 245  No Map Score – Teacher Recommendation or A or B in Geography 8 or A or B in English 9 or A or B in World History or U.S. History  <b>Students are required to take the AP exam in May.</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>U.S. HISTORY</b>	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. <b>Reading and writing is an integral part of all social studies courses.</b> This course fulfills the U.S. History credit required for high school graduation.	11 <sup>th</sup> grade
<b>U.S. HISTORY H</b>	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. <b>Reading and writing is an integral part of all social studies courses.</b> This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. History credit required for high school graduation.	11 <sup>th</sup> grade  MAP Reading score of 230  No Map Score – Teacher Recommendation and A or B in World History H
<b>AP U.S. HISTORY</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum provides an in-depth examination, synthesis, and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge is used throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Please be advised there is a heavy college-level reading, note-taking, and writing component in this course.</b> The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.	11 <sup>th</sup> grade  MAP Reading score of 245  No Map Score – Teacher Recommendation and A or B in AP World History or AP Human Geography A in World History H  <b>Students are required to take the AP exam in May.</b>
<b>AMERICAN GOVERNMENT</b>	This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. <b>Reading and writing is an integral part of all social studies courses.</b> This course fulfills the one-half American Government credit required for high school graduation.	12 <sup>th</sup> grade
<b>ECONOMICS AND FINANCIAL LITERACY</b>	This one-semester course is designed to provide students with an understanding of economic ideas essential in today’s world. 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. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation.	12 <sup>th</sup> grade

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AMERICAN GOVERNMENT H</b>	This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. <b>Please be advised there is a heavy college-level reading, note-taking, and writing component in this course.</b> This course fulfills the one-half American Government credit required for high school graduation.	12 <sup>th</sup> grade A or B in U.S. History H or A in U.S. History
<b>ECONOMICS AND FINANCIAL LITERACY H</b>	This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation.	12 <sup>th</sup> grade A or B in U.S. History H or A in U.S. History
<b>AP U.S. GOVT/POL &amp; NV ECON</b>	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Please be advised there is a heavy college-level reading, note-taking, and writing component in this course.</b> The appropriate use of technology is an integral part of this course. This course fulfills the one-half American Government credit for the first semester and the one-half economics credit for the second semester required for high school graduation.	12 <sup>th</sup> grade A or B in AP U.S. History or A in U.S. History H or A in U.S. History <b>Students are required to take the AP exam in May.</b>
<b>THE FOLLOWING COURSES COUNT AS DUAL CREDIT COURSES VIA CSN or UNLV</b>		
<b>These courses will be offered for College of Southern Nevada (CSN) Jumpstart program or the University of Nevada – Las Vegas (UNLV) Dual Enrollment. CSN and UNLV applications must be complete before enrollment and are available online through CSN and UNLV.</b>		
<b>DUAL ENROLLMENT ANTH 101</b>  <b>INTRODUCTION TO CULTURAL ANTHROPOLOGY</b>	<b>Fall Semester – ANTH 101 (3 credits):</b> NSHE Dual Credit Course: An in-depth analysis of culture revealed by world ethnography. Students who successfully complete ANTH 101 with a grade of “C” or higher will be eligible to enroll in ANTH 102.	11 <sup>th</sup> – 12 <sup>th</sup> grades A or B in English 10 H <b>Students are required to pay all Dual Enrollment fees.</b>
<b>DUAL ENROLLMENT ANTH 102</b>  <b>INTRODUCTION TO PHYSICAL ANTHROPOLOGY</b>	<b>Spring Semester – ANTH 102 (3 credits):</b> NSHE Dual Credit Course: Genetics, heredity, diversity, and the origins and evolution of humans. Examines basic evolutionary biology, including natural selection, and the relevant history, science, and methods in this field. The use of these courses requires participation in CCSD dual/concurrent programs.	ANTH 101 with a grade of “C” or better <b>Students are required to pay all Dual Enrollment fees.</b>
<b>DUAL ENROLLMENT HIST 101</b>  <b>U.S. HISTORY TO 1877</b>	<b>Fall Semester – HIST 101 (3 credits):</b> NSHE Dual Credit Course: A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877. Students who successfully complete HIST 101 with a grade of “C” or higher will be eligible to enroll in HIST 102.	11 <sup>th</sup> grade A or B in English 10 H <b>Students are required to pay all Dual Enrollment fees.</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
DUAL ENROLLMENT HIST 102  U.S.HISTORY SINCE 1877	<b>Spring Semester – HIST 102 (3 credits):</b> NSHE Dual Credit Course: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present.	HIST 101 with a grade of “C” or better  <b>Students are required to pay all Dual Enrollment fees.</b>
DUAL ENROLLMENT PSC 101  INTRO TO AMERICAN POLITICS	<b>Spring Semester – PSC 101 (4 credits):</b> NSHE Dual Credit Course: A survey of the United States, national, state and local governments with emphasis on the cultural aspects of the governing process.	12 <sup>th</sup> grade  A or B in English 11 H/AP English Language  <b>Students are required to pay all Dual Enrollment fees.</b>
DUAL ENROLLMENT PSY 101  GENERAL PSYCHOLOGY	<b>Fall Semester – PSY 101 (3 credits):</b> NSHE Dual Credit Course: Introduction to the principles of psychology, including sensation, perception, cognition, learning, physiological psychology, personality, development, psychopathology, social psychology, methodology, assessment, and history of psychology. <b>Reading and writing is an integral part of all social studies courses.</b> Students who successfully complete PSY 101 with a grade of “C” or higher will be eligible to enroll in PSY 102.	11 <sup>th</sup> – 12 <sup>th</sup> grades  A or B in English 10 H and A or B in Biology H  <b>Students are required to pay all Dual Enrollment fees.</b>
DUAL ENROLLMENT PSY 102  PSYCHOLOGY OF PERSONAL AND SOCIAL ADJUSTMENT	<b>Winter Semester – PSY 102 (3 credits):</b> NSHE Dual Credit Course: Study and analysis of effective psychological coping and adjustment strategies in both personal and diverse social contexts. <b>Reading and writing is an integral part of all social studies courses.</b>	11 <sup>th</sup> – 12 <sup>th</sup> grades  PSY 101 with a grade of “C” or better  <b>Students are required to pay all Dual Enrollment fees.</b>
<b>THE FOLLOWING COURSES COUNT AS ELECTIVE CREDITS</b>		
AP ART HISTORY	This is a one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Art History examination. Instructors should refer to the current Advanced Placement course description for examination specifics. Students will gain an understanding of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Through collaboration, connections will be made between visual art and their academic studies, lives, and the world around them. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Reading and writing is an integral part of all social studies courses.</b> The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course Goals: Course goals are identified in the AP Art History Course Description published by the College Board. Teachers must utilize the current course description located at <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> . Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.	10 <sup>th</sup> – 12 <sup>th</sup> grades  MAP Reading score of 245  <b>Students are required to take the AP exam in May.</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP PSYCHOLOGY</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. Topics examined in greater depth include research techniques and statistics, history of psychology, the neurobiological basis of behavior, sensation and perception, states of consciousness, learning and memory, thinking and language, intelligence and psychological tests, motivation and emotion, stress and health psychology, human development, psychological disorders and therapies, personality, and social psychology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grade  MAP Reading score of 245  Teacher Recommendation  <b>Students are required to take the AP exam in May.</b>
<b>AP MICROECONOMICS/ AP MACROECONOMICS</b>	<p><b>Fall Semester – AP Microeconomics:</b> This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Microeconomics examination. Microeconomics is the study of decision-making by individuals and firms in a market economy. Emphasis is placed on the nature and functions of product markets, including the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation.</p> <p><b>Spring Semester – AP Macroeconomics:</b> This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Macroeconomics examination. This course gives students a comprehensive understanding of the principles of macroeconomics. Macroeconomic concepts relate to the study of the economic system as a whole. Students focus on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation.</p>	11 <sup>th</sup> – 12 <sup>th</sup> grade  MAP Reading score of 245  Teacher Recommendation  <b>Students are required to take the AP exam in May.</b>
<b>PSYCHOLOGY I</b>	This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, and biological bases of behavior, motivation, and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Reading and writing is an integral part of all social studies courses.</b> The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades
<b>SOCIOLOGY I</b>	This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to the society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Reading and writing is an integral part of all social studies courses.</b> The appropriate use of technology is an integral part of this course. This course fulfills one of the arts and humanities credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.	11 <sup>th</sup> – 12 <sup>th</sup> grades

## STUDENT SUPPORT SERVICES

The Las Vegas Academy Special Education Program offers a continuum of services determined by each student's Individual Educational Plan (IEP). An IEP committee, with parent and student involvement, develops the most appropriate educational program for each student. If necessary, the course content is modified per the student's IEP to meet the individual needs of each student.

### **Standard, Advanced, Adjusted, or Alternative High School Diploma**

To receive an Advanced Diploma, each student must complete twenty-four (24) units (credits) of approved course work and achieve a minimum of a 3.25 unweighted Grade Point Average (GPA).

- A student may earn a Standard Diploma by meeting the criteria outlined in High School Graduation Requirements.
- A student may earn an Adjusted Diploma
  - Upon completion of credit requirements in special education and/or general courses, and
  - Successful completion of IEP requirements

To receive an Alternative Diploma, students must complete a required series of credited, standards-aligned courses. This alignment parallels the requirements of the Standard Diploma. However, whereas achievement of the Standard Diploma will terminate a student with a disability's guarantee to a Free and Appropriate Public Education (FAPE), the Alternative Diploma will NOT terminate a student's FAPE.

Student Support Services provides Study Skills classes for those students who require direct services as listed on their Individual Education Plan (IEP). Services are also provided for those students who need individual or small group accommodations on their assignments/tests from their regular classes.

**CONSULT WITH YOUR SCHOOL COUNSELOR AND  
TEACHER OF RECORD TO ASSURE APPROPRIATE  
COURSE SELECTION.**



# WORLD LANGUAGES DEPARTMENT

*Many colleges and post-secondary institutions require three or more courses of the same foreign language.*

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>CHINESE I</b> <b>JAPANESE I</b> <b>SPANISH I</b>	<p>This one-year course is designed to facilitate a student’s acquisition of the target language at the novice-low level for Chinese I and Japanese I and a novice-mid level for Spanish I, as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.</p> <p>In addition, Chinese I students are expected to show proficiency in the basic foundational skills as it pertains to reading and writing Chinese Romanized Pinyin, as well as writing 25 – 50 Chinese characters, speaking in lists and memorized phrases, and listening to basic exchanges. Japanese students will also be expected to read and write Hiragana, Katakana and 25 Kanji will be introduced.</p>	<p>9<sup>th</sup> – 12<sup>th</sup> grades</p> <p>Allow a minimum of 40 minutes of language practice per night.</p> <p><b>Students must take language courses consecutively and should not take a year off between levels.</b></p>
<b>CHINESE II H</b> <b>JAPANESE II H</b> <b>SPANISH II H</b>	<p>This one-year course is designed for students who have successfully completed the corresponding first-year course or who demonstrate a proficiency level of novice-low for Chinese I and Japanese I and novice-mid or Spanish I, as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-mid level for Chinese II H and Japanese II H and novice-high level for Spanish II H. This course is designated as an honors level class by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. In addition, Chinese II H language students are expected to show mastery of Chinese Romanized Pinyin, as well as writing 75 – 100 Chinese characters. The Japanese course assumes reading and writing knowledge of Hiragana and Katakana and approximately 100 Kanji will be introduced.</p>	<p>9<sup>th</sup> – 12<sup>th</sup> grades</p> <p>Teacher recommendation <b>and</b> C or better in corresponding first-year language course</p> <p>Allow a minimum of 1 hour of language practice per night.</p> <p><b>Students must take language courses consecutively and should not take a year off between levels.</b></p>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>CHINESE III H</b> <b>JAPANESE III H</b> <b>SPANISH III H</b>	<p>This one-year course is designed for students who have successfully completed the corresponding second-year honors course or who demonstrate a proficiency level of novice-mid level for Chinese II H or Japanese II H and novice-high level for Spanish II H, as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level for Japanese III and intermediate-low level for Spanish III H. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. (In addition, Japanese III H assumes reading and writing knowledge of Hiragana, Katakana and approximately 150 Kanji will be introduced). The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	<p>10<sup>th</sup> – 12<sup>th</sup> grades</p> <p>Teacher recommendation <b>and</b> A/B in corresponding second-year language honors course</p> <p>Allow a minimum of 1 hour of language practice per night.</p> <p><b>Students must take language courses consecutively and should not take a year off between levels.</b></p>
<b>AP CHINESE LANGUAGE AND CULTURE</b>  <b>AP JAPANESE LANGUAGE AND CULTURE</b>  <b>AP SPANISH LANGUAGE AND CULTURE</b>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Japanese Language and Culture or AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K - 12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.</p>	<p>11<sup>th</sup> – 12<sup>th</sup> grades</p> <p>Teacher recommendation <b>and</b> A/B in Chinese III H</p> <p>Or</p> <p>Teacher recommendation <b>and</b> A/B in Japanese III H</p> <p>Or</p> <p>Teacher recommendation <b>and</b> A/B in Spanish III H</p> <p>Allow a minimum of 1 hour of language practice per night.</p> <p><b>Students must take language courses consecutively and should not take a year off between levels.</b></p> <p><b>Students are required to take the AP exam in May.</b></p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP SPANISH LITERATURE AND CULTURE</b>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Literature and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the intermediate to pre-advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	<p>11<sup>th</sup> – 12<sup>th</sup> grades</p> <p>Teacher recommendation <b>and</b> A or B in AP Spanish Language</p> <p>Allow a minimum of 1 hour of language practice per night.</p> <p><b>Students must take language courses consecutively and should not take a year off between levels.</b></p> <p><b>Students are required to take the AP exam in May.</b></p>



# Conservatory Course Descriptions

## DANCE CONSERVATORY

### LEVEL PLACEMENT

All Dance Majors are adjudicated by the entire dance faculty and placed in the appropriate dance block according to their current level. Everyone is treated as an individual, even though some basic competencies must be met. Daily participation, level of commitment, artistry, dance etiquette, attendance, and block & elective teacher recommendation will factor in evaluations for placement. Injuries could affect placement due to missed class time.

All dance majors must take a dance elective in addition to their block class; this elective will be determined by the dance faculty. All dance majors will receive **only one assigned** dance elective. If scheduling permits, additional dance electives may be added upon department approval and availability. Please note that the dance department chairperson has the final say on the placement of each and every dancer.

Sample Timeline:

9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
English	English	English	English
Math	Math	Math	Math*
Science	Science	Science*	U.S. Government
Health / Success 101	World History	U.S. History	Foreign Language**
Foreign Language**	Foreign Language**	Foreign Language**	OPEN ELECTIVE
DANCE BLOCK	DANCE BLOCK	DANCE BLOCK	DANCE BLOCK
DANCE ELECTIVE	DANCE ELECTIVE	DANCE ELECTIVE	DANCE ELECTIVE

\*These courses are mandatory if you are pursuing an Advanced or Advanced Honors Diploma.

\*\*These courses are mandatory if you are pursuing an Advanced Honors Diploma. A third year language is strongly recommended for students intending to attend a 4-year College or University.

### Parent Funding Agreement (PFA)

The necessary expenses to maintain our Conservatory programs as they now operate are inadequately funded by CCSD and the state of Nevada. Each Conservatory Major has created a budget of projected expenses for the upcoming school year. To meet each Conservatory's financial needs, we invite families to contribute to our Parent Funding Agreement (PFA) program. In return, students will not have to pay their MAJOR class fees. Your tax-deductible contribution will cover all budget expenses EXCEPT for uniform and travel costs. A PFA contribution to your student's Major (and, as applicable, your student's Minor), you will entitle you to a VIP PASS granting you four (4) tickets to your student's Conservatory shows for the 2023 – 2024 school year. The PFA does NOT waive class fees for additional elective courses with fee requirements.

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>DANCE TECHNIQUE AND THEORY I (TNT I)</b>	This one-year, two-period course is designed to develop the student's knowledge of the fundamentals of dance, rhythmic analysis, history, composition, and choreography. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the students. The students will be provided with opportunities to explore, create, and perform ballet, jazz, modern, tap, and theatrical modern dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Proper attire is required.</b> The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.	<b><u>Dance Majors only</u></b> <b>Levels 1B, 1A</b>  Dancers in level TNT 1A and 1B will be given one elective by the department.

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>DANCE TECHNIQUE AND THEORY II (TNT II)</b>	This one-year course is designed to enhance the student's knowledge of the fundamentals of dance, composition, and choreography. This course will develop and extend the artistic, affective, cognitive, and psychomotor potential of the student. The students will be provided with opportunities to explore, create, and perform ballet, jazz, modern, and tap dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Proper attire is required.</b> The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.	<b><u>Dance Majors only</u></b> <b>Levels 2B, 2A</b>  Successful completion of TNT I or with department consent.  Dance majors will receive PE credit in their major block class and are expected to take a dance elective (at department's suggestion).
<b>DANCE TECHNIQUE AND THEORY III (TNT III)</b>	This one-year course is designed for high school students who have successfully completed Dance Technique and Theory II or an equivalent course and want to explore more advanced performance techniques. Major topics include the study of advanced skills required for performance and creation in ballet, jazz, modern, tap and theatrical dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Proper attire is required.</b> The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.	<b><u>Dance Majors only</u></b> <b>Levels 3B, 3A</b>  Successful completion of TNT I and TNT II or with department chairperson's consent.  Dance majors will receive PE credit in their major block class and are expected to take a dance elective (at department's suggestion).
<b>DANCE HS ELEMENTS (ELEMENTS I)</b>	This one-year course is designed to develop the student's performance through extensive exploration of the fundamentals of dance. The elements of space, force, time, and locomotor and non-locomotor movements will be incorporated into the composition and choreographic process. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced students. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Proper attire is required.</b> The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.	<b><u>Dance Majors only</u></b> Successful completion of TNT I, II and III or with department chairperson's consent.  Dance majors will receive PE credit in their major block class and are expected to take a dance elective (at department's suggestion).
<b>DANCE HS ELEMENTS (ELEMENTS II)</b>	The course is designed for the ultra-advanced dance majors with performance experience in major productions. These students must have been in the dance department for a minimum of two years. Application of space, force, and time will be used in student's choreography and composition. Students will produce and stage own choreographic works and compositions for various performances and the Senior Choreography Showcase. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Proper attire is required.</b> The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.	<b><u>Dance Majors only</u></b> Successful completion of Elements of Dance I and/or department chairperson's consent.  Dance majors will receive PE credit in their major block class and are expected to take a dance elective (at department's suggestion) rather than a PE class.



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ADV STUDY DANCE ELECTIVES:</b> <i>Adv. Technique: Male Ballet (9<sup>th</sup> only)</i> <i>Intro to Modern (9<sup>th</sup> only)</i> <i>Int. Modern (10<sup>th</sup>-12<sup>th</sup>)</i> <i>Adv. Modern (11<sup>th</sup>-12<sup>th</sup> only by audition only)</i> <i>Int. Jazz (10<sup>th</sup>-12<sup>th</sup>)</i> <i>Adv. Jazz (11<sup>th</sup>-12<sup>th</sup> only)</i> <i>Contemporary (10<sup>th</sup>-12<sup>th</sup>)</i> <i>Choreography (11<sup>th</sup>-12<sup>th</sup> only)</i>	<p>This one-year course is designed for high school students who have successfully completed an intermediate dance course and want to explore more advanced performance techniques. Major topics include the skills required for performance and creation in ballet, jazz, modern, tap, and theatrical dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Students enrolled in any of these elective classes should also be enrolled in Technique and Theory I, Technique and Theory II, Technique and Theory III, Elements of Dance I, or Elements of Dance II. Proper attire is required. Students must maintain a high level of discipline and etiquette to be admitted and maintained in class. Instructor's and department's consent required. All non-dance majors enrolled in the Choreography elective will also be required to pay an annual fee of \$20 for their Senior Choreography costume. Students will keep the costume at the end of the performance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. <b>Proper attire is required.</b> The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.</p>	<p><b>Dance Majors only</b>  Teachers will place all Dance Major students</p> <p>Instructor's consent required</p>
<b>DANCE HS SOCIAL I – BALLROOM I</b>	<p>This one-year course provides students with practical training in social dance. Major topics include partner dance and beginning techniques in ballroom and Latin styles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Annual Winter and Spring Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$75).</p>	<p>9<sup>th</sup> – 12<sup>th</sup> grades</p>
<b>DANCE HS SOCIAL II – BALLROOM II/ BALLROOM III</b>	<p>This one-year course is designed for high school students who have successfully completed Social Dance I, or an equivalent course, and want to explore more advanced performance techniques. Major topics include intermediate partner dance techniques and an expanded repertoire of ballroom and Latin styles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Annual Winter and Spring Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$75).</p>	<p>10<sup>th</sup> – 12<sup>th</sup> grades</p> <p><b>Teacher Placement if not completed Social Dance I</b></p>
<b>DANCE HS ADVANCED BALLROOM</b>	<p>This one-year course is designed for high school students who have successfully completed Social Dance II, or an equivalent course, and want to explore more advanced performance techniques. Major emphases for the course include advanced performance and choreography skills in ballroom and social dance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated. Students may also be required to purchase certain inexpensive items for their concert numbers. Concert performances are required of all students. Proper attire and footwear is required (approximate cost is \$75).</p>	<p>9<sup>th</sup> – 12<sup>th</sup> grades</p> <p><b>Audition only</b></p>

# MUSIC CONSERVATORY

All Music Majors are evaluated by music faculty and placed in the appropriate Performing Ensemble according to their current level. Please note that the director of each department has the final say on the placement of each and every student.

All Music Majors are encouraged to take the following Music Electives in addition to their Performing Ensemble:

Sample Timeline:

9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
English	English	English	English
Math	Math	Math	Math*
Science	Science	Science*	U.S. Government
Health / Success 101	World History	U.S. History	Foreign Language**
PE	PE	Foreign Language**	Open Elective
Foreign Language**	Foreign Language**	Open Elective	Open Elective
PERFORMING ENSEMBLE BLOCK	PERFORMING ENSEMBLE BLOCK	PERFORMING ENSEMBLE BLOCK	PERFORMING ENSEMBLE BLOCK

\*These courses are mandatory if you are pursuing an Advanced or Advanced Honors Diploma.

\*\*These courses are mandatory if you are pursuing an Advanced Honors Diploma. A third year language is strongly recommended for students intending to attend a 4-year College or University.

## Parent Funding Agreement (PFA)

The necessary expenses to maintain our Conservatory programs as they now operate are inadequately funded by CCSD and the state of Nevada. Each Conservatory Major has created a budget of projected expenses for the upcoming school year. To meet each Conservatory's financial needs, we invite families to contribute to our Parent Funding Agreement (PFA) program. In return, students will not have to pay their MAJOR class fees. Your tax-deductible contribution will cover all budget expenses EXCEPT for uniform and travel costs. A PFA contribution to your student's Major (and, as applicable, your student's Minor), you will entitle you to a VIP PASS granting you four (4) tickets to your student's Conservatory shows for the 2023 – 2024 school year. The PFA does NOT waive class fees for additional elective courses with fee requirements.

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP MUSIC THEORY</b>	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one elective credit required for high school graduation.	Teacher recommendation  <b>FEE: \$60</b>  <b>Students are required to take the AP exam in May.</b>
<b>BAND HS BEGINNING (elective)</b>	This section is designed for <b>non-band majors</b> who wish to continue their instrumental music studies. Students must already play a band instrument. The class will emphasize the development of fundamental skills necessary to become an independent musician i.e. auditions, basic music theory, intonation, style, articulation, dynamics, rhythmic precision, blend, balance, and tone. A progression of technical proficiency is expected. This one-year class is open by audition and/or recommendation of instructor and meets as a single class offering. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	Purchase of performance attire is required.  <b>FEE: \$40</b>  <b>Teacher Approval</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>BAND JAZZ HS INTERMEDIATE</b> (elective)	This elective course provides an opportunity to any non-Jazz Major or Minor instrumentalists or vocalists to perform Jazz, Afro-Cuban, Latin, and Jazz-Rock literature. The ensemble will perform in a limited number of concerts. <b>Trips taken within the Las Vegas area, which are based on a performance, are also required.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	Purchase of performance attire is required. <b>FEE: \$40</b> Student must be an instrumentalist or vocalist
<b>CHOIR HS BEGINNING – MEN’S CHORUS (LAUDATE)</b> (elective)	This group is designed for 9th – 12th grade male vocal <b>majors</b> and <b>non-vocal majors</b> who wish to continue their vocal music studies. Vocal majors who have one elective available may also take this course as a single period elective. Laudate performs in various concerts and festivals. A progression of vocal proficiency is expected. The importance of sustained group and individual effort is stressed. <b>Students taking Laudate as an elective are expected to participate in all activities and travels.</b> These one-year classes are open by audition and/or recommendation of instructor and meets as a single class offering. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	9 <sup>th</sup> – 12 <sup>th</sup> grades  Purchase or Rental of performance attire requested.  This course meets after-school on Tuesdays
<b>CHOIR HS INTERMEDIATE – “CONTEMPORARY VOICES” VOCAL ENSEMBLE</b> (Vocal Jazz/Pop/R&B Ensemble elective)  <b>Soul Theory</b> <b>Voiceprint</b> <b>Ex-Factor</b> <b>Oasis</b> <b>Radiance</b>	This one-year course is designed for tenth through twelfth grade students to develop solo and small ensemble vocal techniques and repertoire within the jazz and pop idioms. Small ensemble and solo performance techniques are integral to the students' mastery of vocal skills. In addition, exposure to the wide variety of literature in the solo and small ensemble jazz repertoire encourages future study. These ensembles have many performances throughout the year including the “Fall Concert”, “Vegas City Limits”, and On Stage/Contemporary Voices Spring Show - among other gigs and engagements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	10 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Audition Required</b>  OPEN TO ALL MAJORS  Encouraged for all Vocal majors  <b>FEE: \$40</b>
<b>MARIACHI HS INTERMEDIATE</b> (elective)	This one-year course is designed for students with no previous Mariachi guitar/vihuela/guitarron experience. Students will receive guidance and direction in solving problems related to playing the guitar, vihuela, or guitarron and will learn many of the different styles, skills, and techniques required to become a successful Mariachi musician. This course will cover correct posture, note reading, aural skills, song singing, rhythmic patterns, chord study, theory, and musical forms. Students will also be introduced to the history and important figures of Mariachi. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	None  <b>FEE: \$20</b> or supply your own acoustical instrument with nylon strings.



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>MUSIC HS ADVANCED STUDY – JAZZ/GUITAR COMBOS</b> (elective)	<p>This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental/vocal techniques and repertoire. This class is offered to Jazz and Guitar students who already possess highly developed playing technique. Students will study and gain an awareness of the advanced chamber music literature from all periods and styles. Exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. Ensembles to include Jazz Combos and Guitar Quartets. Students will be required to participate in at least one concert per year, all concert dress rehearsals, and performances at community events throughout the year. <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required.</b> Attendance at the Jazz Band Camp held in August is mandatory for Jazz Combo students, but not for Guitar students. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p>Audition and/or teacher recommendation</p> <p>Purchase of performance attire is required</p>
<b>MUSIC TECHNOLOGY I</b> (elective)	<p>This one-year course is designed to provide the student with a survey of contemporary technological and career choices as related to musical fields. This course utilizes various music technology software including Music Instrument Digital Interface (MIDI) notation, sequencing, and music production software. Students examine the fundamentals of live sound including transducers, mixing boards, and mastering with production software along with basic music theory. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.</p>	<p><b><u>Preference to 12<sup>th</sup> Grade</u></b></p> <p>Teacher recommendation</p> <p>Successful completion of Music Theory I</p> <p><b>FEE: \$40</b></p>
<b>MUSIC TECHNOLOGY II</b> (elective)	<p>This one-year course is designed for students who have successfully completed Music Technology I and wish to further develop their understanding of Music Instrument Digital Interface (MIDI) technology as it relates to music composition. This course engages students with a survey of the contemporary composition, performance, and career choices as related to technological fields. A variety of lab experiences, utilizing and developing technical and compositional skills using MIDI technology, including midi notation and sequencer software. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.</p>	<p>Teacher recommendation</p> <p>Successful completion of Modern Music Technology I</p> <p><b>FEE: \$40</b></p>
<b>MUSIC TECHNOLOGY III</b> (elective)	<p>This one-year course is designed for students who have successfully completed Music Technology II and wish to further develop their understand of the live sound aspects of Music Technology. The course will cover all aspects of technology pertaining to the field of studio recording, including topic areas such as: basic sound principles, transducers (microphone and loudspeakers), signal processing devices, noise and noise reduction, recording consoles, the recording session, the mix-down session, and in-line recording. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.</p>	<p>Teacher recommendation</p> <p>Successful completion of Modern Music Technology II</p> <p><b>FEE: \$40</b></p>
<b>MUSIC THEORY</b>	<p>This one-year course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. The prerequisite for this course is prior instrumental experience or membership in a school vocal ensemble. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.</p>	<p><b>Recommended for all freshmen music majors.</b></p> <p><b>FEE: \$30</b></p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>“ON STAGE” MUSICAL THEATER/ OPERA WORKSHOP</b> (elective)	<p>This one-year course is designed for students interested in building skills in the performance of musical theater and opera. Performance techniques for musicals, opera, solos, and small ensembles will be examined. Emphasis will be on in-class performances. The history of opera and musical theater will be taught, as well as appropriate literature for individual voice types. This course may be repeated for credit. Students will participate in at minimum two performances a year - ““Vegas City Limits” and On Stage/Contemporary Voices Spring Show - among other gigs and engagements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p>10<sup>th</sup> – 12<sup>th</sup> grades</p> <p><b>Audition required</b></p> <p>OPEN TO ALL MAJORS</p> <p>Encouraged for all Vocal majors</p> <p><b>FEE: \$40</b></p>
<b>ORCHESTRA HS BEGINNING</b> (elective)	<p>This is a one-year ensemble course designed for <b>non-orchestra</b> majors who wish to continue their instrumental music studies. Students must already play a string instrument. The class will emphasize the development of fundamental skills necessary to become an independent musician i.e. auditions, basic music theory, intonation, style, articulation, dynamics, rhythmic precision, blend, balance, and tone. A progression of technical proficiency is expected. This one-year class is open by audition and/or recommendation of instructor and meets as a single class offering. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p>Purchase of performance attire is required.</p> <p><b>FEE: \$20</b></p> <p><b>Teacher Approval</b></p>
<b>PERCUSSION I</b> (elective)	<p>This one-year course is offered to all students wishing to improve on their percussion skills and to all percussion Band Majors in V1 or V2. Students will study percussion literature from all periods and styles. Students will be required to participate in at least one concert per year, all concert dress rehearsals, and performances at community events. The importance of group and individual practice is stressed. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.</p>	<p>Teacher Approval</p> <p>Purchase of performance attire is required</p>
<b>PERCUSSION II</b> (elective)	<p>This one-year course is a continuation of Percussion I and offered to all students wishing to improve on their percussion skills and to all percussion Band Majors in V1, V2, or V3. Students will study advanced percussion literature from all periods and styles. Students will be required to participate in at least one concert per year, all concert dress rehearsals, and performances at community events. The importance of group and individual practice is stressed. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p>Teacher Approval</p> <p>Purchase of performance attire is required</p>
<b>PIANO HS BEGINNING</b> (elective)	<p>This one-year course is designed for <b>non-Piano major</b> students with no previous experience playing piano who wish to build their skills. This course will include sight-reading, basic fingering, scale techniques, exercises to build skills, repertoire for beginning students, and beginning harmonization. The importance of consistent practice techniques will be emphasized. <b>Students must have access to a keyboard for home practice and must provide a set of headphones with a ¼ inch jack.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.</p>	<p>None</p> <p><b>FEE: \$20</b></p> <p>Piano fee covers cost of piano workbook and support materials.</p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b><i>THE FOLLOWING COURSES COUNT AS DUAL ENROLLMENT COURSES VIA CSN or UNLV</i></b>		
<b>These courses will be offered for College of Southern Nevada (CSN) Dual Enrollment program. CSN applications must be complete before enrollment and are available online through CSN.</b> This course fulfills one of the Art/Humanities credits required for high school graduation.		
<b>DUAL ENROLLENT MUS 121</b> <b>MUSIC APPRECIATION</b>	<b>Spring Semester – MUS 121 (3 credits):</b> The course is for students with little or no musical training and focuses on the historical background of classical music and composers and listening to representative works. Emphasis is on increasing the enjoyment and understanding of a variety of classical musical styles.	11 <sup>th</sup> – 12 <sup>th</sup> grades  <b><i>Students are required to pay all Dual Credit fees</i></b>
<b>DUAL ENROLLENT MUS 125</b> <b>HISTORY OF ROCK MUSIC</b>	<b>Fall Semester – MUS 125 (3 credits):</b> The esthetics and sociology of rock from its origins in rhythm and blues to the rise of Elvis Presley and Rock-a-Billy, Chuck Berry and teenage-rock, Bob Dylan and protest rock, the Beatles and the Rolling Stones, Psychedelic Rock, and Soul.	11 <sup>th</sup> – 12 <sup>th</sup> grades  <b><i>Students are required to pay all Dual Credit fees</i></b>
<b>BAND</b>		
<b>BAND HS BEGINNING - SYMPHONIC BAND</b> (Varsity Band I)	This one-year course is designed for those students wishing to refine their skills for admission into the Wind Symphony and the Wind Ensemble. Guidelines for placement in the Symphonic Band are based upon mastering the skills & concepts that allow music to be performed at the level of Grades 2-3. The class will emphasize the development of basic skills necessary to become an independent musician i.e. auditions, intonation, style, articulation, dynamics, rhythmic precision, blend, balance, tone, and basic music theory. <b>Final Block assignments for all band classes will be based on the Concert Band Camp which is held in late-July/August.</b> Jazz Majors may take Varsity Band I or Varsity Band II as an elective with director's recommendation and/or audition. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Band Majors Only</u></b>  <b>Audition and/or teacher recommendation.</b>  Purchase of performance attire is required.  <b>FEE: \$40</b>
<b>BAND HS INTERMEDIATE - WIND SYMPHONY</b> (Varsity Band II)	This one-year course is designed for students who have developed a high degree of advanced technique. Guidelines for placement in the Wind Symphony are based upon mastering skills & concepts that allow music to be performed at the level of Grades 2-5. Other considerations will be total group balance, instrumentation, student citizenship, and student commitment to performance obligations. The class will continue to emphasize the development of skills necessary to become an independent musician; i.e. auditions, intonation, style, multiple tonguing, articulation, dynamics, rhythmic precision, blend, balance, and tone, and basic music theory. Music selections will include advanced literature from assorted periods and styles. A progression of technical proficiency is expected. <b>Final Block assignments for all band classes will be based on the Concert Band Camp which is held in late-July/August.</b> Jazz Majors may take Varsity Band I or Varsity Band II as an elective with director's recommendation and/or audition. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Band Majors Only</u></b>  <b>Audition and/or teacher recommendation.</b>  Purchase of performance attire is required.  <b>FEE: \$40</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>BAND HS ADVANCED - WIND ENSEMBLE</b> (Varsity Band III)	<p>This one-year course is for the most select group of wind and percussion students at the Academy. Guidelines. Placement in the Wind Ensemble is based upon mastering skills &amp; concepts that allow music to be performed at the level of Grades 2-6. Other considerations will be total group balance, instrumentation, student citizenship, and student commitment to performance obligations. In most instances, there will be only one person on a part, so students must accept the responsibility for mastering their instrument and make a commitment to attend all rehearsals, concerts, and performances. Music selections will include advanced literature from a variety of periods and styles. The class will continue to emphasize the development of advanced skills necessary to become an independent musician (i.e. auditions, intonation, style, articulation, dynamics, multiple tonguing, rhythmic precision, blend, balance, and tone, and basic music theory). <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required. Final Block assignments for all band classes will be based on the Concert Band Camp which is held in late-July/August.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Band Majors Only</u></b></p> <p><b>Audition and/or teacher recommendation.</b></p> <p>Purchase of performance attire is required.</p> <p><b>FEE: \$40</b></p>
<b>MUSIC HS ADVANCED STUDY - CHAMBER STRINGS</b> (Wind/Per percussion elective)	<p>This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental/vocal techniques and repertoire. This course is offered to jazz, guitar, woodwind, brass, and percussion students who already possess highly developed playing technique. Students will study and gain an awareness of the advanced chamber music literature from all periods and styles. Exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. Major ensembles to be emphasized include the Jazz Combo, Brass Quintet, Woodwind Quintet, Saxophone Quartet, Percussion Ensemble, Horn Quartet, Guitar Quartet, and Guitar Trio. <b>Students will be required to participate in at least one LVA recital per semester, the CCSD Solo &amp; Ensemble Festival, and all recital dress rehearsals. Class size is limited. In addition, students are required to participate in three community performances each semester.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Music Majors Only</u></b></p> <p>Teacher Approval</p> <p>Purchase of performance attire is required</p> <p><b>FEE: \$40</b></p> <p>Students must have concurrent enrollment in a block music class.</p>
<b>ORCHESTRA WINDS/ PERCUSSION - SYMPHONY</b> (Orchestra III elective)	<p>This group is designed for those wind, brass, and percussion students who wish to participate in a full orchestra. The class will emphasize the development of orchestral skills necessary to perform the wealth of literature written for the philharmonic orchestra. A progression of technical proficiency is expected. <b>Students in this course will also perform chamber music as part of the curriculum and participate in 3 chamber concerts each year. This one-year class is open by audition and/or the recommendation of the instructor. This class will be the winds/percussion for the Symphony Orchestra.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b>Audition and/or teacher recommendation.</b></p> <p>Purchase of performance attire is required</p> <p><b>FEE: \$40</b></p>
<b>ORCHESTRA WINDS/ PERCUSSION - PHILHARMONIC</b> (Orchestra IV elective)	<p>This group is designed for those wind, brass, and percussion students who wish to participate in a full orchestra. The class will emphasize the development of orchestral skills necessary to perform the wealth of literature written for the philharmonic orchestra. <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required.</b> A progression of technical proficiency is expected. This one-year class is open by audition and/or the recommendation of the instructor. <b>This class will be the winds/percussion for the Philharmonic Orchestra.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Band Majors Only</u></b></p> <p><b>Audition and/or teacher recommendation.</b></p> <p>Purchase of performance attire is required.</p> <p><b>FEE: \$40</b></p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>GUITAR</b>		
<b>GUITAR HS BEGINNING</b> (Varsity I)	<p>This one-year block class is designed for first-year guitar majors with a guitar background who wish to perfect their skills for admission into the Intermediate Guitar Class. Students will receive guidance and direction in solving problems related to playing on all levels and will learn many of the different styles, skills, and techniques required of a successful musician. The importance of a sustained group and individual practice is stressed. A progression of technical proficiency is expected. Emphasis will be placed on intermediate fundamentals including correct posture and playing position, note-reading, aural skills, rhythmic patterns, chord study, finger-picking styles, melody construction, and musical forms. Each student will have the chance to experience a variety of performing experiences. Student must complete all class requirements with a B average or better to progress to the Intermediate guitar class (Varsity 2). Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Guitar Majors Only</u></b></p> <p>Teacher Approval</p> <p>Purchase of performance attire is required.</p> <p><b>FEE: \$40</b></p>
<b>GUITAR HS INTERMEDIATE</b> (Varsity II)	<p>This one-year block class is designed for intermediate level guitar majors who already have a guitar background and wish to perfect their skills for admission into the Advanced Guitar Ensemble. Students will receive guidance and direction in solving problems related to playing on all levels and will learn many of the different styles, skills, and techniques required of a successful musician. The importance of sustained group and individual practice is stressed. A progression of technical proficiency is expected. Emphasis will be placed on advanced fundamentals including correct posture and playing position, note-reading, aural skills, rhythmic patterns, chord study, finger-picking styles, melody construction, and musical forms. Each student will have the chance to experience a variety of performing experiences. Student must complete all class requirements with a B average or better to progress to the advanced guitar class (Varsity 3). Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Guitar Majors Only</u></b></p> <p>Teacher Approval</p> <p>Purchase of performance attire is required.</p> <p><b>FEE: \$40</b></p>
<b>GUITAR HS ADVANCED</b> (Varsity III)	<p>This one-year block class is designed for guitar majors who have developed a high degree of advanced level guitar technique. Students will receive guidance and direction in solving problems related to playing the guitar at the advanced levels and will perfect the different styles, skills, and techniques required of a successful musician. The importance of sustained group and individual practice is stressed. A progression of technical proficiency is expected. Emphasis will be placed on advanced fundamentals including correct posture and playing position, note-reading, aural skills, rhythmic patterns, chord study, finger-picking styles, melody construction, and musical forms. Each student will have the chance to experience a variety of performance opportunities. <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required.</b> Student must complete all class requirements with a B average or better to be considered for the select guitar ensemble guitar class (Varsity 4). Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Guitar Majors Only</u></b></p> <p>Teacher Approval</p> <p>Purchase of performance attire is required.</p> <p><b>FEE: \$40</b></p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>MARIACHI</b>		
<b>MARIACHI HS INTERMEDIATE</b> (Regional)	This one-year course is designed for the purpose of allowing students to perform in an ensemble which has a selected membership and which specializes in performing beginning level Mariachi ensemble literature. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Mariachi Majors Only</u></b>  Teacher Approval  <b>FEE: \$40 Majors/\$20 electives</b>
<b>MARIACHI HS ADVANCED</b> (Nacional)	This one-year Mariachi Ensemble II course is offered for the purpose of allowing students to perform in an ensemble which has a selected membership and which specializes in performing beginning level Mariachi ensemble literature. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Mariachi Majors Only</u></b>  Teacher Approval  <b>FEE: \$40</b>
<b>MARIACHI HS CHAMBER</b> (Internacional)	This one-year Mariachi Ensemble III course is offered for the purpose of allowing students to perform in an ensemble which has a selected membership and which specializes in performing advanced level Mariachi ensemble literature. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Mariachi Majors Only</u></b>  Teacher Approval  <b>FEE: \$40</b>
<b>MUSIC TECHNOLOGY (MINOR)</b>		
<b>MUSIC TECHNOLOGY III</b>	This one-year, two-period course is designed for students who have successfully completed Music Technology II and wish to further develop their understand of the live sound aspects of Music Technology. The course will cover all aspects of technology pertaining to the field of studio recording, including topic areas such as: basic sound principles, transducers (microphone and loudspeakers), signal processing devices, noise and noise reduction, recording consoles, the recording session, the mix-down session, and in-line recording. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	Teacher recommendation  Successful completion of Modern Music Technology II  <b>FEE: \$40</b>
<b>ORCHESTRA</b>		
<b>MUSIC HS ADVANCED STUDY - CHAMBER STRINGS</b> (elective)	This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental/vocal techniques and repertoire. This course is offered to jazz, guitar, woodwind, brass, and percussion students who already possess highly developed playing technique. Students will study and gain an awareness of the advanced chamber music literature from all periods and styles. Exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. Major ensembles to be emphasized include the Jazz Combo, Brass Quintet, Woodwind Quintet, Saxophone Quartet, Percussion Ensemble, Horn Quartet, Guitar Quartet, and Guitar Trio. <b>Students will be required to participate in at least one LVA recital per semester, the CCSD Solo &amp; Ensemble Festival, and all recital dress rehearsals. Class size is limited. In addition, students are required to participate in three community performances each semester.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Music Majors Only</u></b>  <b>Audition and/or Teacher Approval</b>  Purchase of performance attire is required.  <b>FEE: \$20</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ORCHESTRA HS BEGINNING - FESTIVAL STRINGS</b> (Orchestra I)	This one-year ensemble course is designed for those students wishing to perfect their skills for admission into the Sinfonia, Symphony or Philharmonic Orchestras. Guidelines for placements in Festival Strings are based upon mastering skills & concepts that allow music to be performed at the level of 3 and above. The class will emphasize the development of basic skills necessary to become an independent musician (i.e. auditions, intonation, style, bowing, articulation, dynamics, rhythmic precision, blend, balance, tone, and basic music theory). Trips taken out of the Las Vegas area, which are based on a performance, are optional. This one-year class is open by audition and/or the recommendation of the instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Orchestra Majors Only</u></b>  <b>Audition and/or Teacher Approval</b>  Purchase of performance attire is required.  <b>FEE: \$40</b>
<b>ORCHESTRA HS INTERMEDIATE - SINFONIA STRINGS</b> (Orchestra II)	This one-year ensemble course is designed for those students wishing to perfect their skills for admission into the Symphony or Philharmonic Orchestras. Guidelines for placement in Sinfonia Strings are based upon mastering skills & concepts that allow music to be performed at the level of 4 and above. The class will emphasize the development of basic skills necessary to become an independent musician (i.e. auditions, intonation, style, bowing, articulation, dynamics, rhythmic precision, blend, balance, tone, and basic music theory). <b>Trips taken out of the Las Vegas area, which are based on a performance, may also be required.</b> This one-year class is open by audition and/or the recommendation of the instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Orchestra Majors Only</u></b>  <b>Audition and/or Teacher Approval</b>  Purchase of performance attire is required.  <b>FEE: \$40</b>
<b>ORCHESTRA HS ADVANCED - SYMPHONY STRINGS</b> (Orchestra III)	This one-year ensemble course is designed for those students who wish to perfect their skills for admission into the Philharmonic Orchestra. Guidelines for placement in Symphony Strings are based upon mastering skills & concepts that allow music to be performed at the level of 5 and above. The class will emphasize the development of basic skills necessary to become an independent musician i.e. auditions, intonation, style, bowing, articulation, dynamics, rhythmic precision, blend, balance, tone, and basic music theory. <b>Trips taken out of the Las Vegas area, which are based on a performance, may also be required.</b> This one-year class is open by audition and/or the recommendation of the instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Orchestra Majors Only</u></b>  <b>Audition and/or Teacher Approval</b>  Purchase of performance attire is required.  <b>FEE: \$40</b>
<b>PIANO</b>		
<b>PIANO HS INTERMEDIATE</b>	This block is offered to students with <b>intermediate</b> playing skills. The course is designed to increase the student's knowledge of advanced literature, improve sight-reading, and improve skills in ensemble playing, chamber music, and accompanying. Students also study the chronological history and performance of jazz piano with a film-scoring component. <b>Each student will need to supply a set of headphones with a ¼ inch jack.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Piano Majors Only</u></b>  Audition and/or Teacher Approval  <b>FEE: \$25</b> per semester fee

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>PIANO HS ADVANCED STUDY</b>	This block is offered to students with <b>advanced</b> playing skills. The course is designed to increase the student's knowledge of advanced literature, improve sight-reading, and improve skills in ensemble playing, chamber music, and accompanying. Students also study the chronological history and performance of jazz piano with a film-scoring component. <b>Each student will need to supply a set of headphones with a ¼ inch jack.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Piano Majors Only</u></b>  Audition and/or Teacher Approval  <b>FEE: \$25</b> per semester fee
<b>WORLD JAZZ STUDIES</b>		
<b>BAND JAZZ HS INTERMEDIATE - WORLD JAZZ I</b>	This block course explores a variety of styles and techniques through ensemble rehearsal and performance. The class is arranged to assist young musicians who are interested in developing their ability to play and read Jazz Literature. Individual playing progress will be enhanced through scale technique, rhythmic exercises, improvisation, memorization, and listening to recordings and live performances. Emphasis will be placed on fundamentals and providing each student with a variety of performance experiences. A progression of technical proficiency is expected. The importance of group and individual practice is stressed. <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required.</b> Final Jazz Band block assignments will be based on the mandatory Jazz Band Camp auditions that are held over the summer. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Jazz Majors or Minors Only</u></b>  Audition and/or teacher recommendation.  Purchase of performance attire is required.  <b>FEE: \$40</b>
<b>BAND JAZZ HS ADVANCED - WORLD JAZZ II</b>	This block course explores a variety of styles and techniques through ensemble rehearsal and performance. The class is arranged to assist young musicians who are interested in developing their ability to play and read Jazz Literature. Individual playing progress will be enhanced through scale technique, rhythmic exercises, improvisation, memorization, and listening to recordings and live performances. Emphasis will be placed on fundamentals and providing each student with a variety of performance experiences. A progression of technical proficiency is expected. The importance of group and individual practice is stressed. <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required.</b> Students in Jazz II and III will also provide the instrumentation, when needed, for the Pit Orchestra and/or graduation. The Pit Orchestra will do one musical per year. Final Jazz Band block assignments will be based on the mandatory Jazz Band Camp auditions that are held over the summer. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.	<b><u>Jazz Majors or Minors Only</u></b>  Audition and/or teacher recommendation.  Purchase of performance attire is required.  <b>FEE: \$40</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>WORLD INSTRUMENTS JAZZ STUDY - WORLD JAZZ III</b>	<p>This block course explores a variety of styles and techniques through ensemble rehearsal and performance. The class is arranged to assist young musicians who are interested in developing their ability to play and read Jazz Literature. Individual playing progress will be enhanced through scale technique, rhythmic exercises, improvisation, memorization, and listening to recordings and live performances. Emphasis will be placed on fundamentals and providing each student with a variety of performance experiences. A progression of technical proficiency is expected. The importance of group and individual practice is stressed. <b>Trips taken out of the Las Vegas area, which are based on a performance, are also required.</b> Students in Jazz II and III will also provide the instrumentation, when needed, for the Pit Orchestra and/or graduation. The Pit Orchestra will do one musical per year. Final Jazz Band block assignments will be based on the mandatory Jazz Band Camp auditions that are held over the summer. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Jazz Majors or Minors Only</u></b></p> <p>Audition and/or teacher recommendation.</p> <p>Purchase of performance attire is required.</p> <p><b>FEE: \$40</b></p>
<b>VOCAL</b>		
<b>CHOIR HS BEGINNING - CANTARE</b>	<p>Cantare will concentrate on advanced vocal technique, sight-reading, music history, and music theory through singing choral music. This ensemble performs in numerous concerts and festivals. A progression of vocal proficiency is expected. The importance of sustained group and individual effort is stressed. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Vocal Majors Only</u></b></p> <p>Audition Required</p> <p><b>FEE: \$40</b></p> <p>Purchase or Rental of performance attire is requested.</p>
<b>CHOIR HS ADVANCED - KONZERT CHORALE</b>	<p>Konzert Chorale will concentrate on advanced vocal technique, sight-reading, music history, and music theory through singing choral music. This ensemble performs in numerous concerts and festivals. A progression of vocal proficiency is expected. The importance of sustained group and individual effort is stressed. <b>Trips taken out of the Las Vegas area, which are based on performances, are also required and will be averaged into each student's total grade.</b> Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Vocal Majors Only</u></b></p> <p>Audition Required</p> <p><b>FEE: \$40</b></p> <p>Purchase or Rental of performance attire is requested.</p>
<b>CHOIR HS CHAMBER - BELLA VOZ</b>	<p>Bella Voz will concentrate on advanced vocal technique, sight-reading, music history, and music theory through singing choral music. These students will also learn a dance and performance curriculum to enhance our concert presentations. This ensemble performs in numerous concerts and festivals, in addition to countless singing engagements throughout the community - particularly during the holiday season. A progression of vocal proficiency is expected. The importance of sustained group and individual effort is stressed. <b>Trips taken out of the Las Vegas area, which are based on performances, are also required and will be averaged into each student's total grade.</b> Placement in this ensemble will be the result of hard work in class, excellent musicianship and teamwork skills - in addition to a successful internal audition in the spring every year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Vocal Majors Only</u></b></p> <p>Audition Required</p> <p><b>FEE: \$40</b></p> <p>Purchase or Rental of performance attire is requested.</p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>CHOIR HS CHAMBER – ACADEMY SINGERS</b>	<p>The Academy Singers will concentrate on advanced vocal technique, sight-reading, music history, and music theory through singing choral music. These students will also learn a dance and performance curriculum to enhance our concert presentations. This ensemble performs in numerous concerts and festivals, in addition to countless singing engagements throughout the community - particularly during the holiday season. A progression of vocal proficiency is expected. The importance of sustained group and individual effort is stressed. <b>Trips taken out of the Las Vegas area, which are based on performances, are also required and will be averaged into each student's total grade.</b> Placement in this ensemble will be the result of hard work in class, excellent musicianship and teamwork skills - in addition to a successful internal audition in the spring every year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Vocal Majors Only</u></b></p> <p>Audition Required</p> <p><b>FEE: \$40</b></p> <p>Purchase or Rental of performance attire is requested.</p>



# THEATRE CONSERVATORY

The following breaks down the required courses for each major in the Theatre Conservatory. Although we can only require one elective per year, when available you should take electives from the list of approved electives for your major. Tech Theatre students must remain in their Major during all four (4) years at LVA.

	<b>Musical Theatre</b>	<b>Theatre Performance</b>	<b>Technical Theatre</b>
<b>Freshman Block</b>	Theatre I/Tech I	Theatre I/Tech I	Tech I/Theater Crafts I
<b>Freshman P.E.</b>	MT Dance I/Ballroom I	MT Dance I/Ballroom I, Dance I, or PE I	PE I
<b>Sophomore Block</b>	Theatre II	Theatre II	Tech II/Tech II Lab
<b>Sophomore P.E.</b>	MT Dance II (audition only)	Ballroom II, Dance II, or PE II	PE II
<b>Junior Block</b>	Musical Theatre III (audition only)	Theatre III	Tech III/Tech III Lab
<b>*Junior Elective</b>	MT Dance III	<i>approved elective</i>	<i>approved elective</i>
<b>Senior Block</b>	Musical Theatre IV	Theatre IV	Tech IV
<b>*Senior Elective</b>	<i>approved elective</i>	<i>approved elective</i>	<i>approved elective</i>

**\*Electives in this chart are required**

The following lists breakdown by Major the electives available to students:

<b>Theatre Approved Electives</b> Some offered through other Conservatories or Departments		
<b>Musical Theatre</b>	<b>Theatre Performance</b>	<b>Technical Theatre</b>
Acting for the Camera	Acting for the Camera	Advanced Tech Theatre (Tech Systems – 11 <sup>th</sup> /12 <sup>th</sup> grades only)
Arts Management I	Arts Management I	Arts Management I
Ballroom I (9 <sup>th</sup> & 10 <sup>th</sup> grade only)	Ballroom I (9 <sup>th</sup> & 10 <sup>th</sup> grade only)	Costume Design I
Choir	Dance I	Costume Design II
Choreography (11 <sup>th</sup> & 12 <sup>th</sup> grade only)	Playwriting I/II	Costume Design III
Dance I		Costume Design AS
		Theatre Crafts I
		Theatre Crafts II

*Sample Musical Theatre or Theatre Timeline:*

<b>9<sup>th</sup> GRADE</b>	<b>10<sup>th</sup> GRADE</b>	<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>
English	English	English	English
Math	Math	Math	Math*
Science	Science	Science*	U.S. Government
Health / Success 101	World History	U.S. History	Foreign Language**
Dance PE I, Ballroom I or PE I	MT Dance I	Foreign Language**	OPEN ELECTIVE
Foreign Language**	Foreign Language**	OPEN ELECTIVE	OPEN ELECTIVE
MUSICAL THEATRE/ THEATRE BLOCK	MUSICAL THEATRE/ THEATRE BLOCK	MUSICAL THEATRE/ THEATRE BLOCK	MUSICAL THEATRE/ THEATRE BLOCK

*\*These courses are mandatory if you are pursuing an Advanced or Advanced Honors Diploma.*

*\*\*These courses are mandatory if you are pursuing an Advanced Honors Diploma. A third year language is strongly recommended for students intending to attend a 4-year College or University.*

Sample Tech Theater Timeline:

9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
English	English	English	English
Math	Math	Math	Math*
Science	Science	Science*	U.S. Government
Health / Success 101	World History	U.S. History	Foreign Language**
PE I	PE II	Foreign Language**	OPEN ELECTIVE
Foreign Language**	Foreign Language**	OPEN ELECTIVE	OPEN ELECTIVE
TECH THEATER BLOCK	TECH THEATER BLOCK	TECH THEATER BLOCK	TECH THEATER BLOCK

\*These courses are mandatory if you are pursuing an Advanced or Advanced Honors Diploma.

\*\*These courses are mandatory if you are pursuing an Advanced Honors Diploma. A third year language is strongly recommended for students intending to attend a 4-year College or University.

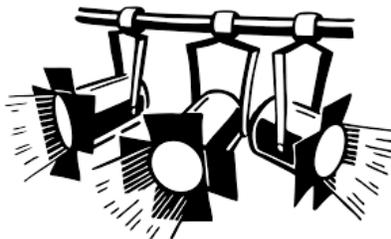
**Parent Funding Agreement (PFA)**

The necessary expenses to maintain our Conservatory programs as they now operate are inadequately funded by CCSD and the state of Nevada. Each Conservatory Major has created a budget of projected expenses for the upcoming school year. To meet each Conservatory's financial needs, we invite families to contribute to our Parent Funding Agreement (PFA) program. In return, students will not have to pay their MAJOR class fees. Your tax-deductible contribution will cover all budget expenses EXCEPT for uniform and travel costs. A PFA contribution to your student's Major (and, as applicable, your student's Minor), you will entitle you to a VIP PASS granting you four (4) tickets to your student's Conservatory shows for the 2023 – 2024 school year. The PFA does NOT waive class fees for additional elective courses with fee requirements.

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>THEATRE ELECTIVES</b>		
<b>ACTING FOR THE CAMERA</b>	This one-year course engages students in skill development and performance opportunities for the actor, which focus on the techniques necessary and appropriate for film. Class work focuses on Creating: Conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the Arts/Humanities/CTE credit or one of the elective credits required for high school graduation and may be repeated	10 <sup>th</sup> – 12 <sup>th</sup> grade only
<b>ARTS MANAGEMENT I</b>	This one-year course provides students an introduction to theatre arts operations and management. Major topics include box office, front of house operations, promotions, and production management. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	None
<b>COSTUME DESIGN I</b>	This one-year course is designed to familiarize students with many aspects of costume design history, construction, and drawing. Class work focuses on developing hands-on costume construction and costume design. The course will fulfill one of the elective credits required for graduation.	<b>Fee: \$40</b>
<b>COSTUME DESIGN II</b>	This one-year course is designed for students who have successfully completed the appropriate Costume Design I course or who have participated in an approved equivalent school or community oriented experience. Areas of emphasis will be advanced costume construction, hat making, and costume design rendering. Specific topics include the historical role of costume, needs for special roles, costume recycling or repair, sewing animals and foam construction, and costume occupations. This course will fulfill one of the elective credits required for graduation.	Successful completion of Costume Design II  <b>Teacher Approval</b>  <b>Fee: \$40</b>

<b>COURSE TITLE</b>	<b>DESCRIPTION</b>	<b>PREREQUISITES</b>
<b>COSTUME DESIGN III</b>	This one-year course is designed to provide students experience in the areas of advanced costume construction, millinery, hair and wig design, costume design rendering, and developing career skills. Specific topics include pattern modification, fitting, costume modification, using design to show relationships and conflicts, organizing and running backstage crews, and costume occupations. 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 either one elective credit or one Arts/Humanities credit required for high school graduation.	Successful completion of Costume Design II  <b>Teacher Approval</b>  <b>Fee: \$40</b>
<b>COSTUME DESIGN AS</b>	This one-year course is designed to provide students experience in the areas of advanced costume construction techniques, advanced pattern making, hair and wig design, costume design rendering, and developing career skills. Specific topics include modification of commercial patterns, draping and drafting original patterns, dressing the performer from the skin out, using design to influence the audience's understanding of the play, using design to interpret the play both thematically and stylistically, organizing and running backstage crews, and career preparation. 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 either one elective credit or one Arts/Humanities credit required for high school graduation.	Successful completion of Costume Design III  <b>Teacher Approval</b>  <b>Fee: \$40</b>
<b>THEATRE CRAFTS I</b>	This one-year course is designed to familiarize students with the many aspects of costumes, stage properties, and makeup. Class work focuses on developing hands-on technical experience in these areas. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	<b>Fee: \$40</b>
<b>THEATRE CRAFTS II</b>	This one-year course is designed so students will master techniques of costumes, stage properties, and makeup. Class work focuses on developing design technical experience in these areas. This course will fulfill either the arts/humanities credit or one of the elective credits required for graduation.	Successful Completion of Theatre Craft I  <b>Fee: \$40</b>  <b>Teacher Approval</b>
<b>THEATRE TECHNOLOGY</b>		
<b>THEATRE TECHNOLOGY I</b>	This one-year course provides the student an opportunity to explore technical theatre production skills. Areas of emphasis include theatre operations of the front and back of the house. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b><u>Technical Theatre Majors only</u></b>  Interview/Audition Placement  <i>Concurrent enrollment in Theatre Crafts I required</i>  <b>Fee: \$40</b>
<b>THEATRE TECHNOLOGY II</b>	This one-year course is designed for students who have successfully completed Theatre Technology I. Students develop design concepts for both front and back of the house operations. This course will include hands-on work in support of the Theatre department, as well as some other departments and productions during the school year. Instructional practices incorporate integration of diversity awareness including appreciation 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.	<b><u>Technical Theatre Majors only</u></b>  Successful completion of Theatre Technology I  <i>Concurrent enrollment in Theatre Tech II Lab required</i>  <b>Fee: \$40</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>THEATRE TECH II LAB</b>	This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in Theatre Technology II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b><u>Technical Theatre Majors only</u></b>  Concurrent enrollment in Theatre Technology II & Teacher Recommendation
<b>THEATRE TECHNOLOGY III</b>	This one-year course is designed for students who have successfully completed Theatre Technology II. Students develop skills for work in both front and back of house operations. This course will help students develop design concepts for both front and back of house operations. This course will include hands-on work in support of the Theatre department, as well as some other departments and productions during the school year. Instructional practices incorporate integration of diversity awareness including appreciation 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.	<b><u>Technical Theatre Majors only</u></b>  Successful completion of Theatre Technology II  <i>Concurrent enrollment in Theatre Tech III Lab required</i>  <b>Fee: \$40</b>
<b>THEATRE TECH III LAB</b>	This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in Theatre Technology III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b><u>Technical Theatre Majors only</u></b>  Concurrent enrollment in Theatre Technology III & Teacher Recommendation
<b>THEATRE TECHNOLOGY ADVANCED STUDIES</b>	This one-year course provides students who have successfully completed Theatre Technology III. This course is for students to explore and implement lessons from previous classes. Students will work to design production aspects for department performances while working on portfolio and resumes for after they move on from high school. Students develop skills for work in both front and back of house operations. This course will help students develop design concepts for both front and back of house operations. This course will include hands-on work in support of the Theatre department, as well as some other departments and productions during the school year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	<b><u>Technical Theatre Majors only</u></b>  Successful completion of Theatre Technology III  <b>Fee: \$40</b>
<b>ADVANCED STUDIES – PERFORMING ARTS (TECH SYSTEMS)</b>	This one-year course is offered to students whose individual desire is to pursue a study of their own interest in theatre through investigation and in-depth research for which there is no provision in the regular school curriculum. Students are expected to work independently and consult with their supervising teacher for guidance. This course will include hands-on work in support of the Theatre department, as well as some other departments and productions during the school year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated twice.	<b><u>Technical Theatre Majors only</u></b>  11 <sup>th</sup> – 12 <sup>th</sup> grades  <b>Teacher approval</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>MUSICAL THEATRE PERFORMANCE</b>		
<b>MUSICAL THEATRE PERFORMANCE I</b>	<p>This one-year course is designed for any student who is interested in pursuing musical theatre. The program is designed for students with a knowledge of basic abilities in acting, singing, and dancing. The course will further enhance and utilize skills in Musical Theatre History; Acting Improvisation; Acting through Song; Movement for the Actor; Music Theory Fundamentals and Piano Skills; Group Vocal Technique; a workshop of musical theatre, including triple threat ensemble work; and the business of musical theatre. Students will Create, Perform, Respond, and Connect with artistic work by exploring different types of dance, singing, acting and choreography for various projects. Students will learn a variety of skills and techniques, but will also understand the evolution of the musical and have a better understanding of the repertoire. In addition, students will learn how to analyze a musical and a script, and will understand the structure of how to create successful musical theatre. Students are required to be involved in musical productions. The prerequisite for this course is permission of instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Musical Theatre Majors Only</u></b></p> <p>11<sup>th</sup> grade only</p> <p>Must have taken Theatre II &amp; MT Dance I</p> <p><b>Audition and acceptance into program required</b></p>
<b>MUSICAL THEATRE PERFORMANCE II</b>	<p>This one-year course is designed for any student who is interested in pursuing musical theatre. The program is designed for students with a knowledge of basic abilities in acting, singing, and dancing. The course will further enhance and utilize skills in Musical Theatre History; Acting through Song; Movement for the Actor; Group Vocal Technique; musical theatre scene study; and the business of musical theatre. Students will Create, Perform, Respond, and Connect with artistic work by exploring different types of dance, singing, acting and choreography for various projects. Students will learn a variety of skills and techniques, but will also understand the evolution of the musical and have a better understanding of the repertoire. In addition, students will learn how to analyze a musical and a script, and will understand the structure of how to create successful musical theatre. Students are required to be involved in musical productions. The prerequisite for this course is permission of instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.</p>	<p><b><u>Musical Theatre Majors Only</u></b></p> <p>12<sup>th</sup> grade only</p> <p>Must have taken Musical Theatre III &amp; MT Dance II</p> <p><b>Audition and acceptance into program required</b></p>
<b>MUSICAL THEATRE DANCE I</b>	<p>This one-year course is designed to introduce students to the styles and techniques used in Broadway dance training for a higher level of achievement. This course will develop and extend the styles used and the choreographers that most greatly influenced these dance genres within the Broadway musical. The student will be provided opportunities to combine this study and research with building studio technique of the respective genres. Students will be provided with opportunities to study specific musicals choreographies and learn choreography in the respective style. Portions of the class will examine choreography and the dance form in-depth to drill technique, while at other times students will develop skills of the audition, learning choreography quickly, as well as more comprehensively to become more acquainted with each style. This course may be repeated for elective credit and will fulfill the Physical Education credit required for graduation.</p>	<p><b><u>Theatre Majors only</u></b></p> <p>9<sup>th</sup> grade only</p>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>MUSICAL THEATRE DANCE II</b>	This one-year course is designed to cover the history of tap and ballet, its origins and how they evolved and came to be utilized in the musical and on Broadway. Students will study the styles used and the choreographers and dancers that most greatly influenced these dance genres within the Broadway musical. Students will combine this study and research with building studio technique of the respective genres. Students will be provided opportunities to look at specific musicals choreographed and learn choreography in the respective style. Portions of the class will examine choreography and the dance form in-depth to drill technique, while at other times students will develop skills of the audition, learning choreography quickly, as well as more comprehensively to become more acquainted with each style. This will assist with preparing dancers for the professional field of musical theatre. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	<b><u>Musical Theatre Majors Only</u></b>  Successful completion of Musical Theatre Dance I  Audition and acceptance into course required
<b>MUSICAL THEATRE DANCE III</b>	This one-year course is designed to examine the origins of dance and the evolution of dance including ballroom, partnering and a more in-depth history of jazz and modern dance, and how they evolved and came to be utilized in the musical and on Broadway. Students will study the styles used and the choreographers and dancers that most greatly influenced these dance genres within the Broadway musical. Students will be provided opportunities to combine this study and research with building studio technique of the respective genres. Students will look at specific musicals choreographed and learn choreography in the respective style. Portions of the class will examine choreography and the dance form in-depth to drill technique, while at other times students will develop skills of the audition, learning choreography quickly, as well as more comprehensively to become more acquainted with each style. This will assist with preparing dancers for the professional field of musical theatre. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	<b><u>Musical Theatre Majors Only</u></b>  Successful completion of Musical Theatre Dance II  Audition and acceptance into course required
<b>THEATRE PERFORMANCE</b>		
<b>THEATRE I</b>	This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at a Proficient level.. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	<b><u>Theatre Majors only</u></b>  Audition Placement  <i>Concurrent enrollment in Tech Theatre I required</i>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>THEATRE II</b>	This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Students will begin to create their monologue books for auditions. Group interaction and ensemble work will be emphasized. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at an accomplished level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Theatre II students are required to audition for all productions. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	<b><u>Theatre Majors only</u></b> Successful completion of Theatre I Block
<b>THEATRE III</b>	This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students will work on their monologue and audition books, adding classical and contemporary pieces musical theatre works and character analysis. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at an accomplished level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Students are required to audition at all LVA productions, attend LVNPAA in the fall and participate in theatre festivals. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	<b><u>Theatre Majors only</u></b> Successful completion of Theatre II Block
<b>THEATRE IV</b>	This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. This course will delve further into the fundamentals and apply them to a more advanced course of study. This course will also introduce new concepts in theatrical performance and analysis. In depth study of the units for this course will include: Theatre History, Acting Styles, Voice and Diction, and Script Analysis. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation.	<b><u>Theatre Majors only</u></b> Successful completion of Theatre III Block  Musical Theatre emphasis by audition only



# VISUAL ARTS CONSERVATORY

*Student artwork is evaluated by their current teacher prior to the advancement to the next level of art class. Please note that the art department has the final say on placement of each and every student. If an art student earns a grade of C or lower, their artwork will be evaluated and a decision on placement will be made according to the student's skill level. The following is a list of competencies that must be reached in order to pass to the next level:*

<b>Visual Design I</b> <ul style="list-style-type: none"> <li>● Line quality: contour, gesture</li> <li>● 3-dimensional shading</li> <li>● Understanding of composition</li> <li>● Satisfactory skill level in the handling of oil paint</li> <li>● Painting in realism</li> <li>● Sculpting: handling of specific 3-dimensional media</li> <li>● Working knowledge of critical analysis process</li> </ul>	<b>Visual Design II</b> <ul style="list-style-type: none"> <li>● Accurate linear drawing: proportion</li> <li>● Sophistication of shading</li> <li>● Refinement of painting skill in a realistic approach</li> <li>● Compositional skills</li> <li>● Sculpting: handling of specific 3-dimensional media</li> <li>● Printmaking skills learned and practiced</li> <li>● Critical analysis process</li> <li>● Understanding &amp; application of color</li> </ul>	<b>Art Theory &amp; Practice &amp; Studio Art</b> <ul style="list-style-type: none"> <li>● Refinement of techniques &amp; skills in mixed media</li> <li>● Organizational skills of portfolio compilation</li> <li>● Artistic problem-solving: using elements &amp; principles of design</li> <li>● Technological applications toward individual artwork</li> <li>● College &amp; Career preparation</li> </ul>	<b>AP Drawing &amp; AP 2D Design</b> <ul style="list-style-type: none"> <li>● Refinement of techniques &amp; skills in mixed media</li> <li>● Organizational skills of portfolio compilation/AP College Board Exam</li> <li>● Artistic problem-solving: using elements &amp; principles of design</li> <li>● Technological applications toward individual artwork</li> <li>● College &amp; Career preparation</li> </ul>
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*In addition, all Visual Arts Majors must complete the following Visual Arts Emphasis Sequence of Study:*

	2-D VISUAL ARTS	3-D VISUAL ARTS	ANIMATION	GRAPHIC DESIGN	PHOTOGRAPHY	MEDIA ARTS & COMMUNICATION	VIDEO PRODUCTION
<b>FIRST YEAR</b>	● Visual Design I	● Visual Design I ● Ceramics I or Design Crafts	● Not available as a Major	● Not available as a Major	● Photography I ● Design Crafts	● Multimedia Communications I ● Emphasis of Graphic Design I, Photography I, or Video Production I	● Video Production I ● Film Studies I
<b>SECOND YEAR</b>	● Visual Design II	● Visual Design II ● Ceramics II or Design Crafts	● Not available as a Major	● Graphic Design II ● Graphic Design Lab ● Digital Illustration II	● Photography II ● Photography II Lab ● Studio Art 3D	● Multimedia Communications II ● Emphasis of Graphic Design II, Photography II, or Video Production II	● Video Production II ● Film Studies II
<b>THIRD YEAR</b>	● AP Drawing or Art Theory & Practice	● Studio Art 3D ● Ceramics III or Advanced Study	● Not available as a Major	● Graphic Design III ● Graphic Design Lab ● Graphic Design Elective	● Photography III ● Photography III Lab	● Multimedia Communications AS ● Emphasis of Graphic Design III, Photography III, or Video Production III -Or- ● Another CTE Program	● Video Production III ● Video Production III Lab ● Film Studies III
<b>FOURTH YEAR</b>	● AP 2-D Art and Design or Studio Art	● AP 3-D Art and Design ● Ceramics III or Advanced Study	● AP 2-D Art and Design ● Animation Advanced Study	● AP Studio 2D ● Graphic Design Advanced Study	● AP 2-D Art and Design ● Advanced Study	● Multimedia Communications AS ● Emphasis of Graphic Design AS, Photography AS, or Video Production AS -Or- ● Another CTE Program	● Video Production Advanced Study ● Video Production Advanced Study Lab

The following lists breakdown by year the electives available to students:

Visual Arts Electives			
FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Ceramics I	Ceramics I/II	AP Art History	AP Art History
Design Crafts	Design Crafts	Ceramics II/III	Adv. Studies – Art
Graphic Design I	Graphic Design I/II	Graphic Design II/III	
Photography I	Photography I/II	Photography II/III	
Digital Illustration I	Digital Illustration II		

Sample Timeline:

9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
English	English	English	English
Math	Math	Math	Math*
Science	Science	Science*	U.S. Government
PE	PE	U.S. History	Foreign Language**
Health / Success 101	World History	Foreign Language**	OPEN ELECTIVE
ART BLOCK	ART BLOCK	ART BLOCK	ART BLOCK
ART ELECTIVE/Foreign Language**	ART ELECTIVE/ Foreign Language**	ART ELECTIVE	ART ELECTIVE

\*These courses are mandatory if you are pursuing an Advanced or Advanced Honors Diploma.

\*\* These courses are mandatory if you are pursuing an Advanced Honors Diploma. A third year language is strongly recommended for students intending to attend a 4-year College or University.

### Parent Funding Agreement (PFA)

The necessary expenses to maintain our Conservatory programs as they now operate are inadequately funded by CCSD and the state of Nevada. Each Conservatory Major has created a budget of projected expenses for the upcoming school year. To meet each Conservatory's financial needs, we invite families to contribute to our Parent Funding Agreement (PFA) program. In return, students will not have to pay their MAJOR class fees. Your tax-deductible contribution will cover all budget expenses EXCEPT for uniform and travel costs. A PFA contribution to your student's Major (and, as applicable, your student's Minor), you will entitle you to a VIP PASS granting you four (4) tickets to your student's Conservatory shows for the 2023 – 2024 school year. The PFA does NOT waive class fees for additional elective courses with fee requirements.

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ADVANCED STUDY ART (elective)</b>	This one-year course provides for independent study to any senior art student currently working on their AP portfolio and needs extra time in order to perfect it. The student collaborates with the supervising teacher. Students must be self-motivated and self-directed. Students will pre-plan and contract their art projects with their teacher and will be expected to produce a variety of artwork that reflects sophistication, expression, technical skills, and sensitivity. Students will be required to purchase supplemental art supplies in addition to their art fees. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation and may be repeated.	<b>Visual Arts Majors only</b> C or higher in previous year's art class. Teacher Recommendation. <b>Fee: \$40</b> plus the cost of additional supplies



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>CERAMICS I</b> (elective)	This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.	None  <b>Fee: \$40</b> plus the cost of additional supplies
<b>CERAMICS II</b> (elective)	This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.	Successful completion of Ceramics I  Teacher Recommendation  <b>Fee: \$40</b> plus the cost of additional supplies
<b>CERAMICS III</b> (elective)	This one-year course is designed for students who have successfully completed Ceramics II and will build upon knowledge of three-dimensional design specific to ceramics arts. Students will refine hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.	Successful completion of Ceramics II  Teacher Recommendation  <b>Fee: \$40</b> plus the cost of additional supplies
<b>DESIGN CRAFTS</b> (elective)	This one-year course is designed to provide a wide variety of both two-dimensional and three-dimensional craft designs. A broad range of materials and techniques for design crafts are experienced through production. Students participate in art appreciation and critique, identify, analyze, and evaluate craft design. The historical influence and reflection of craft design with its regional variation are integrated into learning. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.	None  <b>Fee: \$40</b> plus the cost of additional supplies
<b>DIGITAL ILLUSTRATION I</b> (elective)	This one-year course is designed as an introduction to the field of illustration using digital tools. Students will build vocabulary, develop artistic and technology skills and learn to communicate through subject matter, symbols, and ideas. Students will examine and compare digital tools from a variety of applications in terms of its characteristics and purposes. Students will evaluate and discuss their artwork and the artwork of others and will recognize the career aspects of digital illustration. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit or one Arts/Humanities credit required for high school graduation.	<b>Visual Arts Majors only</b>  <b>Fee: \$40</b> for DVD, paper, drawing, and modeling supplies

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>DIGITAL ILLUSTRATION II</b> (elective)	This one-year course is designed for students who have successfully completed Digital Illustration I and will include an in-depth study of techniques and skills using digital media. Students will expand applicable vocabulary and further develop artistic and technology skills. Students will continue to explore historical and cultural variations of digital art and the contributions of a diverse population. Students will practice presentation skills as effective communication. Emphasis will be placed on business ethics and professionalism, with digital illustration as a career possibility. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. This course will fulfill either one elective credit or one Arts/Humanities credit required for high school graduation.	<b>Visual Arts Majors only</b>  Successful Completion of Digital Illustration I  <b>Fee: \$40</b> for paper and drawing supplies
<b>FILM STUDIES I</b> (elective)	In this one-year course, students study the development of the American film as an art form and a social phenomenon. The course surveys films of the 1920s, 1930s, 1940s, and 1950s focusing on genres, trends, directors, studios, moguls, and innovations in technology and techniques. Students will provide analysis of the development of the film industry and critique script content, acting techniques, and the evolution of the roles written for men, women, and minorities. Class work will focus on class discussion and criticism of various films. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation	<b>Fee: \$40</b>
<b>FILM STUDIES II</b> (elective)	This one-year course is designed as a continuation of Film Studies I, allowing students to engage in further analysis of the development of the American film as an art form and a social phenomenon. This course surveys films of the 1960s, 1970s, 1980s, and 1990s, focusing on genres, trends, directors, studios, and innovations in technology and techniques. Students will provide analysis of the development of the film industry and critique script content, acting techniques, and the evolution of the roles for men, women, and minorities. Class work focuses on class discussion and criticism of various films. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	Successful completion of Film Studies I  <b>Fee: \$40</b>
<b>FILM STUDIES III</b> (elective)	This one-year course is designed as a continuation of Film Studies II, in which students engage in further analysis of the development of the American film as an art form and a social phenomenon. The course surveys films of the 2000s, 2010s, and 2020s, focusing on genres, trends, directors, studios, and innovations in technology and techniques. Students will provide analysis of the development of the film industry and critique script content, acting techniques, and the evolution of the roles of men, women, and minorities. This course becomes more specific in its study of studios and influential people in the industry while also covering the study of film production from a theoretical perspective. Students will continue to hone the process or journalistic evaluation and screenplay analysis, while careers in the film industry will be considered more closely. Class work will focus on class discussion and criticism of various films. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.	Successful completion of Film Studies II  <b>Fee: \$40</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>GRAPHIC DESIGN I (elective)</b>	This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products. Students gain an understanding of the creative process, with an emphasis on the design principles, layout, and the creation and manipulation of graphics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	9th – 11th grade  <b>Fee: \$40</b> covers cost of printing paper and ink
<b>GRAPHIC DESIGN II (elective)</b>	This one-year course is designed for students who have successfully completed Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Successful completion of Graphic Design I & Teacher Recommendation  <b>Fee: \$40</b> covers cost of printing paper and ink
<b>GRAPHIC DESIGN III (elective)</b>	This one-year course is designed for students who have successfully completed Graphics Design II. Students create projects simulating challenges found in the design industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Successful completion of Graphic Design II & Teacher Recommendation  <b>Fee: \$40</b> covers cost of printing paper and ink
<b>MULTIMEDIA COMMUNICATION I (replaces Journalism Fndtn)</b>	This one-year course introduces students to media technologies used in business for digital communication. Areas of emphasis include: website development, user interface, video, photo, written content, social media marketing, and front-end design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.	9th – 11th grade  B or higher in current English class
<b>MULTIMEDIA COMMUNICATION II (replaces Journalism II)</b>	This course is designed for students who have successfully completed Multimedia Communications I. Areas of emphasis include website development, user interface, video, photo, written content, social media marketing, front-end design and advanced content and media creation techniques used in business for digital communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.	10th – 12th grade  Successful completion of Multimedia Communications I & Teacher Recommendation
<b>PHOTOGRAPHY I (elective)</b>	This one-year course provides students with the fundamentals of commercial photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	9th – 11th grade  <b>Fee: \$40</b> plus the cost of additional supplies
<b>PHOTOGRAPHY II (elective)</b>	This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	Photography I and Teacher Recommendation  <b>Fee: \$40</b> plus other supplies

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>PHOTOGRAPHY III (elective)</b>	This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	Photography II and Teacher Recommendation <b>Fee: \$40</b> plus other supplies
<b>PHOTO AS (ADVANCED STUDY) (elective)</b>	This one-year course provides students who have achieved all content standards in Photography an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	Photography III and Teacher Recommendation <b>Fee: \$40</b> for photo majors plus cost of additional supplies
<b>STUDIO ART: 3D SCULPTURE (elective)</b>	Students will learn how to work more independently as they organize and prioritize their artwork for the LVA exit project/individual art exhibition and AP Studio Art 3D exam. Students will perfect their techniques in sculpture, 3-D design and mixed media approaches. The students are expected to produce quality art pieces, develop a concentration in a particular area of art, and work in an overall mixed-media approach to their work. Students enrolled in Studio Art will be required to produce a portfolio of quality work that reflects a progression of learning from previous years. All art majors will be expected to purchase supplemental art supplies in addition to their art fees. Studio Art students are strongly encouraged to complete Summer Assignments, meet with the AP class and participate in activities, but it is NOT required. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.	11 <sup>th</sup> – 12 <sup>th</sup> grades Visual Arts Majors or students that have successfully completed 2 or more Visual Arts or Tech Theater classes Teacher Approval <b>Fee: \$70</b> plus the cost of additional supplies
<b>ANIMATION</b>		
<b>AP 2-D ART AND DESIGN: ANIMATION/ GRAPHIC DESIGN</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <a href="http://apcentral.collegeboard.org/courses">http://apcentral.collegeboard.org/courses</a> . Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP 2-D Art and Design Course Description published by the College Board. Teachers must utilize the current course description located at <a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a> . Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.	<b>Animation Majors only</b>  Teacher Approval  <b>Fee: \$70</b> plus the cost of additional supplies. It is suggested that students have a DSLR with at least 18 megapixels  <b>Students are required to take the AP exam in May. See the Curriculum Office if you have a financial hardship</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>GRAPHIC DESIGN</b>		
<b>GRAPHIC DESIGN II</b>	This one-year course is designed for students who have successfully completed Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Graphic Design Majors only</b> Successful completion of Graphic Design I & Teacher Recommendation <b>Fee: \$40</b> covers cost of printing paper and ink
<b>GRAPHIC DESIGN II L</b>	This one-year course is designed to expand opportunities for applied learning for students concurrently enrolled in Graphic Design II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Graphic Design Majors only</b> Successful Completion of Graphic Design I Concurrent enrollment in Graphic Design II & Teacher Recommendation <b>Fee: \$20</b> for premium paper and ink production plus the cost of additional supplies
<b>GRAPHIC DESIGN III</b>	This one-year course is designed for students who have successfully completed Graphics Design II. Students create projects simulating challenges found in the design industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Graphic Design Majors only</b> Successful completion of Graphic Design II & Teacher Recommendation <b>Fee: \$40</b> covers cost of printing paper and ink
<b>GRAPHIC DESIGN III L</b>	This one-year course is designed to expand opportunities for applied learning for students concurrently enrolled in Graphic Design III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Graphic Design Majors only</b> Successful Completion of Graphic Design II Concurrent enrollment in Graphic Design III & Teacher Recommendation <b>Fee: \$20</b> for premium paper and ink production plus the cost of additional supplies

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>GRAPHIC DESIGN AS (ADVANCED STUDIES)</b>	This one-year course provides students who have achieved all content standards in Graphic Design an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	<b>Graphic Design Majors only</b>  Teacher Recommendation  <b>Fee: \$20</b> covers cost of printing paper and ink
<b>THE FOLLOWING COURSES COUNT AS DUAL ENROLLMENT COURSES VIA CSN</b>		
<b>These courses will be offered for College of Southern Nevada (CSN) Dual Enrollment program. A CSN application must be complete before enrollment and is available online through CSN.</b> This course fulfills one of the Art/Humanities credits required for high school graduation.		
<b>DUAL ENROLLMENT GRC 104 LAYOUT AND TYPOGRAPHY</b>	<b>Fall Semester – GRC 104 (3 credits):</b> Introduction to typography and digital page layout. Emphasis on typographical theory, terminology of traditional and digital processes, fundamentals of typographic design and layout, and design for publications and collateral.	Teacher Recommendation  <i>Students are required to pay all Dual Enrollment fees.</i>
<b>MEDIA ARTS &amp; COMMUNICATION</b>		
<b>MULTIMEDIA COMMUNICATION I</b>	This one-year course introduces students to media technologies used in business for digital communication. Areas of emphasis include: website development, user interface, video, photo, written content, social media marketing, and front-end design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.	<b>Media Arts &amp; Communication Majors only</b>  Concurrent enrollment in emphasis of Graphic Design I, Photography I or Video Production I
<b>MULTIMEDIA COMMUNICATION II</b>	This course is designed for students who have successfully completed Multimedia Communications I. Areas of emphasis include website development, user interface, video, photo, written content, social media marketing, front-end design and advanced content and media creation techniques used in business for digital communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.	<b>Media Arts &amp; Communication Majors only</b>  Successful completion of Multimedia Communications I  Concurrent enrollment in emphasis of Graphic Design II, Photography II or Video Production II

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>PHOTOGRAPHY</b>		
<b>PHOTOGRAPHY II</b>	This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	<b>Photo Majors only</b> Photography I and Teacher Recommendation <b>Fee: \$40</b> plus other supplies
<b>PHOTOGRAPHY II LAB</b>	This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in Photography II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Photo Majors only</b> Concurrent enrollment in Photography II and Teacher Recommendation
<b>PHOTOGRAPHY III</b>	This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	<b>Photo Majors only</b> Photography II and Teacher Recommendation <b>Fee: \$60</b> for photo majors plus other supplies
<b>PHOTOGRAPHY III LAB</b>	This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in Photography III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Photo Majors only</b> Concurrent enrollment in Photography III and Teacher Recommendation
<b>PHOTO AS (ADVANCED STUDY)</b>	This one-year course provides students who have achieved all content standards in Photography an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	<b>Photo Majors only</b> Photography III and Teacher Recommendation <b>Fee: \$40</b> for photo majors plus cost of additional supplies



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP 2-D ART AND DESIGN: PHOTOGRAPHY</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <a href="http://apcentral.collegeboard.org/courses">http://apcentral.collegeboard.org/courses</a> . Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP 2-D Art and Design Course Description published by the College Board. Teachers must utilize the current course description located at <a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a> . Teachers are required to complete the AP Audit process, which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.	<b>Photo Majors only</b> Teacher Approval  <b>Fee: \$60</b> plus the cost of additional supplies. It is suggested that students have a DSLR with at least 18 megapixels  <b>Students are required to take the AP exam in May.</b> <i>See the Curriculum Office if you have a financial hardship</i>
<b>VIDEO PRODUCTION</b>		
<b>VIDEO PRODUCTION I</b>	This one-year course introduces students to video production. Emphasis is on script writing, video recording, editing, converging media, and publication. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>Fee: \$40</b>  Concurrent enrollment in Film Studies I
<b>VIDEO PRODUCTION II</b>	This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Successful completion of Video Production I and Teacher Recommendation  <b>Fee: \$40</b>
<b>VIDEO PRODUCTION III</b>	This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Emphasis is on the creation of diverse creative content utilizing the well established pre-production, production, and post-production processes while developing works based on comedy, drama, horror, sci-fi, and documentary genres. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Successful completion of Video Production II and Teacher Recommendation  <b>Fee: \$40</b>



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>VIDEO PRODUCTION III LAB</b>	This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Concurrent enrollment in Video Production III and Teacher Recommendation
<b>VIDEO PRODUCTION ADVANCED STUDIES</b>	This one-year course provides students who have achieved all content standards in Video Production an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	Successful completion of Video Production III and Teacher Recommendation  <b>Fee: \$40</b>
<b>VISUAL ARTS</b>		
<b>VISUAL DESIGN I</b>	This one-year foundation course is designed to place an emphasis on learning and developing skills and techniques. Drawing and painting realistically in a variety of black and white media (graphite, charcoal, oil paint) are used to gain advanced knowledge in value, contrast, and rendering 3-D forms on a 2-D surface. Art history exploration spans Paleolithic through Ancient Greek art and Art Criticism (Critical Analysis Process) is introduced. Introduction to realistic rendering and character development/design in polymer clay. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. This course may be repeated for credit.	<b>Visual Arts Majors only</b>  <b>Audition /Teacher Approval</b>  <b>Fee: \$70</b> plus the cost of additional supplies
<b>VISUAL DESIGN II</b>	This one-year foundation course for intermediate students is designed to place an emphasis on learning skills and techniques necessary for an in-depth understanding of color theory in a variety of media. There will be a continuation of photorealistic artwork in color using the following media: oil paint, colored pencil, watercolor, and pen and ink. Art history exploration spans Ancient Roman to Mannerism. Art Criticism is consistently applied to the evaluation of artwork. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. This course may be repeated for credit.	<b>Visual Arts Majors only</b>  <b>Audition/ Teacher Approval</b>  <b>Fee: \$70</b> plus the cost of additional supplies



COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>ART THEORY &amp; PRACTICE</b>	This one-year, two-period course is designed for advanced visual art majors. Emphasis is placed on refining skills necessary in order to produce pieces of artwork that reflect knowledge of design, realism, and mark making. The elements of art and the principles of design will continue to be developed. Intellectual concepts regarding interpretation of various thematic units are expected. Art history exploration spans Mannerism to Impressionism. A portfolio is the intended culmination of this class. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. This course may be repeated for credit.	<b>Visual Arts Majors only</b>  <b>Audition/Teacher Approval</b>  <b>Fee: \$70</b> plus the cost of additional supplies
<b>STUDIO ART</b>	Students will learn how to work more independently as they organize and prioritize their artwork for the LVA exit project/individual art exhibition. Students will perfect their techniques in drawing, painting, printmaking, and technology. The students are expected to produce quality art pieces, develop a thesis in a particular theme, and work in an overall mixed-media approach to their work. Students enrolled in Studio Art will be required to produce a portfolio of quality work that reflects a progression of learning from previous years. Studio Art students are required to complete Summer Assignments, meet with the AP class, participate in class critiques, and collaborate in a senior art exhibit. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.	<b>Visual Arts Majors only</b>  <b>Audition or Teacher Approval</b>  <b>Fee: \$70</b> plus the cost of additional supplies
<b>STUDIO ART: 3D SCULPTURE</b>	Students will learn how to work more independently as they organize and prioritize their artwork for the LVA exit project/individual art exhibition and AP Studio Art 3D exam. Students will perfect their techniques in mixed media approaches, sculpture, 3D-design and technology. The students are expected to produce quality art pieces, develop a concentration in a particular area of art, and work in an overall mixed-media approach to their work. Students enrolled in Studio Art will be required to produce a portfolio of quality work that reflects a progression of learning from previous years. All art majors will be expected to purchase supplemental art supplies in addition to their art fees. Studio Art students are strongly encouraged to complete Summer Assignments, meet with the AP class and participate in activities, but it is NOT required. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation	<b>Visual Arts Majors only</b>  <b>Audition or Teacher Approval</b>  <b>Fee: \$70</b> plus the cost of additional supplies
<b>AP STUDIO ART: DRAWING</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) Drawing examination. Highly motivated students will create a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <a href="http://apcentral.collegeboard.org/courses">http://apcentral.collegeboard.org/courses</a> . Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP Drawing Course Description published by the College Board. Teachers must utilize the current course description located at <a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a> . Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.	<b>Visual Arts Majors only</b>  11 <sup>th</sup> – 12 <sup>th</sup> grades  A/B in Visual Design II or Teacher Approval  <b>Fee: \$70</b> plus the cost of additional supplies  <b>Students are required to take the AP exam in May.</b>

COURSE TITLE	DESCRIPTION	PREREQUISITES
<b>AP 2-D ART AND DESIGN</b>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <a href="http://apcentral.collegeboard.org/courses">http://apcentral.collegeboard.org/courses</a>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP 2-D Art and Design Course Description published by the College Board. Teachers must utilize the current course description located at <a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a>. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.</p>	<p><b>Visual Arts Majors only</b></p> <p>12<sup>th</sup> grade</p> <p>A/B in AP Studio Art: Drawing or Teacher Approval</p> <p><b>Fee: \$70</b> plus the cost of additional supplies</p> <p><b>Students are required to take the AP exam in May.</b></p>
<b>AP 3-D ART AND DESIGN</b>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 3-D Art and Design examination. Highly motivated students will create a college level portfolio demonstrating mastery of 3-D design. Through additive, subtractive and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained investigation section. Five digital images (2 views of each) with typed responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <a href="http://apcentral.collegeboard.org/courses">http://apcentral.collegeboard.org/courses</a>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP 3-D Art and Design Course Description published by the College Board. Teachers must utilize the current course description located at <a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a>. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.</p>	<p>12<sup>th</sup> grades</p> <p>Visual Arts Majors or Teacher Approval</p> <p><b>Fee: \$70</b> plus the cost of additional supplies</p> <p><b>Students are required to take the AP exam in May.</b></p>



# LVA ELECTIVE COURSE OFFERINGS

For courses that require teacher approval, please contact the class teacher at the following extensions:

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## COUNSELING DEPARTMENT

Sch. Rel. Work Exp. (Cafeteria Aides)	Ms. Essary	extension 4305
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## DANCE DEPARTMENT

Advanced Study Ballet	Ms. Huggins	extension 4057
Advanced Study Choreography	Ms. Huggins	extension 4057
Advanced Study Jazz	Mr. A. Walker	extension 4099
Advanced Study Modern	Ms. Otjes	extension 4099
Dance II	Mr. Whitfield	extension 4099

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## MUSIC DEPARTMENT

Contemporary Voices, On-Stage Workshop	Ms. Franke	extension 4152
Chamber Music (winds)	Mr. Maccabee	extension 4039
Chamber Music (strings)	Mr. McAllister	extension 4063
Chorus (non-majors)	Ms. Ostlie	extension 4151
Jazz Band (separate audition required)	Mr. Bowen	extension 4051
Band (separate audition required)	Mr. Seaton	extension 4040
Orchestra (separate audition required)	Mr. McAllister	extension 4085
Mariachi (separate audition required)	Mr. Rivera	extension 4092
Music Technology	Mr. Machain	extension 4827

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## THEATRE DEPARTMENT

Technology Theater	Mr. Severance	extension 4805
Theater Crafts	Ms. Andrews	extension 4809
Theatre	Ms. McCoy	extension 4055

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## VISUAL ARTS DEPARTMENT

Ceramics, Design Crafts, Studio Art: 3-D	Ms. Slentz	extension 4821
Animation/Graphic Design	Ms. Stroud	extension 3061
Media Arts & Communication	Ms. Strehl	extension 4060
Photography	Ms. Anderson	extension 4809
Video Production	Mr. Garcia	extension 3101

## LAS VEGAS ACADEMY GUIDANCE/COUNSELING STAFF

The counseling and administrative staff is dedicated to assisting all parents/guardians and students with the course selection process. If you have any questions or concerns, please feel free to call any of the personnel listed below. To reach Las Vegas Academy, **dial (702) 799-7800 and then press the appropriate four-digit number to speak with the person you desire.**

Ms. Salima Virani	Department Leader (Guitar, Vocal)	ext. 4303
Ms. Rashida Jeffery	Recruiting Counselor (Band, Mariachi)	ext. 4301
Ms. Carol Dunlap	Counselor (Dance, Orchestra)	ext. 4302
Mr. Joel Diamond	Counselor (Animation, Graphic Design, Piano, Video Production, Visual Arts – 2D, 3D)	ext. 4304
Ms. Jana Essary	Counselor (Jazz, Photography, Tech Theater, Theatre)	ext. 4305
Ms. Laura Tuggle	Registrar	ext. 4065
Ms. Patricia Carroll	Student Success Coordinator – Student Support Services	ext. 4500
Ms. Jennifer Shuler	Assistant Principal – Curriculum, College & Career Readiness	ext. 4200