

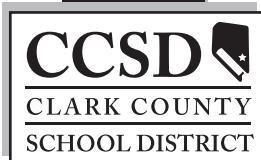
Curriculum Overview

HIGH SCHOOL
GRADES

9-12

CORE CURRICULUM

CCSD 
CLARK COUNTY
SCHOOL DISTRICT



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Dear Parents/Guardians,

This curriculum overview has been developed to help parents/guardians understand what is expected of students at each grade level in the core academic areas. These expectations take into account Nevada State Content and Performance Standards as students progress through a standards-based curriculum. Student progress is assessed on an annual basis for each specific course, with culminating proficiency examinations in writing, mathematics, and reading administered beginning in the spring of the student's sophomore year in school. The curriculum overview provides a general description of the concepts and skills to be taught at each grade level relative to specific courses. Information has been included outlining Nevada's State Content Standards, which have been developed to ensure all of Nevada's students are provided a quality education. Additionally, the Clark County School District POWER STANDARDS for English Language Arts/Reading, Mathematics, and Science are included in this document. Power Standards are the most critical standards that students are held accountable for mastering. They are highly focused specific areas of instructional emphasis and are essential for student proficiency in the identified K-12 subject areas. Those standards that are not designated as Power Standards are intended to be embedded in instruction throughout the year. For more information regarding the curriculum you may access the District website at <http://cpd.ccsd.net/overviews.html>. Parents/guardians may use this information to assess their student's progress from course to course and year to year.

The district recognizes that parental/guardian guidance and encouragement in the development of a student's skills and knowledge are critical to the educational process. Understanding what will be required of your child as he/she progresses through the secondary grades towards earning a high school diploma will enable you to help your child reach this goal. It is our hope that the information contained in this document will be useful to parents/guardians as they continue to guide their children during these important years.

You are encouraged to contact your child's school staff and district staff should you have any questions regarding the contents of this booklet. You are commended for your hard work and unceasing efforts to ensure that your son/daughter is afforded the best educational experience possible.

**CLARK COUNTY SCHOOL DISTRICT
STATEMENT OF NON-DISCRIMINATION**

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or participation in its programs and activities.

21ST CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students enrolling as freshmen in the fall of 2006 (graduating class of 2010), and each grade thereafter, will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

21 ST CENTURY COURSE OF STUDY EXPECTATIONS	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	5½
TOTAL	22½

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

- Opens doors to post-secondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University admissions
 - Grade Point Average (GPA) and Core Curriculum Requirements are:
 - 3.00 GPA (weighted or unweighted) **in the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares students for the Governor Guinn Millennium Scholarship
 - GPA and Core Curriculum Requirements are:
 - 3.25 **cumulative** GPA (weighted or unweighted) **and the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

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.

Student Signature: _____ Student Number: _____

Print Student Name: _____ Date: _____

Parent/Legal Guardian Signature: _____ Date: _____

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



Resources: Cheating policies from Clark and Washoe County School Districts' secondary schools;
Foothill Community College

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DIPLOMA OPTIONS

- **ADVANCED HONORS DIPLOMA - 24 CREDITS**

Students graduating in the Class of 2011 and beyond will be eligible for an Advanced Honors Diploma. Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

- **ADVANCED DIPLOMA - 24 CREDITS**

A student may earn an Advanced Diploma by completing all of the Clark County School District and State of Nevada requirements, 4.0 mathematics units, 3.0 Science units, and a 3.25 unweighted GPA, and passing the Nevada State Proficiency Exams. An additional science and social studies, arts and humanities/occupational education elective are required.

- **STANDARD DIPLOMA - 22¹/₂ CREDITS**

If a student completes all of the Clark County School District and State of Nevada requirements and passes the proficiency tests, he/she will receive a Standard Diploma.

- **CERTIFICATE OF ATTENDANCE**

The Certificate of Attendance is issued to those students who meet all course requirements for graduation but do not pass one or more of the proficiency tests. If a student chooses to accept the Certificate of Attendance and walk with his/her class at graduation, he/she may still take the exam at a later time. The Certificate of Attendance may be exchanged for a diploma upon passing all of the proficiency tests.

MATRICULATION - ACADEMIC LOAD REQUIREMENTS FOR STUDENTS

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.

DUPLICATE COURSE WORK — REPEATING COURSES

High school students may repeat a course in which they would like to improve their grade. Additional credit will not be granted; the higher grade will be recorded in the academic history and the lower grade replaced with a repeated course notation.

RECOMMENDED COLLEGE PREP EDUCATIONAL PLAN

What kind of work do I want to do after high school? I am interested in the following career cluster:

- | | |
|--|--|
| <input type="checkbox"/> Arts/Humanities | <input type="checkbox"/> Human Resources |
| <input type="checkbox"/> Business/Management | <input type="checkbox"/> Natural Resources |
| <input type="checkbox"/> Health Services | <input type="checkbox"/> Technology/Industry |

For more career information, visit you school's library and use the Nevada Career Information System (NCIS) at www.nvcis.intocareers.org (User name: ncis; Password: Nevada)

What is my goal for after graduation? My plans after high school may include the following:

- | | |
|---|---|
| <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> Technical/Trade School |
| <input type="checkbox"/> Community/Two-Year College | <input type="checkbox"/> University/Four-Year College |
| <input type="checkbox"/> Military Service | <input type="checkbox"/> Work |

What kind of classes do I need to take in high school to be prepared for my goal? I am interested in the following school pathway:

- | | |
|--|---|
| <input type="checkbox"/> Trade/Technical/Work | <input type="checkbox"/> College Prep |
| <input type="checkbox"/> Advanced Diploma | <input type="checkbox"/> Honors Diploma |
| <input type="checkbox"/> Meeting 21 st Century Course of Study Expectations | |

Grade 9

- English I
- Algebra I
- Lab Science
- Physical Education I
- Computers/Study Skills/Careers
- Health (Foreign Language Recommended)

Grade 10

- English II
- Geometry
- Lab Science
- Physical Education II
- World History or Geography
- Elective (Foreign Language Recommended)

Grade 11

- English III/Literature
- Algebra II/Trigonometry
- Lab Science
- U.S. History
- Elective (Foreign Language Recommended)
- Elective

Grade 12

- English IV/Literature
- Pre Calculus or Advanced Math
- Lab Science
- U.S. Government
- Elective
- Elective

In addition please complete the Clark County School District On-line Web-based Educational Plan at: <http://eduplan.ccsd.net/>

ADVANCED HONORS DIPLOMA

FOR STUDENTS STARTING WITH THE CLASS OF 2011 AND BEYOND

Students graduating in the Class of 2011 and beyond will be eligible for an Advanced Honors Diploma. Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous course work beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

ADVANCED HONORS DIPLOMA		
Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography (2011) U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH	½	
USE OF COMPUTERS	½	
ARTS/HUMANITIES or CAREER TECH ED ELECTIVE	1	
ELECTIVES	6	3*
TOTAL	24	12

* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.

WEIGHTED HONORS COURSES

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors	.025
Advanced Placement (AP)	.050
International Baccalaureate (IB)	.050

The weighted GPA cap for the Honors Program for students will be added as follows:

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses.

- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 for twenty-eight semesters (14 classes) of Honors courses.
- The highest possible GPA under this system is 4.80.

ADVANTAGES OF THE HONORS COURSE OFFERINGS

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

Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors or Honors Diploma.

HIGH SCHOOL GRADUATION REQUIREMENTS

STARTING WITH THE CLASS OF 2010 AND BEYOND.

The following subjects are needed to meet graduation requirements:

The following subjects are needed to earn a 24.0 credit Advanced Diploma. Additional requirements to the Standard Diploma include 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course.

STANDARD DIPLOMA	
Required/Elective Areas of Study	Units
ENGLISH	4
*MATHEMATICS	3
SCIENCE	2
WORLD HISTORY OR GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	1/2
***USE OF COMPUTERS	1/2
ELECTIVES	7 1/2
TOTAL	22 1/2

ADVANCED DIPLOMA	
Required/Elective Areas of Study	Units
ENGLISH	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY OR GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	1/2
***USE OF COMPUTERS	1/2
ARTS/HUMANITIES OR OCCUPATIONAL EDUCATION	1
ELECTIVES	6
TOTAL	24

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

**A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

***Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students in the Class of 2010 and beyond must pass reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.

COLLEGE READINESS ASSESSMENTS

All Clark County School District students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior (at the cost of the student) is used to identify National Merit Scholarship Semi-finalists. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. The final stage of pre-college testing involves taking the ACT and/or SAT in the spring of the student's junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the SAT and/or ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

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

NEVADA CONTENT STANDARDS

Standards identify what students should know and be able to do by the end of high school.

ENGLISH/LANGUAGE ARTS

1. Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
2. Students use reading process skills and strategies to build comprehension.
3. Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
4. Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
5. Students write a variety of texts using the writing process.
6. Students write a variety of texts that inform, persuade, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
7. Students listen to and evaluate oral communication of content, style, speaker's purpose, and audience appropriateness.
8. Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

MATHEMATICS

1. **Numbers, Number Sense, and Computation:** Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
2. **Patterns, Functions, and Algebra:** Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
3. **Measurement:** Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
4. **Spatial Relationships, Geometry, and Logic:** Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
5. **Data Analysis:** Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

NEVADA CONTENT STANDARDS

MATHEMATICS (CONT.)

Nevada Process Standards

- A. Problem Solving:** Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts,
- B. Mathematical Communication:** Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C. Mathematical Reasoning:** Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D. Mathematical Connections:** Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

SCIENCE

NATURE OF SCIENCE

1. Students understand that a variety of communication methods can be used to share scientific information.
2. Students understand the impacts of science and technology in terms of costs and benefits to society.

PHYSICAL SCIENCE

1. Students understand that atomic structure explains the properties and behavior of matter.
2. Students understand the interactions between force and motion.
3. Students understand that there are interactions between matter and energy.

EARTH AND SPACE SCIENCE

1. Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.
2. Students know scientific theories of origins and evolution of the universe.
3. Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE

1. Students understand how genetic information is passed from one generation to another.
2. Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.
3. Students understand that ecosystems display patterns of organization, change, and stability as a

NEVADA CONTENT STANDARDS

LIFE SCIENCE (CONT.)

result of the interactions and interdependencies among the living and non-living components of the Earth.

4. Students understand biological evolution and diversity of life.

SOCIAL STUDIES

HISTORY 1.0 People, Cultures, and Civilizations: Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.

HISTORY 2.0 Nation Building and Development: Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.

HISTORY 3.0 Social Responsibility & Change: Students understand how social ideas and individual action lead to social, political, economic, and technological change.

HISTORY 4.0 International Relationships & Power: Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.

GEOGRAPHY 5.0 The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.

GEOGRAPHY 6.0 Places & Regions: Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.

GEOGRAPHY 7.0 Human Systems: Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

GEOGRAPHY 8.0 Environment and Society: Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

ECONOMICS 9.0 The Market Economy: Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.

ECONOMICS 10.0 The U.S. Economy As A Whole: Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.

NEVADA STATE CONTENT STANDARDS

SOCIAL STUDIES (CONT.)

ECONOMICS 11.0 The Dynamic Economy: Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.

ECONOMICS 12.0 The International Economy: Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.

CIVICS 13.0 Citizenship and the Law: Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

CIVICS 14.0 The Federal System: U.S., State, and Local Governments: Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.

CIVICS 15.0 The Political Process: Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.

CIVICS 16.0 Global Relations: Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

GUIDANCE AND COUNSELING PROGRAM AT THE HIGH SCHOOL LEVEL

All schools offer a comprehensive guidance and counseling program which is integrated with the high school curriculum. Counselors are professionally trained in the academic, personal/social, and career development of high school students.

High school guidance counselors assist students with:

- Educational planning
- Interpretation of test scores
- Career information
- In-state post secondary institutions
- Social/emotional growth

Each school has a designated college counselor who can assist students with scholarship information and out-of-state post secondary institutions.

PLANNING RESOURCES PROMOTE STUDENT SUCCESS

Several planning resources are made available to students and parents to help young people transition successfully to high school and to their post-secondary endeavors.

- **CCSD Guidance and Counseling website** – The Guidance and Counseling Web site is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions regarding post-secondary planning. Starting with elementary school, parents and students are able to review a checklist of activities on “How to Support your Child’s Education.” These activities will assist with school success and will also prepare children for college, apprenticeships, trade and technical schools, military opportunities, or for going directly to work. Current scholarships and college events for students are also updated weekly on the website. For details visit: www.ccsd.net/, select Guidance and Counseling from the student menu for the information.
- **Moving On: High School Transitional Planning Guide** – Each spring, eighth graders receive this guide to help them prepare for high school and start thinking about post-secondary educational and career choices.
- **Moving On: High School College and Career Transitional Planning Guide** – This guide is provided to juniors and seniors to review information about graduation requirements and career planning, and to introduce educational and military options, trade and technical schools, and scholarship tips. The guide also provides extensive information about where to find private, local, state and national scholarship resources, how to apply for scholarships and general information about Governor Guinn Millennium Scholarship.
- **Governor Guinn Millennium Scholarship Program** – The State of Nevada’s Governor Guinn Millennium Scholarship Program provides financial support to Nevada’s high school graduates who plan to 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 at the end of June to the Office of the State Treasurer. You will receive an award notification in July. Policy guidelines and requirements for eligibility can be obtained by calling 1-888-477-2667 or at nevadatreasurer.gov. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

For more information about these and related resources, contact your school’s guidance department.

ENGLISH I NINTH GRADE

This course emphasizes the study of language and composition and focuses on the skills of critical thinking, listening, speaking, writing, and research. Literature serves as a model for writing and critical thinking.

READING STRATEGIES

It is expected students will:

- ⊙ select and use strategies before, during, and after reading a text.
- develop and understand the purpose of a text.
- differentiate between main ideas and supporting details.
- summarize information from several sources.
- evaluate the effectiveness of reading strategies.

LITERARY TEXT

It is expected students will:

- ⊙ analyze the interrelationships between plot and setting based on evidence.
- ⊙ analyze the interrelationships among elements of plot based on evidence.
- ⊙ analyze an author's use of flashback.
- ⊙ analyze an author's use of foreshadowing.
- ⊙ analyze theme to show the text's connections to human experience and/or lessons learned in text.
- ⊙ evaluate the effect of an author's use of point of view.
- ⊙ analyze elements of plot when the point of view is changed.
- ⊙ evaluate the use and purpose of imagery, figurative language, and sound devices.
- ⊙ analyze the author's use of language and/or syntax.
- ⊙ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony.
- ⊙ analyze the influence of historical events and cultures on an author's works.
- ⊙ analyze an author's use and purpose of symbolism.
 - make connections to self, other texts, and/or the world.

EXPOSITORY TEXT

It is expected students will:

- ⊙ analyze the author's use of language and/or syntax.
- ⊙ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone.
- ⊙ analyze intended and unintended effects of persuasive and/or propaganda techniques in text.
- ⊙ analyze persuasive language and techniques for intent and/or effectiveness in text.
- ⊙ make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.
- ⊙ analyze the author's use of organizational structure.

ENGLISH I NINTH GRADE (Continued)

- ⦿ analyze the logic and/or support of an author’s argument, viewpoint, or perspective.
- ⦿ analyze the influence of historical events and cultures on an author’s works.
 - make connections to self, other text, and/or the world.
 - summarize information.

EFFECTIVE WRITING

It is expected students will:

- ⦿ use prewriting strategies to plan written work, choose and narrow a topic, and organize ideas.
- ⦿ draft multi-paragraph papers with introductions, supporting details, transitions, and conclusions that address audience and purpose.
- ⦿ revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice.
- ⦿ combine sentences to improve sentence fluency.
- ⦿ edit for correct grammar, mechanics, and word usage in writing.
- ⦿ prepare a final draft appropriate to audience and purpose.

TYPES OF WRITING

It is expected students will:

- ⦿ write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.
- ⦿ write narrative/descriptive compositions that demonstrate control of a range of strategies to achieve purpose.
- ⦿ write literary analyses based on critical stances supported by the text and/or a variety of sources.
- ⦿ write analyses of expository texts based on logical arguments by providing credible evidence that supports stated assertions.
- ⦿ write persuasive text using rhetoric appropriate to audience and purpose that supports and provides clarity of and for a position.
- ⦿ write a resume using an established format appropriate to audience and purpose.
- ⦿ write a variety of professional and/or technical pieces of writing following established formats.
- ⦿ write research papers by analyzing information from primary and secondary sources, paraphrasing and summarizing information, evaluating credibility of resources, evaluating information from two or more sources related to a topic, and citing sources using a specified style manual.
- ⦿ summarize expository information.
 - formulate research questions and develop a plan to gather information for a research paper.
 - evaluate possible sources for credibility and usefulness for a research paper.
 - cite sources of information correctly using a standard form of research documentation.

ENGLISH I NINTH GRADE (Continued)

LISTENING

It is expected students will:

- ⦿ listen to, provide, and evaluate constructive feedback.
- ⦿ solve problems by identifying, synthesizing, and evaluating data.
 - expand vocabulary through listening.

SPEAKING

It is expected students will:

- ⦿ use public speaking techniques to deliver presentations.
 - express and defend an opinion or position by applying and citing evidence.
 - apply Standard English to communicate orally.

ENGLISH II TENTH GRADE

This continuation of English I stresses the study of language, literature, and composition. The skills of reading, writing, listening, speaking, research, literary analysis, and critical thinking will be further developed.

READING STRATEGIES

It is expected students will:

- ⊙ select and use strategies before, during, and after reading a text.
- develop and understand the purpose of a text.
- differentiate between main ideas and supporting details.
- summarize information from several sources.
- evaluate the effectiveness of reading strategies.

LITERARY TEXT

It is expected students will:

- ⊙ analyze the interrelationships between plot and setting based on evidence.
- ⊙ analyze the interrelationships among elements of plot based on evidence.
- ⊙ analyze an author's use of flashback.
- ⊙ analyze an author's use of foreshadowing.
- ⊙ analyze theme to show the text's connections to human experience and/or lessons learned in text.
- ⊙ evaluate the effect of an author's use of point of view.
- ⊙ analyze elements of plot when the point of view is changed.
- ⊙ evaluate the use and purpose of imagery, figurative language, and sound devices.
- ⊙ analyze the author's use of language and/or syntax.
- ⊙ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony.
- ⊙ analyze the influence of historical events and cultures on an author's works.
- ⊙ analyze an author's use and purpose of symbolism.
- ⊙ make connections to self, other texts, and/or the world.

EXPOSITORY TEXT

It is expected students will:

- ⊙ analyze the author's use of language and/or syntax.
- ⊙ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone.
- ⊙ analyze intended and unintended effects of persuasive and/or propaganda techniques in text.
- ⊙ analyze persuasive language and techniques for intent and/or effectiveness in text.
- ⊙ make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.
- ⊙ analyze the author's use of organizational structure.

ENGLISH II TENTH GRADE (Continued)

- ⦿ analyze the logic and/or support of an author’s argument, viewpoint, or perspective.
- ⦿ analyze the influence of historical events and cultures on an author’s works.
 - make connections to self, other text, and/or the world.
 - summarize information.

EFFECTIVE WRITING

It is expected students will:

- ⦿ use prewriting strategies to plan written work, choose and narrow a topic, and organize ideas.
- ⦿ draft multi-paragraph papers with introductions, supporting details, transitions, and conclusions that address audience and purpose.
- ⦿ revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice.
- ⦿ combine sentences to improve sentence fluency.
- ⦿ edit for correct grammar, mechanics, and word usage in writing.
- ⦿ prepare a final draft appropriate to audience and purpose.

TYPES OF WRITING

It is expected students will:

- ⦿ write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.
- ⦿ write narrative/descriptive compositions that demonstrate control of a range of strategies to achieve purpose.
- ⦿ write literary analyses based on critical stances supported by the text and/or a variety of sources.
- ⦿ write analyses of expository texts based on logical arguments by providing credible evidence that supports stated assertions.
- ⦿ write persuasive text using rhetoric appropriate to audience and purpose that supports and provides clarity of and for a position.
- ⦿ write a resume using an established format appropriate to audience and purpose.
- ⦿ write a variety of professional and/or technical pieces of writing following established formats.
- ⦿ write research papers by analyzing information from primary and secondary sources, paraphrasing and summarizing information, evaluating credibility of resources, evaluating information from two or more sources related to a topic, and citing sources using a specified style manual.
- ⦿ summarize expository information.
 - formulate research questions and develop a plan to gather information for a research paper.
 - evaluate possible sources for credibility and usefulness for a research paper.
 - cite sources of information correctly using a standard form of research documentation.

ENGLISH II TENTH GRADE (Continued)

LISTENING

It is expected students will:

- ⦿ listen to, provide, and evaluate constructive feedback.
- ⦿ solve problems by identifying, synthesizing, and evaluating data.
 - expand vocabulary through listening.

SPEAKING

It is expected students will:

- ⦿ use public speaking techniques to deliver presentations.
 - express and defend an opinion or position by applying and citing evidence.
 - apply Standard English to communicate orally.

ENGLISH III ELEVENTH GRADE

This course continues to emphasize writing skills. A variety of literature is studied as a basis for critical analysis and composition. Listening, speaking, reading, and research skills are expanded.

READING STRATEGIES

It is expected students will:

- ⦿ select and use strategies before, during, and after reading a text.
 - develop and understand the purpose of a text.
 - differentiate between main ideas and supporting details.
 - summarize information from several sources.
 - evaluate the effectiveness of reading strategies.

LITERARY TEXT

It is expected students will:

- ⦿ analyze the interrelationships between plot and setting based on evidence.
- ⦿ analyze the interrelationships among elements of plot based on evidence.
- ⦿ analyze an author's use of flashback.
- ⦿ analyze an author's use of foreshadowing.
- ⦿ analyze theme to show the text's connections to human experience and/or lessons learned in text.
- ⦿ evaluate the effect of an author's use of point of view.
- ⦿ analyze elements of plot when the point of view is changed.
- ⦿ evaluate the use and purpose of imagery, figurative language, and sound devices.
- ⦿ analyze the author's use of language and/or syntax.
- ⦿ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony.
- ⦿ analyze the influence of historical events and cultures on an author's works.
- ⦿ analyze an author's use and purpose of symbolism.
 - make connections to self, other texts, and/or the world.

EXPOSITORY TEXT

It is expected students will:

- ⦿ analyze the author's use of language and/or syntax.
- ⦿ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone.
- ⦿ analyze intended and unintended effects of persuasive and/or propaganda techniques in text.
- ⦿ analyze persuasive language and techniques for intent and/or effectiveness in text.
- ⦿ make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.
- ⦿ analyze the author's use of organizational structure.

ENGLISH III ELEVENTH GRADE (Continued)

- ⦿ analyze the logic and/or support of an author's argument, viewpoint, or perspective.
- ⦿ analyze the influence of historical events and cultures on an author's works.
 - make connections to self, other text, and/or the world.
 - summarize information.

EFFECTIVE WRITING

It is expected students will:

- ⦿ use prewriting strategies to plan written work, choose and narrow a topic, and organize ideas.
- ⦿ draft multi-paragraph papers with introductions, supporting details, transitions, and conclusions that address audience and purpose.
- ⦿ revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice.
- ⦿ combine sentences to improve sentence fluency.
- ⦿ edit for correct grammar, mechanics, and word usage in writing.
- ⦿ prepare a final draft appropriate to audience and purpose.

TYPES OF WRITING

It is expected students will:

- ⦿ write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.
- ⦿ write narrative/descriptive compositions that demonstrate control of a range of strategies to achieve purpose.
- ⦿ write literary analyses based on critical stances supported by the text and/or a variety of sources.
- ⦿ write analyses of expository texts based on logical arguments by providing credible evidence that supports stated assertions.
- ⦿ write persuasive text using rhetoric appropriate to audience and purpose that supports and provides clarity of and for a position.
- ⦿ write a resume using an established format appropriate to audience and purpose.
- ⦿ write a variety of professional and/or technical pieces of writing following established formats.
- ⦿ write research papers by analyzing information from primary and secondary sources, paraphrasing and summarizing information, evaluating credibility of resources, evaluating information from two or more sources related to a topic, and citing sources using a specified style manual.
- ⦿ summarize expository information.
 - formulate research questions and develop a plan to gather information for a research paper.
 - evaluate possible sources for credibility and usefulness for a research paper.
 - cite sources of information correctly using a standard form of research documentation.

ENGLISH III ELEVENTH GRADE (Continued)

LISTENING

It is expected students will:

- ⦿ listen to, provide, and evaluate constructive feedback.
- ⦿ solve problems by identifying, synthesizing, and evaluating data.
 - expand vocabulary through listening.

SPEAKING

It is expected students will:

- ⦿ use public speaking techniques to deliver presentations.
 - express and defend an opinion or position by applying and citing evidence.
 - apply Standard English to communicate orally.

ENGLISH IV TWELFTH GRADE

This course perfects written and oral communication skills that students will need as adults. Emphasis is placed on effective writing and analytical thinking. A variety of literature and media is used as the basis for composition and discussion.

READING STRATEGIES

It is expected students will:

- ⊙ select and use strategies before, during, and after reading a text.
- develop and understand the purpose of a text.
- differentiate between main ideas and supporting details.
- summarize information from several sources.
- evaluate the effectiveness of reading strategies.

LITERARY TEXT

It is expected students will:

- ⊙ analyze the interrelationships between plot and setting based on evidence.
- ⊙ analyze the interrelationships among elements of plot based on evidence.
- ⊙ analyze an author's use of flashback.
- ⊙ analyze an author's use of foreshadowing.
- ⊙ analyze theme to show the text's connections to human experience and/or lessons learned in text.
- ⊙ evaluate the effect of an author's use of point of view.
- ⊙ analyze elements of plot when the point of view is changed.
- ⊙ evaluate the use and purpose of imagery, figurative language, and sound devices.
- ⊙ analyze the author's use of language and/or syntax.
- ⊙ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony.
- ⊙ analyze the influence of historical events and cultures on an author's works.
- ⊙ analyze an author's use and purpose of symbolism.
 - make connections to self, other texts, and/or the world.

EXPOSITORY TEXT

It is expected students will:

- ⊙ analyze the author's use of language and/or syntax.
- ⊙ make inferences and draw conclusions to explain the author's use of stylistic devices to create tone.
- ⊙ analyze intended and unintended effects of persuasive and/or propaganda techniques in text.
- ⊙ analyze persuasive language and techniques for intent and/or effectiveness in text.
- ⊙ make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.
- ⊙ analyze the author's use of organizational structure.

ENGLISH IV TWELFTH GRADE (Continued)

- ⦿ analyze the logic and/or support of an author's argument, viewpoint, or perspective.
- ⦿ analyze the influence of historical events and cultures on an author's works.
 - make connections to self, other text, and/or the world.
 - summarize information.

EFFECTIVE WRITING

It is expected students will:

- ⦿ use prewriting strategies to plan written work, choose and narrow a topic, and organize ideas.
- ⦿ draft multi-paragraph papers with introductions, supporting details, transitions, and conclusions that address audience and purpose.
- ⦿ revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice.
- ⦿ combine sentences to improve sentence fluency.
- ⦿ edit for correct grammar, mechanics, and word usage in writing.
- ⦿ prepare a final draft appropriate to audience and purpose.

TYPES OF WRITING

It is expected students will:

- ⦿ write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.
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 - formulate research questions and develop a plan to gather information for a research paper.
 - evaluate possible sources for credibility and usefulness for a research paper.
 - cite sources of information correctly using a standard form of research documentation.

ENGLISH IV TWELFTH GRADE (Continued)

LISTENING

It is expected students will:

- ⦿ listen to, provide, and evaluate constructive feedback.
- ⦿ solve problems by identifying, synthesizing, and evaluating data.
 - expand vocabulary through listening.

SPEAKING

It is expected students will:

- ⦿ use public speaking techniques to deliver presentations.
 - express and defend an opinion or position by applying and citing evidence.
 - apply Standard English to communicate orally.

PRE-ALGEBRA

This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. This course builds on the concepts of number operations with integers, decimals, and rational numbers; word problems and reasoning skills; data analysis; probability; geometry; measurement; spatial sense; patterns; and beginning algebra. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, and the Nevada System of Higher Education (NSHE) core requirements for university admission, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).

PREPARATION FOR HIGH-STAKES EXAMINATIONS

It is expected students will:

- review previous-grade topics while preparing for the Nevada High School Proficiency Examination in Mathematics.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected students will:

- ⊙ represent and perform operations with numbers in scientific notation.
- ⊙ know and apply the properties of exponents.
- ⊙ approximate and use irrational numbers.
- ⊙ translate among fractions, decimals, and percents.
- ⊙ explain and use the relationship among equivalent representations of rational numbers in mathematical and practical situations.
- ⊙ use estimation strategies in mathematical and practical situation.
- ⊙ calculate with real numbers to solve mathematical and practical situations.
- ⊙ apply properties of the real number system.

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected students will:

- ⊙ evaluate formulas and algebraic expressions using rational and irrational numbers.
- ⊙ use order of operations to solve equations in the real number system.
- ⊙ solve and graphically represent equations and inequalities in one and two variables, including absolute value.
- ⊙ find the missing term in, or extend, a numerical sequence.
- ⊙ add and subtract polynomials, and multiply monomials by polynomials.

MEASUREMENT

It is expected students will:

- ⊙ estimate and convert units of measure.
- ⊙ demonstrate an understanding of precision, error, and tolerance using appropriate mathematical tools.

PRE-ALGEBRA (Continued)

- ⊙ identify how changes in a dimension of a figure effect changes in its perimeter, area, and volume.
- ⊙ calculate percents in monetary problems.
- ⊙ apply ratios and proportions to calculate rates and solve mathematical and practical problems using indirect measure.
- ⊙ find surface area and volume of three-dimensional figures.

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected students will:

- ⊙ solve problems using properties of angles in plane figures.
- ⊙ apply the properties of equality and proportionality to congruent or similar shapes.
- ⊙ describe the relationship between an original figure and its transformation.
- ⊙ calculate slope, midpoint, and distance using equations and formulas.
- ⊙ graph linear equations and find possible solutions to those equations using coordinate geometry.
- ⊙ solve problems by applying the Pythagorean Theorem.
- ⊙ represent logical relationships using conditional statements.

DATA ANALYSIS

It is expected students will:

- ⊙ collect, organize, display, and read data.
- ⊙ select and apply appropriate measures of data distribution.
- ⊙ evaluate statistical arguments based on data analysis for accuracy and validity.
- ⊙ find the number of combinations and permutations possible in mathematical and practical situations.
- ⊙ differentiate between and compute the probability of an event and the odds of an event.
- ⊙ formulate reasonable inferences and predictions through interpolation and extrapolation of data to solve practical problems.

PROBLEM SOLVING:

It is expected students will:

- ⊙ generalize solutions and apply previous knowledge to new problem solving situations.
- ⊙ determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.
- ⊙ apply problem solving strategies until a solution is found or it is clear that no solution exists.
- ⊙ interpret and solve a variety of mathematical problems by paraphrasing.
- ⊙ identify necessary and extraneous information.
- ⊙ check the reasonableness of a solution.
- ⊙ apply technology as a tool in problem solving situations.
- ⊙ apply combinations of proven strategies and previous knowledge to solve non-routine problems.

PRE-ALGEBRA (Continued)

MATHEMATICAL COMMUNICATION:

It is expected students will:

- ⦿ use a variety of techniques to solve mathematical problems.
- ⦿ evaluate written and oral presentations in mathematics.
- ⦿ model and explain mathematical relationships using oral, written, graphic, and algebraic methods.
- ⦿ communicate and evaluate mathematical thinking based on the use of definitions, properties, rules, and symbols in problem solving.
- ⦿ use everyday language, both orally and in writing, to communicate strategies and solutions to problems using appropriate mathematical language.

MATHEMATICAL REASONING:

It is expected students will:

- ⦿ recognize and apply deductive and inductive reasoning.
- ⦿ review and refine the assumptions and steps used to derive conclusions in mathematical arguments.
- ⦿ make and test conjectures about algebraic and geometric properties based on mathematical properties.
- ⦿ justify the validity of an argument.
- ⦿ construct a valid argument.

MATHEMATICAL CONNECTIONS:

It is expected students will:

- ⦿ use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- ⦿ explain the relationships between concepts and procedures.
- ⦿ use the connections among mathematical topics to develop multiple approaches to problems.
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- ⦿ identify, explain, and apply mathematics in everyday life.

ALGEBRA I

This one-year course is designed to provide students with the necessary knowledge and skills to be prepared for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. The use of technology, including calculators and computer software, is an integral part of this course.

PREPARATION FOR HIGH-STAKES EXAMINATIONS

It is expected students will:

- review previous-grade topics while preparing for the Nevada High School Proficiency Examination in Mathematics.

REAL NUMBER SYSTEM

It is expected students will:

- ⊙ evaluate formulas and algebraic expressions using multiple strategies.
- ⊙ solve problems using real numbers.
- ⊙ apply properties of the real number system including exponents, radicals, and scientific notation.
- ⊙ solve problems using matrix arithmetic.
- ⊙ evaluate formulas and algebraic expressions, including rational expressions, using multiple strategies.

FUNCTIONS, EQUATIONS, AND INEQUALITIES

It is expected students will:

- ⊙ solve problems integrating coordinate geometry and algebra.
- ⊙ determine solutions for multiple-step linear equations and inequalities involving real numbers graph and solve linear equations and inequalities.
- ⊙ graph and solve absolute value equations and inequalities.
- ⊙ graph and solve quadratic equations and inequalities involving real numbers.
- ⊙ graph and solve systems of linear and non-linear equations and inequalities, with and without technology.
- ⊙ solve problems involving the domain and range of functions and relations.

DATA ANALYSIS AND PROBABILITY

It is expected students will:

- ⊙ organize statistical data in tables, graphs, and matrices.
- determine the probability of chance events.
- apply permutations and combinations to mathematical and practical situations, including the Fundamental Counting Principle.

ALGEBRA I (Continued)

PROBLEM SOLVING:

It is expected students will:

- generalize solutions and apply previous knowledge to new problem solving situations.
- determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.
- apply problem solving strategies until a solution is found or it is clear that no solution exists.
- interpret and solve a variety of mathematical problems by paraphrasing.
- identify necessary and extraneous information.
- check the reasonableness of a solution.
- apply technology as a tool in problem solving situations.
- apply combinations of proven strategies and previous knowledge to solve non-routine problems.

MATHEMATICAL COMMUNICATION:

It is expected students will:

- use a variety of techniques to solve mathematical problems.
- evaluate written and oral presentations in mathematics.
- model and explain mathematical relationships using oral, written, graphic, and algebraic methods.
- communicate and evaluate mathematical thinking based on the use of definitions, properties, rules, and symbols in problem solving.
- use everyday language, both orally and in writing, to communicate strategies and solutions to problems using appropriate mathematical language.

MATHEMATICAL REASONING:

It is expected students will:

- recognize and apply deductive and inductive reasoning.
- review and refine the assumptions and steps used to derive conclusions in mathematical arguments.
- make and test conjectures about algebraic and geometric properties based on mathematical properties.
- justify the validity of an argument.
- construct a valid argument.

MATHEMATICAL CONNECTIONS:

It is expected students will:

- use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- explain the relationships between concepts and procedures.
- use the connections among mathematical topics to develop multiple approaches to problems.
- apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- identify, explain, and apply mathematics in everyday life.

GEOMETRY

This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity-based methods. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course.

PREPARATION FOR HIGH-STAKES EXAMINATIONS

It is expected students will:

- maintain algebra and arithmetic skills while preparing for the Nevada High School Proficiency Examination in Mathematics.

PLANE AND SOLID GEOMETRY

It is expected students will:

- ⊙ solve problems involving points, lines, planes, and angles.
- ⊙ represent and solve problems using coordinate geometry.
- ⊙ solve real-world problems using properties of congruence, similarity, and symmetry.
- ⊙ solve real-world problems involving properties of polygons and circles, including the Pythagorean Theorem and right triangle trigonometry.
- ⊙ develop strategies for computing the area, perimeter, volume, and surface area of objects.
- ⊙ solve real-world problems involving plane figures and three-dimensional objects.
- ⊙ represent and solve problems using transformations and tessellations.

REASONING AND LOGIC

It is expected students will:

- ⊙ solve problems using the rules of logic.
- ⊙ solve problems and justify solutions using geometric models and tools.
- ⊙ solve problems and justify solutions using geometric constructions.
- ⊙ design proofs using deductive and inductive methods, including indirect, paragraph, and two-column formats.

PROBLEM SOLVING

It is expected students will:

- ⊙ generalize solutions and apply previous knowledge to new problem solving situations.
- ⊙ determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.
- ⊙ apply problem solving strategies until a solution is found or it is clear that no solution exists.
- ⊙ interpret and solve a variety of mathematical problems by paraphrasing.
- ⊙ identify necessary and extraneous information.
- ⊙ check the reasonableness of a solution.
- ⊙ apply technology as a tool in problem solving situations.
- ⊙ apply combinations of proven strategies and previous knowledge to solve non-routine problems.

GEOMETRY (Continued)

MATHEMATICAL COMMUNICATION

It is expected students will:

- ⦿ use a variety of techniques to solve mathematical problems.
- ⦿ evaluate written and oral presentations in mathematics.
- ⦿ model and explain mathematical relationships using oral, written, graphic, and algebraic methods.
- ⦿ communicate and evaluate mathematical thinking based on the use of definitions, properties, rules, and symbols in problem solving.
- ⦿ use everyday language, both orally and in writing, to communicate strategies and solutions to problems using appropriate mathematical language.

MATHEMATICAL REASONING

It is expected students will:

- ⦿ recognize and apply deductive and inductive reasoning.
- ⦿ review and refine the assumptions and steps used to derive conclusions in mathematical arguments.
- ⦿ make and test conjectures about algebraic and geometric properties based on mathematical properties.
- ⦿ justify the validity of an argument.
- ⦿ construct a valid argument.

MATHEMATICAL CONNECTIONS

It is expected students will:

- ⦿ use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- ⦿ explain the relationships between concepts and procedures.
- ⦿ use the connections among mathematical topics to develop multiple approaches to problems.
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- ⦿ identify, explain, and apply mathematics in everyday life.

ALGEBRA II

This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. The use of technology, including graphing calculators and computer software, is an integral part of this course.

PREPARATION FOR HIGH-STAKES EXAMINATIONS

It is expected students will:

- maintain skills learned in previous mathematics courses while preparing for the Nevada High School Proficiency Examination in Mathematics and college-entrance examinations.

REAL NUMBER SYSTEM

It is expected students will:

- ⊙ evaluate formulas and algebraic expressions using multiple strategies.
- ⊙ apply properties of the real number system including exponents, logarithms, and radicals.
- ⊙ solve problems using real and complex numbers.
- ⊙ solve problems using matrix algebra.
- ⊙ evaluate formulas and algebraic expressions, including rational, radical, exponential, and logarithmic expressions.

FUNCTIONS, RELATIONS, EQUATIONS, AND INEQUALITIES

It is expected students will:

- ⊙ solve problems integrating coordinate geometry and algebra.
- ⊙ graph and solve equations and inequalities including linear, absolute value, and quadratic functions, using a variety of methods.
 - graph and solve equations and inequalities including polynomial, exponential, logarithmic, rational, and radical functions, using a variety of methods.
 - identify and graph conic sections.
- ⊙ solve systems of linear and non-linear equations and inequalities, with and without technology, including applications to linear programming.
- ⊙ perform operations on polynomials, including factoring.
 - solve problems using the algebra of functions, including composition and inverse.
- ⊙ solve problems involving the domain and range of functions and relations.
- ⊙ solve problems using finite and infinite sequences and series.

DATA ANALYSIS AND PROBABILITY

It is expected students will:

- ⊙ organize statistical data in tables, graphs, and matrices.
- ⊙ apply permutations and combinations to mathematical and practical situations, including the Fundamental Counting Principle and the Binomial Theorem.

ALGEBRA II (Continued)

PROBLEM SOLVING

It is expected students will:

- ⦿ generalize solutions and apply previous knowledge to new problem solving situations.
- ⦿ determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.
- ⦿ apply problem solving strategies until a solution is found or it is clear that no solution exists.
- ⦿ interpret and solve a variety of mathematical problems by paraphrasing.
- ⦿ identify necessary and extraneous information.
- ⦿ check the reasonableness of a solution.
- ⦿ apply technology as a tool in problem solving situations.
- ⦿ apply combinations of proven strategies and previous knowledge to solve non-routine problems.

MATHEMATICAL COMMUNICATION

It is expected students will:

- ⦿ use a variety of techniques to solve mathematical problems.
- ⦿ evaluate written and oral presentations in mathematics.
- ⦿ model and explain mathematical relationships using oral, written, graphic, and algebraic methods.
- ⦿ communicate and evaluate mathematical thinking based on the use of definitions, properties, rules, and symbols in problem solving.
- ⦿ use everyday language, both orally and in writing, to communicate strategies and solutions to problems using appropriate mathematical language.

MATHEMATICAL REASONING:

It is expected students will:

- ⦿ recognize and apply deductive and inductive reasoning.
- ⦿ review and refine the assumptions and steps used to derive conclusions in mathematical arguments.
- ⦿ make and test conjectures about algebraic and geometric properties based on mathematical properties.
- ⦿ justify the validity of an argument.
- ⦿ construct a valid argument.

MATHEMATICAL CONNECTIONS:

It is expected students will:

- ⦿ use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- ⦿ explain the relationships between concepts and procedures.
- ⦿ use the connections among mathematical topics to develop multiple approaches to problems.
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- ⦿ identify, explain, and apply mathematics in everyday life.

PRINCIPLES OF SCIENCE

Principles of Science presents integrated concepts from earth science, biology, and physical science. This standards-based course is designed to provide a foundation for further study in science as students explore unifying scientific principles and concepts.

NATURE OF SCIENCE

It is expected students will:

- use tables, charts, illustrations, and graphs in making arguments and claims in oral and written presentations.
- recognize that scientists maintain a permanent record of procedures, data analyses, decisions, and understandings of scientific investigations.
- describe how repeated experimentation allows for statistical analysis and unbiased conclusions.
- investigate how models and modeling can be used to identify and predict cause-effect relationships.
- recognize that organizational schema can be used to represent and describe relationship sets.
- explain how science, technology, and society influence one another in both positive and negative ways.
- describe the influence of ethics on scientific enterprise.
- explain how scientific knowledge builds on previous information.
- recognize consumption patterns, conservation efforts, and cultural or social patterns in countries that have varying environmental impacts.

SYSTEMS OF ENERGY

It is expected students will:

- classify energy sources and describe how energy is transformed within a system.
- relate sustainability to energy storage and energy transfer.
- describe thermal energy and how it is transferred.
- describe how energy relates to living things.

SYSTEMS OF MATTER

It is expected students will:

- describe the chemical nature of food.
- use the properties of elements for classification.
- explain the use of the periodic table.
- describe the role of bonding in molecules.
 - investigate how properties of a material are the result of its atomic structure and components.

TECHNOLOGICAL SYSTEMS

It is expected students will:

- describe current technologies related to exploration of space, exploration of ecosystems, and exploration of microscopic phenomena.
- discuss trade-offs associated with the relationships among science, technology and society.

PRINCIPLES OF SCIENCE (Continued)

LIFE SYSTEMS

It is expected students will:

- ⦿ describe the needs of living things on Earth.
- ⦿ describe the characteristics of Earth that sustain life.
- ⦿ use principles of genetics to describe reproduction.

BIOLOGY

Biology is the study of living systems with an emphasis on developing inquiry skills and problem-solving techniques. Instruction is designed to provide a foundation for making wise career and personal choices in areas related to the biological sciences. The interrelated nature of science and technology will also be stressed. Biology meets the 21st Century Course of Study.

NATURE OF SCIENCE

It is expected students will:

- use tables, charts, illustrations, and graphs in making arguments and claims in oral and written presentations.
- recognize that scientists maintain a permanent record of procedures, data analyses, decisions, and understandings of scientific investigations.
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- recognize consumption patterns, conservation efforts, and cultural or social practices in countries that have varying environmental impacts.
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- explain how scientific knowledge builds on previous information.

HEREDITY

It is expected students will:

- recognize that genetic information passed from parents to offspring is coded in the DNA molecule.
- recognize that DNA molecules provide instructions for assembling protein molecules.
- recognize that all body cells in an organism develop from a single cell and contain essentially identical genetic instructions.
- identify several causes and effects of somatic versus sex cell mutations.
- predict patterns of inheritance.

STRUCTURE OF LIFE

It is expected students will:

- identify cell structures and their functions.
- recognize that the human body has a specialized anatomy and physiology composed of a hierarchical arrangement of differentiated cells.
- explain how disease disrupts the equilibrium that exists in a healthy organism.

BIOLOGY (Continued)

ORGANISM AND THEIR ENVIRONMENT

It is expected students will:

- ⦿ identify relationships of organisms and their physical environment.
- ⦿ explain how changes in an ecosystem can affect biodiversity and biodiversity's contribution to an ecosystem's stability.
- ⦿ recognize the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials.
- ⦿ evaluate the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions.

DIVERSITY OF LIFE

It is expected students will:

- ⦿ explain how organisms can be classified based on evolutionary relationships.
- ⦿ explain how the similarity of DNA sequences give evidence of relationships between organisms.
- ⦿ explain that the fossil record provides evidence for natural selection and its evolutionary consequences.
- ⦿ explain that the extinction of species can be a natural process.
- ⦿ explain how biological evolution explains diversity of life.
- ⦿ explain the concepts of natural and artificial selection.

CHEMISTRY

Chemistry is designed for the student to become familiar with chemistry and chemical processes through research and experimentation. Science process skills such as measurement, data collection, and data analysis will be stressed throughout the course. Career opportunities and relevant instruction will be an integral part of the course.

REVIEW

It is expected students will:

- ⊙ use scientific processes for solving problems.
 - use metric units and measurements in the laboratory.
 - practice safe procedures in the laboratory.
- ⊙ organize and analyze data in forming scientific explorations.

ELEMENTS, COMPOUNDS, AND MIXTURES

It is expected students will:

- ⊙ use chemical symbols and formulas.
 - review atomic structure.
- ⊙ relate atomic structure to periodic properties.
- ⊙ classify elements.

CHEMICAL BONDING

It is expected students will:

- ⊙ predict types of bond formation.
 - distinguish among empirical, molecular, structural, and Lewis formulas.
- ⊙ describe ions.

NOMENCLATURE/CHEMICAL EQUATIONS/STOICHIOMETRY

It is expected students will:

- relate the symbols and names of common chemical elements and compounds.
- use chemical equations correctly.

GASES

It is expected students will:

- relate the three assumptions of the kinetic molecular theory.
- solve problems involving the interrelationships among volume, temperature, and pressure.

LIQUIDS AND SOLIDS

It is expected students will:

- ⊙ describe the properties of liquids and solids.
 - relate the kinetic molecular theory to the description of solids and liquids.
- ⊙ distinguish among evaporation, condensation, and sublimation.

CHEMISTRY (Continued)

SOLUTIONS

It is expected students will:

- ⦿ differentiate among colloids, solutions, and suspensions.
- discuss the effects of temperature and pressure on solubility.
- predict precipitates.

ACIDS, BASES, AND SALTS

It is expected students will:

- distinguish among acids, bases, and salts.
- recognize common acids and bases.
- perform a neutralization reaction.

THERMOCHEMISTRY/KINETICS

It is expected students will:

- ⦿ distinguish between exothermic and endothermic reactions.
- define kinetics.
- ⦿ determine the rate (fast or slow) for a simple chemical reaction.

ORGANIC CHEMISTRY

It is expected students will:

- distinguish between organic and inorganic chemistry.
- identify basic functional groups from their formulas.
- discuss the process of polymerization of hydrocarbons.

NUCLEAR CHEMISTRY

It is expected students will:

- differentiate among the basic radioactive emissions.
- distinguish between fission and fusion.
- ⦿ explore the uses and disposal of nuclear materials.

PHYSICS

Physics courses are designed for students to become familiar with the study of physics through lab work and problem-solving. Science process skills, such as measurement, data collection, collaboration, and data analysis will be stressed throughout the courses. All physics courses have an algebra pre-requisite.

REVIEW

It is expected students will:

- ⦿ use scientific processes for solving problems.
- practice safe procedures in the laboratory.
- describe the contributions of physicists.
- ⦿ organize and analyze data for use in making scientific explanations.

MOTION AND FORCES

It is expected students will:

- ⦿ use kinematics to describe and predict motion.
- ⦿ explore the dynamics of moving objects.

ENERGY

It is expected students will:

- ⦿ describe and quantify energy changes.
 - apply kinetic molecular theory of heat to thermodynamics.
- ⦿ describe waves and wave properties.
- ⦿ describe sound and its properties.
- ⦿ describe light and its properties.
- ⦿ explain electrical and/or magnetic fields.

MATTER

It is expected students will:

- ⦿ describe the relationship between matter and energy.
- ⦿ describe atomic structure.

SCIENCE COURSES GRADES 11–12

The following courses may be offered at various high school sites throughout the district for students to select during grades 11 and/or 12. These courses are aligned to national and state standards.

Anatomy & Physiology H
Botany
Chemistry
Environmental Science
Epidemiology
Forensic Science
Genetics H
Geological Studies H
Geoscience
Integrated Biology and Chemistry
Marine Science
Physics
Zoology

WORLD HISTORY TENTH GRADE

This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

It is expected students will:

- compare the interrelationships among human institutions, including political, social, cultural, religious, technological, and economic.
- analyze the relationship between the physical environment and historical trends and events.
- evaluate how the arts and humanities of diverse civilizations relate to historical developments
- assess the historical development of diverse political systems.
- cite evidence supporting the role economic systems play in determining historical events and contemporary issues.
- synthesize the causes and consequences of complex events such as wars, conflicts, and revolutions.
- investigate the impact of science and technology on human and physical systems.
- apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts.
- use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

GEOGRAPHY TENTH GRADE

This one-year course examines societal development from the Renaissance to the present with an emphasis on exploring Earth's human and physical systems in both global and regional contexts. Students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

It is expected students will:

- make observations using maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- analyze physical and human features of Earth's places, and use this information to compare and study regions and patterns of change.
- cite evidence supporting how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- summarize and predict the effects of interactions between human and physical systems on the resources of the world.
- analyze the contributions of people and their diverse cultures.
- apply cooperation and global responsibility to historical and current world events.
- apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts.
- use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

U. S. HISTORY ELEVENTH GRADE

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course fulfills the U.S. History credit required for high school graduation.

It is expected students will:

- compare historical themes and events to the physical environment.
- analyze the impact of ideas and individual actions on social, political, economic, technological, and religious institutions in American history.
- assess the causes and consequences of complex events such as wars, conflicts, and revolutions.
- cite evidence supporting the historical development and present condition of the American economic system.
- summarize the benefits and responsibilities of United States citizenship.
- evaluate how the arts and humanities of diverse cultures relate to the historical themes of the United States.
- draw conclusions regarding the impact of science and technology on the human and physical systems of the United States.
- apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts.
- use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

U. S. GOVERNMENT TWELFTH GRADE

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course fulfills the U.S. Government credit required for high school graduation.

It is expected students will:

- explain in terms of concepts the components of the legislative, executive, and judicial branches of the national, state, local, and tribal governments.
- evaluate the contributions made by the founding fathers and other political philosophers toward establishing the basic principles of American democracy.
- analyze the sources of public authority and political power and the manner in which the two relate to individual civil rights and liberties.
- assess the relationship between political beliefs and voter behavior of individuals in a democratic society.
- synthesize the concepts of political parties, the media, and interest groups and their impact on the American political system.
- critique the growth and development of American bureaucracy created to ensure the stability of the nation's social, economic, environmental, and political institutions.
- investigate public policy networks that influence domestic and foreign agendas.
- identify the causes and effects of the major political and economic systems of the world.
- apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts.
- use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

Curriculum and Professional Development Division
Las Vegas, Nevada

