

CORAL ACADEMY OF SCIENCE LAS VEGAS



Course Catalog 2018 - 2019

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Table of Contents

MISSION STATEMENT	2
ACCREDITATION & SPONSORS	2
A WORD ABOUT MAKING DECISIONS	3
STATEMENT OF NONDISCRIMINATION	3
COUNSELING AND ADVISING	3
GRADUATION FROM CORAL ACADEMY OF SCIENCE LAS VEGAS	4
GPA CALCULATION	4
VALEDICTORIAN AND SALUTATORIAN	4
EXAM REQUIREMENTS	4
EXTERNAL CREDIT OPTIONS	5
PE EXEMPTION	5
CASLV STANDARD DIPLOMA	6
CASLV ADVANCED DIPLOMA	7
CASLV COLLEGE READINESS ENDORSEMENT	8
CASLV HONORS DIPLOMA	9
CASLV ADVANCED PLACEMENT CERTIFICATE	10
CASLV ADJUSTED DIPLOMA	12
REQUIRED CREDITS FOR GRADUATION DIPLOMAS	12
CASLV RECOMMENDED COURSE OF STUDY	13
CASLV HIGH SCHOOL MATH PLACEMENT TRACKS	14
CASLV PROMOTION REQUIREMENTS	15
GRADES	15
CREDITS	15
SCHEDULE CHANGE	16
WITHDRAWAL FROM CLASS	16
OPEN PERIOD POLICY	16
CREDITS TRANSFERRED FROM MIDDLE SCHOOL	17
ADVANCED PLACEMENT COURSES	18
HONORS COURSES	19
ONLINE COURSES	19
SUMMER COURSES	20
PHYSICAL EDUCATION II WAIVER	20
SENIOR PROJECT	21
REPORTING TO PARENTS	22
REPEATING A CLASS	22
ACADEMIC PROBATION PROGRAM	23
DUAL CREDIT	26
COLLEGE ADMISSION TESTS	26
UNLV DUAL ENROLLMENT PROGRAM	27
UNLV ADVANCED STUDIES PROGRAM	27
NEVADA PROMISE SCHOLARSHIP	27
GOVERNOR GUINN MILLENNIUM SCHOLARSHIP	28
NCAA ELIGIBILITY	30
CASLV COURSE SUMMARIES	31

MISSION STATEMENT

The mission of CASLV is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success.

ACCREDITATION & SPONSORS

Coral Academy of Science Las Vegas is fully accredited by the AdvancED. Coral Academy of Science Las Vegas is a State Public Charter School sponsored by Nevada Department of Education.



A word about making decisions...

This course catalog contains basic information about the course of study at Coral Academy of Science, Las Vegas. Look it over carefully. As you investigate your choices for the upcoming school year, we ask that you consider the following suggestions:

- ° Read the information yourself and research more information if you need to. Do not make decisions based on guesses or biases and remember that choices that are appropriate for your friends may not be the right ones for you.
- ° Use the graduation requirements for your graduating class to check off what you have completed and to see what you still need to complete. The four-year planning form will also help you see what requirements should be met during the upcoming year.
- ° Consider college entrance requirements in making your choices. If you are undecided about college now, keep your options open by taking the most rigorous courses you can manage.
- ° Involve your parents in your decision-making process. They comprise a considerable reservoir of experience and wisdom, and they know you very well.
- ° Talk to staff members who you trust and who know your capabilities and/or aspirations.
- ° Make thoughtful choices. The master schedule of classes and the assignment of instructors to teach those classes are based on courses you choose right now.
- ° Complete the quadrants for your four-year program, paying particular attention to graduation and college recommended courses.

STATEMENT OF NONDISCRIMINATION

Coral Academy of Science Las Vegas does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.

COUNSELING AND ADVISING

College counseling services are available in grades 7 through 12. CASLV has two school counselors to assist students with their personal-social-emotional interests and concerns besides their academic needs. There is also a full time college counselor who assists students with their academic, career and college planning matters.

Services provided by the counseling and advising program are for all students with the permit from teachers. A school counselor or counselor is available to every student who wishes to discuss such matters as career planning, educational planning, college planning, and personal and social development. There are also academic deans dedicated separately for Middle School and High School students to help them with their academic needs.

GRADUATION FROM CORAL ACADEMY OF SCIENCE LAS VEGAS

Even before selecting a college, it is important to work with your college counselor to ensure that you will meet the requirements for graduation from Coral Academy of Science Las Vegas. The basic requirements for high school graduation are not rigorous enough for acceptance to a selective or competitive college or university. Coral Academy of Science Las Vegas suggests that upon entering high school, you refer to your college counselor to devise a graduation plan that suits your needs. As 21st Century Course of Study Expectations require four Math and three Science credits, your four year plan will be in line with those expectations during your years at CASLV. In order to graduate from a Nevada high school, a student must earn a minimum of 23 credits including certain requirements and a variety of electives. In addition, each student must take all required sections of the state mandated End of Course Final Exam (EOC) and the American College Test (ACT) with writing. Students who do not meet the College and Career Readiness benchmarks, on their ACT exams will have a full schedule (6 classes) in their Senior Year.

GPA CALCULATION

Our standard GPA 4.0 grading scale is as follows:

A=4.0 (90-100%),

B=3.0 (80-89%),

C=2.0 (70-79%),

D=1.0 (60-69%),

F=0 (59% and below).

Weighted GPA: For weighted GPA, there will be a factor of .050 added for AP courses and .025 added for Honors courses.

VALEDICTORIAN AND SALUTATORIAN

Valedictorian status is given to the students who earn the highest cumulative GPA in the graduating class. Salutatorian status is given to the students who earn the second highest GPA in the class. The designation of the valedictorian/salutatorian will be done at the end of the fall semester of their senior year. Weighted cumulative grade point average with bonus points will be used to determine the valedictorian and salutatorians. There may be more than one students for either position.

Valedictorian Speech: The final valedictorian speech(es) will be approved by administration.

EXAM REQUIREMENTS

In order to graduate from a Nevada high school with a Regular, Advanced, or Honors diploma, a student must take all of the Nevada End of Course Final Exams (EOC) and ACT with Writing in 11th Grade.

Please Note: Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and PE 2 Waivers are considered equivalent coursework, students must receive **prior approval** of the counselor and administration to register.

EXTERNAL CREDIT OPTIONS

The maximum number of credits from alternative means that may be applied toward high school graduation is four (4). Those include credits earned through correspondence, off-site online (electronic) courses, credit-by-exam, and travel study. Credits earned in summer school (credit recovery at a physical summer school) are not included as part of the maximum four credits. Grades earned in any supplemental or alternative program will be averaged into the appropriate semester's GPA.

Credit By Exam (CBE)	Students may test for a credit-by-exam one time only. Students who pass the CBE will earn a "P" for pass on their transcript. Students scoring below 70% will have nothing recorded on the transcript. The grade on the exam does not affect the students GPA. CBE credits cannot count toward Honors credit. Credit by Exam posts to the student transcripts as external credit. Students can earn a total of six external credits from approved programs. For a complete list of credit by exam course offerings and fees, see the NVLA website http://nvlearningacademy.net/academy/credit-by-exam/
Dual Credit	High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three-credit college/university course equals one-half unit of high school credit. A Dual Credit course will receive the Honors (H) designation and .025 weight per semester.
Educational Travel Credit	A maximum of one (1) credit may be granted to students who keep a journal while traveling for 42 consecutive days or one-half credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit. Enrichment Program Credit Students may receive credit for academically accelerated courses taken at accredited institutions.
Music Equivalent Credit	A maximum of one (1) credit may be granted to students participating in a music program not offered by CASLV. A minimum of 20 hours of instruction over a period of 36 weeks is required for a half (½) credit. Credit granting is monitored by the CASLV Counseling Department.

PE Exemption

Students can submit a written request to be excused from two (2) PE credit requirement for the reasons stated below:

- (a) Physical or mental condition, and the request is supported by a written statement from a physician;
- (b) Religious belief, and the request is supported by a written statement from the pupil's parent or guardian;
- (c) Enrollment in the Reserve Officer Training Corps.

If a student who obtains an exemption in physical education they will be required to successfully complete commensurate elective course work to accumulate the credit necessary for graduation.

CASLV STANDARD DIPLOMA

To be awarded a CASLV Standard High School Diploma, a student must earn a total of 23 credits, maintain a cumulative (unweighted) GPA of 2.0. and take the American College Testing (ACT) with writing. The following subjects are needed to meet graduation requirements:

STANDARD DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
MATHEMATICS*	4
SCIENCE	3
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
21st CENTURY LEARNING**	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	5
TOTAL	23*** CREDITS

*Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

** Successful completion of two semesters of computer literacy course taken in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

***This requirement covers students in the class of 2022 and beyond. Students graduating **before** this date need 22.5 credits to graduate.

CASLV ADVANCED DIPLOMA

To be awarded a CASLV Advanced High School Diploma a student needs to complete a minimum of 24 credits, including all requirements for a standard diploma with a minimum of 3.25 unweighted GPA including all credits applicable toward graduation, take the American College Testing (ACT) with writing and have 2 years of World Language (Two years of the same Language). The following subjects are must be earned to meet Advanced Diploma requirements:

ADVANCED DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
**FOREIGN LANGUAGE	2
***21st CENTURY LEARNING	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	4
TOTAL	24 CREDITS

*Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

**Two years of the same language.

*** Successful completion of computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

CASLV COLLEGE READY ENDORSEMENT

To be awarded a CASLV College and Career Ready High School Diploma a student needs to complete a minimum of 24 credits, including all requirements for a Advanced diploma with a minimum of 3.25 unweighted GPA including all credits applicable toward graduation, take the American College Testing (ACT) with writing and receive the following scores: ACT English: 18 (Or, SAT Critical Reading 500) and ACT Math 22 (Or SAT Math 500). In addition, they must have 2 years of World Language (Two years of the same Language). The following subjects are must be earned to meet College and Career Ready Diploma requirements:

DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
**FOREIGN LANGUAGE	2
***21st CENTURY LEARNING	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	4
TOTAL	24 CREDITS

*Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

**Two years of the same language.

*** Successful completion of computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

CASLV HONORS DIPLOMA

The Honors Program is designed to enhance academic preparation and to challenge students through more rigorous coursework. Honors courses offer material that is intellectually stimulating and challenges students beyond the scope of regular classroom work; assumes a mastery of the basics required for further study in a given area; emphasizes the quality of work over the quantity of work; provides depth and divergence through the study of ideas, themes, and problems; integrates knowledge across disciplines; demands use of higher order thinking skills including abstract reasoning, analysis, synthesis, and evaluation; requires flexibility in thinking and the use of divergent viewpoints; requires a proven student work ethic and full engagement in learning as an experience in its own right; and promotes the use of a variety of in- depth performance tasks and assessment tools.

This student will have completed a minimum of 24 credits (21 required and 3 elective) 2 years of World Language (Two years of the same Language) and will have passed all required sections of the End Of Course Exams (EOC), take the American College Testing (ACT) with writing, a minimum 3.85 GPA (unweighted) or 4.0 weighted GPA and no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript. This diploma is designed to reward students who succeed in the most challenging academic program that the high school has to offer. The following subjects are needed to meet Honors Diploma requirements:

HONORS DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
*MATHEMATICS	4
SCIENCE	4
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
**FOREIGN LANGUAGE	2
***21st CENTURY LEARNING	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	3
TOTAL	24 CREDITS

* Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

**Two years of the same language required.

*** Successful completion of two semesters of computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

CASLV ADVANCED PLACEMENT CERTIFICATE

The AP Certificate is designed to encourage motivated students to take more challenging courses and also to recognize their achievements. AP Courses are designed and audited by the College Board. These courses are also accepted as credits by most colleges in the nation when a student passes the AP test in Early May of each school year with at least a score of 3 out of 5. The AP courses play an important role in helping students to prepare for college level rigor and receive time management and self-study skills -- each of which are key components of college success. With the AP credits earned, students may transfer these credits to their college which will allow them to skip some introductory courses and enable them to focus on courses in the areas in which they are interested.

Admission Requirements:

- 1- Recommendation from Core Class Teachers
- 2- 3.0 Cumulative GPA from Middle School curriculum
- 3- PSAT Score
- 4- Approval from Admin/Teacher

Students must:

- 1- Maintain a 3.5 unweighted and 4.0 weighted GPA. Students failing to meet this criteria will be placed on academic probation for one semester and their placement in the program will be re-evaluated by the Academic team.
- 2- Take the AP exams at the end of the year for each AP course they have
- 3- Consistently adhere to the behavioral, attendance and homework policies at CASLV.
- 4- Exhibit academic integrity. Any kind of academic dishonesty including but not limited to cheating or plagiarism may result in removal from the program.

Caps on AP courses

CASLV limits the number of Advanced Placement courses a student may take in a year in accordance with their grade levels in order to streamline the AP program and also help students maintain a manageable course load. The number of courses allowed for each grade level does not guarantee a spot at any of the AP courses. The cap number does not guarantee placement in as many as that number for any given grade level.

Number of AP courses allowed*:				Total possible:
Freshman: 1	Sophomore: 2	Junior: 3	Senior: 4	10

*Number of courses individual students can take in a year will be determined by the admin based on their overall school success, GPA, success in previous AP classes and exams. The admin reserves the right to make any changes to above mentioned numbers based on student performance.

Recognition:

Students passing the AP exams will be receiving the recognitions of the College Board below:

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
State AP Scholar	Granted to one male and one female student in each state with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

In addition to the above mentioned recognitions CASLV will be issuing an AP Honors Certificate to the students besides their diplomas to be presented during their Graduation Ceremony.

CASLV AP Certificate Requirements:

- 1- 7 AP courses (completed and exams taken)
- 2- 3.85 Unweighted or 4.5 weighted GPA.
- 3- Take at least 1 AP course from three of these areas: English, Math, Science and Social Studies.

Recommended AP Courses*				
	Grade 9	Grade 10	Grade 11	Grade 12
Science	<ul style="list-style-type: none"> • Environmental Science 	<ul style="list-style-type: none"> • Biology 	<ul style="list-style-type: none"> • Chemistry 	<ul style="list-style-type: none"> • Physics C: Mechanics
Social Studies	<ul style="list-style-type: none"> • Human Geography 	<ul style="list-style-type: none"> • World History 	<ul style="list-style-type: none"> • US History • Economics 	<ul style="list-style-type: none"> • US Government • Economics
English		<ul style="list-style-type: none"> • Seminar 	<ul style="list-style-type: none"> • English Lang and Composition* 	<ul style="list-style-type: none"> • English Lit and Composition • Research
Mathematics			<ul style="list-style-type: none"> • Calculus (AB/BC) 	<ul style="list-style-type: none"> • Calculus (AB/BC) • Statistics

CASLV ADJUSTED DIPLOMA

This student must be certified as a Special Education student, must have completed a minimum of credits, but may not have completed all of the requirements for a Standard Diploma. The student's IEP will specify the conditions he will receive an Adjusted Diploma. A student who accepts Adjusted Diploma may work toward a Standard Diploma until his/her 22nd birthday.

REQUIRED CREDITS FOR GRADUATION DIPLOMAS:

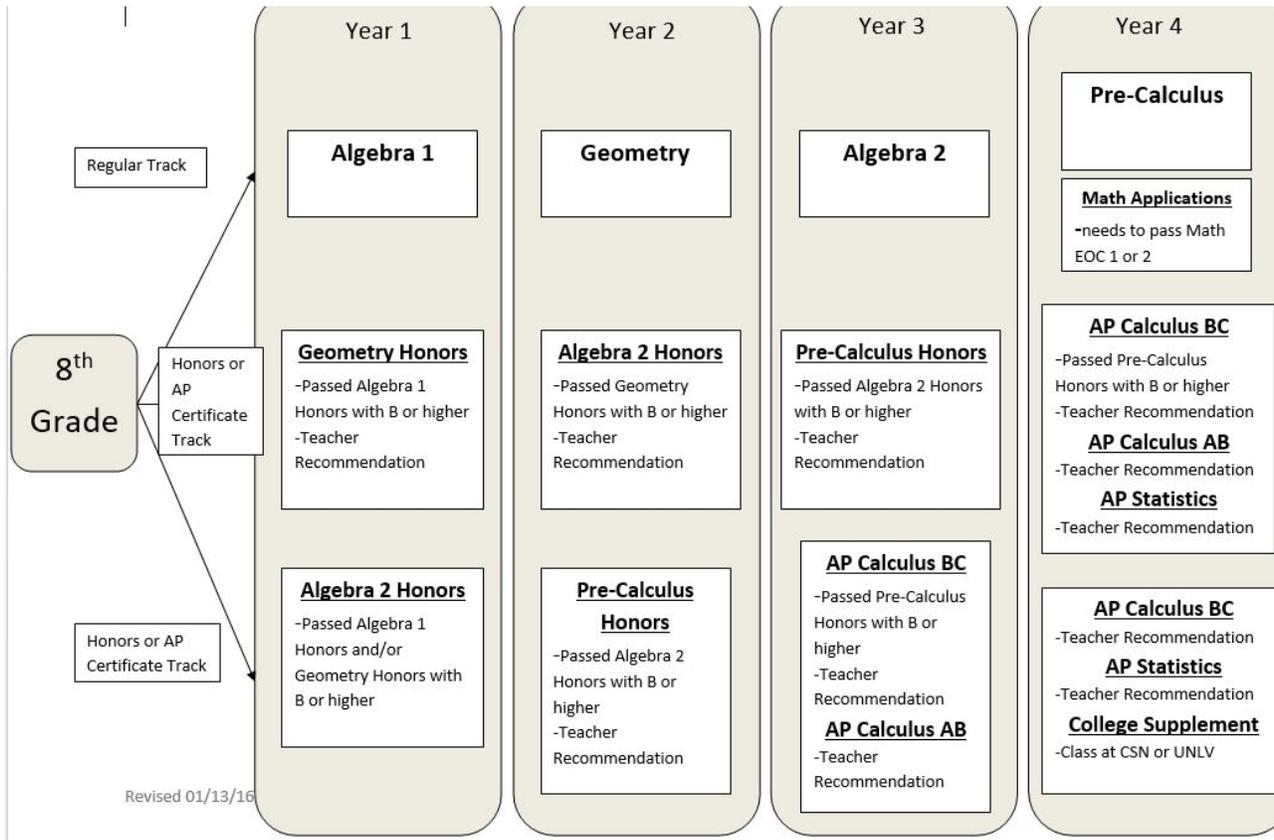
Course Title	Standard	Advanced/ CCR	Honors	Honors + AP Certificate
English	4	4	4	4
Math	4	4	4	4
Science	3	3	4	4
American Government	1	1	1	1
U.S. History	1	1	1	1
World Hist.	1	1	1	1
PE	2	2	2	2
Arts/Humanities	1	1	1	1
21st Century Learning	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5
Foreign Language	-0-	2*	2*	2*
Electives	5	4	3	3
TOTALS	23	24	24	24
Required GPA	2.0 on 4.0 scale, unweighted	3.50 weighted or 3.25 unweighted on a 4.0 scale	3.85 unweighted or 4.00 weighted on a 4.0 scale, and no course failures as Jr./Sr.	3.85 unweighted or 4.00 weighted on a 4.0 scale, and no course failures as Jr./Sr.

* Two years in the same foreign language

CASLV RECOMMENDED COURSE OF STUDY

Standard Diploma	Advanced/CCR Diploma	Honors Diploma	Honors Diploma + AP Certificate
Freshman	Freshman	Freshman	Freshman
English 9	English 9, English 9 H	English 9 H	English 9 H
Algebra 1	Algebra 1, Geometry H	Geometry H, Algebra 2 H	Geometry H, Algebra 2 H
Biology	Biology, Biology H	Biology, Biology H	Biology H
PE 1	PE 1	PE 1	PE 1
ELECTIVE/Health	Foreign Language 1	Foreign Language 1	Foreign Language 1
ELECTIVE	ELECTIVE/Health	Health, ELECTIVE, AP Human Geography, AP Environmental Sci*	Health, AP Human Geography, AP Environmental Sci*
Sophomore	Sophomore	Sophomore	Sophomore
English 10	English 10, English 10 H	English 10 H	English 10 H, AP Seminar
Geometry	Geometry, Algebra 2 H, Pre-Calculus H	Algebra 2 H, Pre-Calculus H	Algebra 2 H, Pre-Calculus H
Chemistry	Chemistry, Chemistry H	Chemistry H, Pre-AP Chemistry	Chemistry H, Pre-AP Chemistry
World History	World History, World History H	World History H, AP World History,	AP World History
PE 2	PE 2	PE 2	PE 2
ELECTIVE (Art Credit)	Foreign Language 2	Foreign Language 2	Foreign Language 2
		AP Biology/AP Seminar	AP Biology/ AP Seminar
Junior	Junior	Junior	Junior
English 11	English 11, English 11 H	English 11 H, AP English Lang	AP English Language
Algebra 2	Algebra 2, Pre-Calculus H, AP Calculus	Pre-Calculus H, AP Calculus	Pre-Calculus H, AP Calculus
Anatomy & Physiology, Environmental Science	Anatomy & Physiology, Physics Environmental Science	Anatomy & Physiology, Physics, AP Chemistry	Anatomy & Physiology, Physics, AP Chemistry
U.S. History	U.S. History, U.S. History H	U.S. History H, AP U.S. History	AP U.S. History
College Prep	College Prep	College Prep	College Prep
ELECTIVE	ELECTIVE(Art Credit)	Foreign Language 3	Foreign Language 3
		ELECTIVE(Art Credit)	ELECTIVE(Art Credit)
Senior	Senior	Senior	Senior
English 12	English 12	AP English Literature	AP English Literature
Pre-Calculus	Pre-Calculus, AP Calculus, AP Statistics	AP Calculus, AP Statistics	AP Calculus, AP Statistics
U.S. Government	U.S. Government	AP U.S. Government	AP U.S. Government
ELECTIVE	Anatomy & Physiology, Physics Environmental Science	Anatomy & Physiology, Physics, AP Chemistry, AP Physics	Anatomy & Physiology, Physics, AP Chemistry, AP Physics
ELECTIVE	ELECTIVE	ELECTIVE	AP Research
ELECTIVE	ELECTIVE	ELECTIVE	Health/ Computer (If not taken)

HS MATH PLACEMENT TRACKS



CASLV PROMOTION REQUIREMENTS

A student entering high school after completion of the 8th grade is placed in 9th grade. A student may not begin 9th grade, if he/she has not met the 90% attendance requirement in the 8th grade. In addition, students entering 9th grade must have successfully met all promotion requirements of their institutions, completed all four semesters of English/Language Arts and Math, at least three semesters of Science and two semesters of social studies in the 7th grade and 8th grades.

To be enrolled in grade 10, a student must have a minimum of 5 units of credit, including at least 2 units in core classes (English, math, science or social studies)

To be enrolled in grade 11, a student must have a minimum of 11 units of credit, including at least 6 units in core classes (English, math, science or social studies)

To be enrolled in grade 12, a student must have a minimum of 17 units of credit, including at least 10 units in core classes (English, math, science or social studies)

Per NAC 387.345, all students in grades 9, 10, and 11 must be enrolled in a minimum of six (6) classes. Students in grade 12 must be enrolled in a minimum of four (4) classes. Despite this minimum load requirement, all students are encouraged to take advantage of the numerous educational opportunities available to them during high school. All high school students have to meet the 90% attendance requirement for all their classes to get the credit for that class.

GRADES

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned a P (Pass) or F (Fail) grade. A Pass /Fail course is not included into GPA Calculation. No credit is awarded for F grades. Students who do not meet the 90% attendance requirement will receive an "F" and will not earn credit in the course. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher.

CREDITS

Most classes award one-half credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have completed work successfully, and have taken the required exam.

Students who do not complete the work required for a course or who do not take the final exam may receive an incomplete "INC". Incompletes must be made up within three weeks after the end of the semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to make contact with the teacher to arrange to complete the necessary work.

SCHEDULE CHANGE

As months of planning have been done in order to finalize the master schedule for all the classes offered at CASLV considering student needs, teacher and staff recruitments, graduation requirements and new programs, it is not possible to change the schedule after school starts. There can only be changes to the individual student schedules. CASLV expects all of its students to remain in their preferred classes until the end of the year as mid-year schedule changes may cause credit deficiencies in some subject areas.

Schedule change requests from the students are considered during the first two weeks of each semester. The acceptable excuses for these requests are:

- 1- Graduation Requirements
- 2- Successful completion of a summer course
- 3- Concurrent/Early Studies enrollment to another course

After the second week only teacher initiated course change requests will be taken into consideration.

The administration may make changes to the student schedules if deemed necessary.

WITHDRAWAL FROM A COURSE

When a student withdraws from a course after the third week of each semester, the grade for that course will automatically be marked as an "F" regardless of what grade the student has at the time of withdrawal. Admin reserves the right to make the final decision on withdrawal procedures and grading.

OPEN PERIOD POLICY

Senior students will be offered the opportunity for open periods. Students will not be allowed to have more than a total of two open periods. Open periods will only be scheduled during 5th and 6th periods. Open periods may be revoked during the school year if a student does not continue to meet the prerequisites. Students who are removed from open period will be entered into an available class already built into the master schedule, at the discretion of the administration.

Senior students must meet and maintain all of the following prerequisites for open periods:

Open Period Prerequisites:

- Minimum 3.0 unweighted cumulative GPA
- Must be on track for the 21st century Course of Study
- No disciplinary Required Parent Conferences and/or suspensions during the 2nd semester of 11th grade
- Meet the college readiness benchmarks on the ACT or SAT
- Counselor/Administration approval required

ALL freshman, sophomore, and junior students at CASLV are expected to carry a full course load. All seniors at CASLV are expected to take English, Math, Science, and US Government.

CREDITS TRANSFERRED FROM MIDDLE SCHOOL

Some courses taken in Middle School may qualify as high school credits. CASLV gives credits to the below mentioned courses which may be taken at middle school level.

- 1- **Computer/Technology Credit:** CASLV gives a total of 0.5 credits to the Computer and Technology Courses taken in middle school. Students need to get a minimum grade of “C” to qualify for this option. These courses do not get letter grades and affect the GPA. These are considered as Pass and Fail courses and a “P” will be given as a grade.
- 2- **Math Credits:** Algebra 1, Geometry and Algebra 2 courses taken in middle school are accepted for high school credits. These courses will have letter grades and affect the high school GPA. The minimum grade that qualifies as a high school math credit is “C” for each semester of the class.
- 3- **Foreign Language Credits:** Students who have taken a foreign language class –that CASLV already offers- in middle school or speak that language fluently can earn credit when they pass a proficiency test for that Language. A “P” will be issued as grade and one full credit will be given to the students who pass the proficiency exam with 70% or higher.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is one of many programs sponsored by the College Board. AP classes are college-level courses offered to high school students at their high school by their own high school teachers. In May of each year, students in those classes take a three-hour comprehensive exam that is written and scored by the College Board. High school and college instructors from around the nation score exams on a scale of 1-5. An exam score of 3 is generally considered “qualifying” and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. Some colleges only give credit for a 4 or 5 score; some waive a college requirement but do not award credit; some (including the military academies) allow AP students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Some high school students begin college as sophomores as a result of passing several AP exams. Because each college (and often each department within a college or university) has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution to determine what type of credit/waiver will be available. To quick check a college’s AP policy, go to www.collegeboard.com/ap/creditpolicy.

The course titles which include the notation “AP” or “Advanced Placement” are year-long courses and ALL requirements must be met before the “AP” designation is awarded. Since the purpose of an AP class is to provide the student with college level instruction and to prepare students to take the AP Exam, CASLV Administration has determined that one requirement of each AP class is that students must take the appropriate AP Exam. Exams are given on a predetermined schedule in May of each year. Students register for AP courses during regular high school pre-registration each spring. Students do not have to be enrolled in an AP course in order to take an AP Exam. **Exam results are available to students and colleges in July.**

NOTE: Students should enroll in AP courses if they are willing and able to invest the time and energy it takes to complete these college-level courses.

Placement in AP Courses*:

The students should be in the AP Certificate program to be placed into the AP courses, or they need to meet the following requirements:

- 1- Students must have at least a B average from the courses in the related subject area.
- 2- Students must have a 3.50 unweighted overall GPA.
- 3- Teacher recommendation is required.
- 4- Maintain at least a B average from the AP courses in order to be considered for AP courses for the following year.

*Priority for enrollment in AP classes will be given to the students who took the AP exams for their AP courses in past years. Admin reserves the right to make the final decision on AP placement.

HONORS COURSES

Honors courses are designed for self-driven, motivated and academically strong students who want to challenge themselves. At CASLV, Honors courses are more challenging than the regular courses in terms of content and assessment. Honors courses are subject to schedule and spot availability. In case of too many applications for the honors courses, students will be ranked according to their overall GPA and will be placed accordingly. A factor of .025 will be added for each honors credit earned per semester.

Placement in Honors Courses

The requirements for acceptance to the honors courses are as follows:

- 5- Students must have at least a B average from the courses in the related subject area.
- 6- Students must have a 3.00 unweighted overall GPA.
- 7- Teacher recommendation is required.

*Students must maintain at least a B average from the honors courses in order to be considered for Honors courses for the following year. Admin reserves the right to make the final decision on Honors Courses placement.

ONLINE COURSES

CASLV accepts credits from courses taken online or with blended learning. CASLV accepts those credits from the vendors who are recognized by the Nevada Department of Education. This list can be found at the web address: http://ctee.nv.gov/Adult_Education/Distance_Education/. All online course enrollments are subject to administration's approval and credit may not be granted without pre-approval.

Eligibility: Students may take an online course when school does not offer that course. By nature, the online courses are self-study courses so CASLV expects the students to have a strong academic standing, a minimum 3.0 GPA, a strong sense of responsibility, and a strong work ethic.

Conditions: Students are responsible to receive a minimum "C" from their online courses to be accepted as valid high school credits for graduation. When a student fails to meet this criterion no credit will be granted for this class and this student will not be allowed to get another online course unless it is a credit recovery course. An official transcript/report card in a sealed envelope is required.

Payments: CASLV may pay for the online courses when school does not offer a required course or when there is a schedule conflict. In all other conditions, the students are responsible to pay the tuition and other costs of the online courses.

Students need to pay the full amount of the cost for online courses back to CASLV if they fail to complete the course before the deadline given by the school or they fail to receive a grade "C" or above. Failing to pay this amount may result in not receiving any official documents from school including transcripts, diplomas. Admin reserves the right to make the final decision on course fee reimbursements.

SUMMER COURSES

Students may take summer courses in order to recover their credits, raise their GPA and get ahead in some subject areas. No student can take summer school courses without administration's approval and any courses taken without administration's approval may not be accepted for credits. The students are responsible to pay for any tuition and fees for the summer school courses.

Even though the Summer School registration dates may change every year, it usually starts after the spring break. It is the student's/parent's responsibility to approach the administration and request these courses. The administration plays an intermediary role between you and the summer school vendors.

Summer school course can be taken in two ways:

- 1- Physical summer school: It is administered by CCSD or another organization approved by the administration
- 2- Online School: It is administered by Nevada Learning Academy or another vendor accredited by Nevada Department of Education. For the summer online courses, all of the Online Course Policies apply.

It is the discretion of the school administration to decide on a physical or online course.

Failing to pass/complete summer/online courses will result in changes within your 4 year plans, which in return may cause schedule conflicts and affect graduation status.

Math summer courses

Students who want to get ahead in Math courses may consider summer online courses. In order to enroll these courses they first need to get admin's approval and:

- 1- Complete the Summer School Course Request Form
- 2- Get an "A" average from current Math course
- 3- Get recommendation from the current Math teacher

A student needs to get at least a "B" for both semesters of this Math course over the summer in order to get the credit for it. Students getting an "A" average will be placed into the honors version of the next level Math course; students getting a "B" average will be placed into the regular version. Students getting a "C" or below average will need to repeat that course at school during the school year.

PE WAIVER

High School students may earn a credit waiver for the second year of their Physical Education credit requirement when they participate in and complete a school sponsored activity. The students need to have a total of 120 practice/exercise/activity verified by the coach/supervisor in order to qualify for this waiver. The forms in the Appendix should be used for this purpose. Preliminary administrative approval is required for this waiver. Students may also earn this credit from activities of their zone school at CCSD if CASLV cannot offer that activity/sport.

SENIOR PROJECT

This project is a culmination of the students' work throughout their senior year and the research involved in order to be successful in the field of study they find most pertinent to who and what they wish to become. The Senior Project will constitute the grade for the final exams for all of the courses senior students have for the second semester.

Expectations:

- 1) The first aspect of the assignment is an eight to ten page research paper that includes a works cited page and is completed in the APA/MLA format.
- 2) The second aspect of the assignment is a thirty minute presentation with a fifteen minute question and answer period. The presentation should be utilizing technology as well as a well-structured oral presentation.

Grading:

- a. Essay counts for 25% of the total score and will be graded by the student's English Instructor.
- b. The presentation and question and answer period will be 50 % of the whole project.
- c. The mentor of the student will be responsible for rewarding all or some of the final 25% of the grade in accordance with mentoring times and collaborative development of the project and paper

It is the student's responsibility to understand this scoring procedure and the implications it will have on their grade and overall GPA for the semester.

The student is responsible for the following as well as the overall procedure and direction of the research. The mentors / panel members / and English instructors are only avenues in which the student can reach out for guidance and support. If there is no communication from the student, it is the mentor's assumption that everything is going well.

- 1) Requesting and receiving a mentor
- 2) Meeting with mentor periodically throughout the year to develop project and research
- 3) All research / All work / All visuals
- 4) Requesting and confirming a time for the presentation within the given deadlines for each year.
- 5) Turning in research paper to senior project coordinator no later than one day after the presentation.

The English instructor is responsible for the following:

- 1) Monitoring the progress of research and the steps of the research paper process – topic / prospectus / research results and annotated bibliography/outline / rough draft / editing / and final draft.
- 2) Grading the paper out of twenty five points using only whole numbers

The mentor is responsible for the following:

- 1) Aiding the student in times of difficulty
- 2) Being available for questions and concerns
- 3) Guiding the student towards the proper elements of the subject

The panel is responsible for the following:

- 1) Grading the overall presentation and question and answer period out of fifty points using only whole numbers
- 2) Being available at the time and on the date agreed upon by all involved

This is a student driven project. No mentor should take on more than three students and no faculty member should be on more than three panels.

REPORTING TO THE PARENTS

Reports notifying parents of their student's progress in school are issued and mailed quarterly. Grade reports issued at the conclusion of the first nine weeks of each semester (October and March) are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester (December-January and May-June) reflects the student's work for the entire semester. These semester academic grades, along with the credits earned, citizenship grades, and attendance are posted to the student's permanent record at the end of each semester. In addition to these reports which are issued to every student, students whose work has deteriorated significantly or whose performance puts them in jeopardy of failing will receive a special Academic Warning Notice halfway after each quarter report and they will be put under the Academic Probation Program.

Report cards and Progress Reports are mailed approximately one week after the close of the reporting period. Check the current school calendar for specific dates.

REPEATING A CLASS

A student may repeat a course provided he/she receives permission from the high school administration or an identified designee. A student shall not receive additional credit for the repeated course or if he/she takes a "content equivalent" course. The higher grade shall be recorded on the permanent record and the lower grade replaced with the notation "RP" for "repeated."

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. If the intention of the student is to raise a grade (for courses with grades C and above), it is expected that the student will repeat the same course and in the same format it was originally taken.

ACADEMIC PROBATION PROGRAM

Coral Academy of Science Las Vegas (CASLV) is a public school and, as such, all students who wish are given a chance to attend. At CASLV, students must be committed to maintaining high academic standards. Our charter with the State of Nevada establishes Coral Academy of Science Las Vegas as a “college preparatory” school. It is therefore necessary to establish certain academic standards for students attending CASLV. Meeting these standards will help prepare students to be successful at the college level.

CASLV Academic Standards

Although the administration and staff would encourage every student to achieve a 4.0 GPA to be more competitive in applying for admission to colleges and for grants and scholarships, we know that is not always a realistic goal for every student. Therefore, we have established a standard of 2.0 GPA overall and no failing classes as a minimum target for all of our students. Students unable or unwilling to maintain this minimum standard will be placed on academic probation.

Definition

Academic probation is a set of restrictions, expectations, performance indicators, deadlines and timelines placed on a student to continue successfully at CASLV. This will help to the student to correct identified issues to reach the specified target. If the terms of academic probation are not successfully completed, the student will remain on academic probation until all requirements are met.

Probation may include, but is not limited to:

- assessment of the current situation
- terms (date, time and place) of the remediation plan
- length of time
- student responsibility
- support services to be provided (if applicable)
- implications/consequences for successful or unsuccessful performance
- signatures with the date from the student, teacher, and/or College counselor

Any student who earns an F or D in any subject, or achieves a GPA less than 2.0 on any one of the grade reports (progress report or report card), will be placed on Academic Probation for the following grading period (usually 3-5 weeks).

Probationary Goals

- To identify students with academic problems.
- To provide analysis, assistance, and communication about problems.
- To differentiate between learning difficulty, lack of motivation or simple refusal to work.
- To provide a time frame for actions including remediation.

Duration

Student will remain on Academic Probation until it is removed. Please see the ‘Removal’ section of this policy to see the requirements that need to be fulfilled to remove the probation.

Restrictions

Students on Academic Probation will not be able to

- Attend field trips or camps (e.g. trips to amusement parks, Summer/Winter Camps, etc.) unless it is a trip that is part of a curriculum (e.g. trip to history museum as part of the history/social studies class).
- Attend club meetings in the after school hours (e.g. chess club, board games club, etc.) unless it is an academic or competitive club (e.g. Science Olympiads, Math Counts, Spelling Bee, etc.) and the student is an integral part of the main team.
- Take advantage of the free dress days (even if holding a free dress pass).
- Take advantage of the fun activities (e.g. ice cream & pizza parties, school dances, etc.).

PLEASE NOTE: Failure to comply with this Academic Probation Policy, which leads to continuous probation status, may result in additional consequences and increased restrictions. These include, but are not limited to:

- Mandatory summer school attendance
- Loss of recess privilege
- Disciplinary actions

Requirements

Once on probation, the parent and/or the student has to hold a meeting with the subject teacher. In this meeting, the terms and conditions of an improvement plan should be agreed upon. This improvement plan should include:

- Scheduled tutoring hour(s),
- Areas of weaknesses and teachers' recommendations for those areas,
- Other specific terms and conditions that may increase the student progress.

This plan should be typed up, and signed by all parties.

PLEASE NOTE: Tutoring is required for all probation students.

Removal

In order to get off of Academic Probation, a student must raise the grade(s) at least to a grade C at the end of the grading period that s/he has been on probation for (usually 3-5 weeks).

Procedure

- A letter from the Assistant Principal is sent to the parents in order to inform the parent about the situation, review the policy regarding the college preparatory idea, and encourage dialogue helpful in improving the situation.
- Student and/or parent arranges a meeting with subject teacher to have an improvement plan.
- Teacher prepares the Improvement Plan after the meeting & meets with the student to discuss details.
- The parent is provided with a copy of the improvement plan.
- The teacher and the parent work together for the implementation of the improvement plan.
- If the student/parent fails to comply with the improvement plan terms and continues to remain on probation due to lack of motivation or simple refusal to work, the situation is reported to the Administration. The Administration then meets with the student and the parent.

Academic or Competitive Club Procedures for Academic Probation Students

The Academic or Competitive Clubs have a preset and structured program to prepare the students for a regional, statewide, and/or nation-wide contest/competition, and consist of teams, of which the members are selected based on certain qualification and/or experience. The CASLV Administration determines whether a club is *academic or competitive* or not.

There are certain regulations and procedures for the Academic or Competitive Club team members who are on Academic Probation. The coach may seek admin approval so that the probation student may continue attending the club/team meetings and participate in the regional, state, or national level designated competition. ITo do so, the 'Pre-probation procedure' should be followed completely during first quarter of the school year before any member of the team gets placed on probation:

Pre-probation Procedure:

1. The coach must request an unofficial progress report for each team member periodically (every 1-2 weeks), and monitor their progress. If there is/are any grade(s) that is/are below a C, the team member should raise the grade(s) at least to a C as soon as possible.
2. Two weeks prior to the first progress report, the coach should request a final unofficial progress report. If the team member fails to raise the previous low grade(s) to at least a C, s/he will be suspended from the club meetings and dropped from the team (i.e. inactive member) for the following two weeks (i.e., until the official progress reports come out).
3. If, on the official progress report, all grades are above a C, then the inactive membership will be reactivated. If the student fails to raise the grade(s) above a C at the end of the grading period, but is not placed on academic probation (means no failing grades), it will be up to the coach's discretion whether to reactivate the membership or expel the student from the team.

Post-probation Procedure:

1. If the coach considers the student as an integral part of the main team¹, then the coach will need to fulfill the following:
 - a. The coach must submit evidence that the Pre-probation Procedure was followed completely and request admin approval from the Assistant Principal.
 - b. Once approved, the coach must contact the teachers of the failed courses to receive a copy of the improvement plan.
 - c. The coach must take responsibility in the implementation of the improvement plan.
2. The probation student cannot continue attending club meetings and/or activities after the contest/competition day unless the team advances to the state or national level.

PLEASE NOTE: These regulations and procedures by no means indicate a removal from probation. Students on probation, even after permission to attend academic or competitive club meetings and participate in the competition is granted, will still lose their other privileges..

This permission may be revoked at any time by the Assistant Principal if there is lack of motivation, little or no contribution to the team effort, and/or little or no improvement in the grades.

DUAL CREDIT

UNLV and CSN offer campus-based college courses to junior and senior high school students through which they may earn college credit and elective high school credit at the same time. These designated courses are taught to college students at the college by college professors. High school students attend class on the college campus. In addition, UNLV and CSN offer some Dual Credit college courses to high school students through correspondence or through their web-based programs (see Distance Education above).

A one semester Dual Credit course earns the successful student 3-4 college credits and ½ high school credits. Grades become part of the student's GPA at both institutions. A Dual Credit course will receive the Honors (H) designation and .025 weight per semester. High school students pay regular college tuition and fees for most Dual Credit courses. Some financial assistance may be available to Dual Credit students. Most Dual Credit classes have prerequisites including completion of certain courses, minimum high school GPA, and one-time attendance at an orientation session, and high school junior or senior standing. Once enrolled in a Dual Credit course students may access college services such as the library, purchased health plan, tutoring, and special counseling.

Students register for Dual Credit courses with their College counselor. In order to receive credit at both the high school and college, students must complete a specific application for Dual Credit in advance and submit it to the high school as well as completing and submitting a college Admission Application as a non-degree student. Students must submit both a high school and a college transcript when applying to a regular degree program at a college or university. Not all colleges accept courses taken through Dual Credit programs, so it is important to check with the admissions office at your intended college/university.

COLLEGE ADMISSION TESTS

As part of the admissions process students who plan to attend a college or university, will take one or both of the college entrance exams (SAT Reasoning and/or ACT). High scores on one or more sections of these exams may allow the student to waive a beginning college course and earn initial placement in a higher level course. SAT Subject Test scores may also be used for admissions and/or enhanced placement.

FOR MORE INFORMATION: Register on the web for SAT Reasoning and SAT Subject tests at www.collegeboard.com and for ACT at www.act.org, or contact your college counselor for registration materials and/or additional information.

UNLV DUAL ENROLLMENT PROGRAM

The UNLV Dual Enrollment Program is an organized way for qualified high school students to take regular UNLV courses for university credit. Courses are taught at the college by college professors to college students. High school students attend class on the UNLV campus. Participants must be juniors or seniors at area high schools who will complete all graduation requirements on schedule. Parent/counselor/administrator approval is required. Students may take any UNLV course for which they are qualified except courses which are offered for AP or IB credit at the high school. Credit earned will become part of the student's university transcript, but is not recorded on the high school transcript unless the student also enrolls for Dual Credit.

Although there is no additional charge for the program, Dual Enrollment students pay the same tuition and fees per credit as other Non-Degree Seeking UNLV undergraduate students, but must also be responsible for books, supplies, lab fees, and transportation to the campus. For a cost estimate, visit <http://cashiering.unlv.edu>. Unfortunately, no scholarships or waivers are available.

UNLV ADVANCED STUDIES PROGRAM

The UNLV Advanced Studies Program is a unique concurrent enrollment cohort program for excelling southern Nevada high school juniors and seniors. This comprehensive concurrent enrollment program is designed for entering (rising) high school juniors. Selected students will earn university credit, which may be back-transferred to their respective high schools for dual credit. During the two-year program, students will earn up to 30 university credits through a prescribed curriculum. The program will allow students to continue on their path to high school graduation at their respective institution. For more information please visit: <https://www.unlv.edu/asc/advanced-studies>

NEVADA PROMISE SCHOLARSHIP

The Nevada Promise Scholarship aims to make a college education more accessible and affordable. The scholarship enables Nevada residents, under the age of 20, to pursue a tuition-free degree at CSN beginning in Fall 2018.

Established by the Nevada Legislature in 2017, the Nevada Promise Scholarship provides last-dollar financial aid to Nevada students attending any of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. In order to be considered for an award, interested students must, by established deadlines, complete the Nevada Promise Scholarship application, apply for admission to their college of choice, file a FAFSA (Free Application for Federal Student Aid), work with mentors and perform 20 hours of community service.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

In 1999, the Governor Guinn Millennium Scholarship initiative was enacted into law by the Nevada Legislature, creating the Millennium Scholarship trust fund to be administered by the State Treasurer. The Nevada System of Higher Education (NSHE) Board of Regents adopted policy guidelines for the administration of the scholarship.

You must meet ALL of the following conditions:

- You must graduate with a diploma from a Nevada high school in the year 2000 or later;
- You must complete the high school with a weighted or unweighted GPA of at least 3.25. The GPA is calculated using all high school credit granting courses and is not rounded;
- You must pass all areas of Nevada High School Proficiency Examination (HSPE);
- You must be a Nevada resident for at least two years of high school

An applicant for a Millennium Scholarship is required to execute an affidavit declaring his eligibility for the scholarship. The affidavit must include a declaration that the applicant is a citizen of the United States or has lawful immigration status, or that the applicant has filed an application to legalize his immigration status or will file an application to legalize his immigration status as soon as he is eligible to do so. Please note that a student who graduates from a Nevada high school in Spring 2009 and thereafter must successfully complete the following curriculum in high school to be eligible for the Millennium Scholarship:

English	4 Units
Math (including Algebra II)	4 Units
Natural Science	3 Units
Social Science and History	3 Units
TOTAL	14 Units

Note that the courses required to qualify for the Millennium Scholarship exceed those necessary for university admission. Students seeking admission to UNR or UNLV must complete at least three years of Math, while students should take four years of Math in order to qualify for the Millennium Scholarship.

DOLLAR VALUE

The dollar value of the Millennium Scholarship is determined on a per-credit basis. Millennium Scholars at a NSHE community college will receive \$40 per enrolled lower division credit hour and \$60 per enrolled upper division credit hour. Millennium Scholars at a NSHE state college will receive \$60 per enrolled credit hour. Millennium Scholars at NSHE universities will receive \$80 per enrolled credit hour.

Millennium Scholarship funding is limited to a maximum of 12 credits per semester, counting all coursework at all institutions. For example, a student attending a university who is enrolled in 12 semester credit hours would be eligible to receive a maximum of \$960.00 (\$80 X 12 credits). Or, a student attending a community college who is enrolled in 9 semester credit hours would be eligible to receive \$360 (\$40 X 9 credits), up to a total of 12 credits per term maximum.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP (cont'd)

In no case may the total of all financial aid and scholarships exceed the cost of attendance at the institution you attend. The Millennium Scholarship Program will NOT pay for remedial courses. NSHE defines this as any math or English course with a course number less than 100. Funds may be used for any costs related to college/university attendance; the maximum lifetime total award is \$10,000, which must be used at the undergraduate level and only during the six years immediately following high school graduation.

MAINTAINING ELIGIBILITY

To maintain eligibility, a student must:

1. Make satisfactory academic progress, as defined by the institution, toward a recognized associate degree, baccalaureate degree, or pre-baccalaureate certificate;
2. Maintain a 2.60 GPA for each semester of their first year of enrollment (defined by NSHE as less than 30 credit hours earned), and a 2.75 GPA for each subsequent semester after the first year of enrollment. GPA is calculated on a "per term" rather than a cumulative basis;
3. At each institution enrolled, you must satisfactorily complete the minimum number of credits (6 at a NSHE community college or 12 at another eligible institution) in each fall and spring semester in which you are enrolled.

If you become ineligible for the scholarship, you may regain eligibility if the following conditions are met:

- You enroll without Millennium Scholarship support in a subsequent semester and earn at least a 2.60 or 2.75 GPA for that semester as noted above in "Maintaining Eligibility" (2).
- Complete the minimum number of credits as noted above in "Maintaining Eligibility" (3).
- You must be enrolled in a degree program (1).
- All Millennium Scholars will be able to regain their scholarship only one time after losing eligibility.

If a student loses eligibility a second time, the student will no longer be eligible for Millennium Scholarship funds.

For additional information, please visit the Nevada State Treasurer's website at www.nevadatreasurer.gov

POST-SECONDARY OPTIONS

Although some people think "college" means a four-year university, the term has a much broader meaning. Many students choose to begin at a two-year community or junior college or at a trade or technical school. See your counselor for details about which option best suits your abilities, needs, and interests.

NCAA ELIGIBILITY

If you are interested in college sports, you should know that the NCAA (National Collegiate Athletic Association) has very strict requirements you must fulfill in high school in order to participate in Division I or Division II intercollegiate athletics. The NCAA Initial-Eligibility Clearinghouse must determine your initial eligibility status. A brief summary of NCAA requirements follows, but since regulations may change from year to year, interested students should consult the most current NCAA Clearinghouse Guide.

NCAA Division I requires 16 core courses. The breakdown of this 16 core-course requirement is:	
English	4 years
Math (Algebra I or higher)	3 years
Natural/Physical Science	2 years
Additional English, Math, or Natural/Physical Science	1 year
Social Science	2 years
Additional Courses (from any area above, foreign language or non-doctrinal religion/philosophy)	4 years

* Earn at least a 2.3 GPA in core courses

NCAA Division II requires 16 core courses. The breakdown of this 16 core-course requirement is:	
English	3 years
Math (Algebra I or higher)	2 years
Natural/Physical Science	2 years
Additional English, Math, or Natural/Physical Science	3 year
Social Science	2 years
Additional Courses (from any area above, foreign language or non-doctrinal religion/philosophy)	4 years

* Earn at least a 2.0 GPA in core courses

Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements can be found at www.eligibilitycenter.org

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

For more details talk with your counselor and your coach. To contact NCAA: Write to P.O. Box 6222, Indianapolis, Indiana 46206-6222, or Call 317-917-6222, or Go to their website at www.ncaa.org.

CORAL ACADEMY OF SCIENCE LAS VEGAS

2018 – 2019 HIGH SCHOOL
COURSE SUMMARIES

ENGLISH

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
English 9	9	This course focuses on basic grammar, reading and composition skills. Students will further develop reading comprehension and read novels of their choice for enjoyment through a reading workshop. This course also aims to establish a solid foundation in grammar, usage, library skills, types or literature, discussion, composition, and oral presentation. Students also study vocabulary and learn to identify and use the parts of the sentence and different phrases. The writing program includes personal, imaginative, and analytical assignments.	
English 9 H	<u>9</u>	This course focuses on basic grammar, reading and composition skills. Students will further develop reading comprehension and read novels of their choice for enjoyment through a reading workshop. This course also aims to establish a solid foundation in grammar, usage, library skills, types or literature, discussion, composition, and oral presentation. Students also study vocabulary and learn to identify and use the parts of the sentence and different phrases. The writing program includes personal, imaginative, and analytical assignments.	
English 10	<u>10</u>	English 2 is a study of the language arts. This course continues the study of composition that was introduced in the English 1. The reading assignments are designed to enhance student's understanding and appreciation of literature. By reading and discussing poems, plays, and novels students will learn an interpretive approach applicable to all great works of literature. Techniques in style will be studied, and grammar, usage, mechanics, spelling and vocabulary will be reviewed as needed through student writing.	<u>English 9</u>
English 10 H	<u>10</u>	English 2 honors is a comprehensive study of the language arts. This course continues the study of composition that was introduced in the English 1 in a deep and broad perspective. The reading assignments are designed to enhance student's understanding and appreciation of literature. By reading and discussing poems, plays, and novels students will learn an interpretive approach applicable to all great works of literature.	<u>English 9</u>

		Techniques in style will be studied, and grammar, usage, mechanics, spelling and vocabulary will be reviewed as needed through student writing.	
English Lit. & Comp		This course analyzes the progression of the American Dream and its influence on literature. Emphasis is placed written composition, grammar, usage, logical thinking, and methods of writing. Formal descriptive expository, narrative, and persuasive compositions will be required to show student competence with the written word. An inclusive study of American authors, historical events, and literary happenings will be covered to familiarize the student with some of the great writers and writings from the early 1500's to present day.	<u>English 10</u>
English Lang. & Comp		This course focuses on a study and discussion of British literature, drama, and other fine arts. Novels and short stories in conjunction with creative writing projects will be presented. Students will participate in oral and written analysis of works studied in class and will also complete outside reading, projects, and research.	<u>English 10</u>
AP English Lit. & Comp		An AP English Literature and Composition course 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 such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.	
AP English Lang. & Comp		An AP course in English Language and Composition 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 effectiveness in writing.	

MATHEMATICS

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Algebra 1		Algebra 1 is intended to build a foundation for all higher math classes. This course will review algebraic expressions, integers, and mathematical properties that will lead into working with variables and linear equations. There will be an in-depth study of graphing, polynomials, quadratic equations, data analysis and systems of equations through direct class instruction, group work, homework, and technology. This course will fulfill the Algebra 1 requirement for and one of the mathematics credits required for high school graduation.	<u>Pre-Algebra</u>
Algebra 1 Honors		This one-year course is designed for highly motivated students committed to challenging coursework. 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. Emphasis will be placed on abstract algebraic methods and strategies for solving complex problems. 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 will fulfill the algebra requirement and one of the mathematics credits required for high school graduation.	<u>Pre-Algebra</u>
Geometry		This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. 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.	<u>Algebra 1</u>
Geometry Honors		This is the study of basic figures and shapes in the plane and in space. It is simple deductive reasoning applied methodically to points, lines and planes while developing relationships and applications to other geometric figures. This study will cover triangles, quadrilaterals, regular polygons, and circles; congruency and similarity of the same basic shapes will be included; simple treatment of inequalities; special constructions and the related loci; areas and volumes.	<u>Algebra 1</u>

Algebra 2		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, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. 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 will fulfill one of the mathematics credits required for high school graduation.	<u>Geometry</u>
Algebra 2 Honors		This college prep mathematics class includes the study of simplifying expressions and solving equations involving powers, roots, and complex numbers; the study of functions including polynomials, rational, radical, exponential, logarithmic, and trigonometric; the study of the transformations of these functions and their graphs; the study of function operation including inverses and composition; the study of sequences and series; and the study of statistics. In this course, there is also an emphasis on modeling in the real world with functions.	<u>Geometry</u>
Pre-Calculus		This class is designed to prepare students for an entry level college math class and the SAT and ACT exams. Topics investigated are sequences, methods for solving equations and inequalities, polynomials and rational functions, graphing and identifying characteristics of specific functions, exponential and logarithmic functions, trigonometry, conic sections and matrices.	<u>Algebra 2</u>
Pre-Calculus Honors		Honors (Prerequisite: passed Algebra 1 and 2, Geometry) This class is designed to prepare students for the AP Calculus and the SAT and ACT exams. Topics investigated are sequences, methods for solving equations and inequalities, polynomials and rational functions, graphing and identifying characteristics of specific functions, exponential and logarithmic functions, trigonometry, conic sections, and matrices. Students can expect to spend about an hour nightly on homework to master each of the above topics. It is highly recommended that each student have their own TI graphing calculator.	<u>Algebra 2</u>
Calculus		Calculus is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to	<u>Pre-Calculus</u>

		use technology to help solve problems, experiment, interpret results, and support conclusions. Pre-requisite: Completed 4 years of high school mathematics including the topics in algebra, geometry, algebra 2 and pre-calculus.	
AP Calculus AB		(Prerequisite: passed Pre-Calculus with a grade no lower than a B) AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Pre-requisite: Completed 4 years of high school mathematics including the topics in algebra, geometry, algebra 2 and pre-calculus.	<u>AP approval</u>
AP Calculus BC		(Prerequisite: passed AP Calculus AB with a grade no lower than a B). This course will prepare students for the Calculus BC test with an AB subscore. Calculus AB is equivalent to Calculus 1, and Calculus BC is equivalent to Calculus 2. An AB subscore is seen as the same as an AB score. Students can also opt to take only the Calculus AB test; however, this is not the intention of the course. Topics investigated include functions and limits, differentiation techniques and applications, integration techniques and applications, and polynomial approximations and series, including Maclaurin and Taylor series. You can expect to have about an hour of homework each night, including Fridays. It is highly recommended that each student have their own TI graphing calculator.	<u>AP approval</u>
AP Statistics		AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator, and will be using statistical software (TBD). To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.	<u>AP approval</u>

NATURAL SCIENCE

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Biology		Course Description: This course introduces the student to the science of biology. The fundamentals of cell structure and function will be covered as well as patterns and mechanisms of genetics and inheritance. Students will also explore the interrelationships and evolution of the five major kingdoms. Lab work involves microscope observation and chemical analysis of simple biological molecules.	None
Biology Honors		Course Description: Biology is the study of living organisms using the inquiry approach. Through the use of laboratory techniques, class discussions, cooperative learning, current events and independent work, the student will develop an appreciation and understanding of the following: modern biological concepts: microscopy, cytology, biochemistry, genetics, evolution, taxonomy, microbiology, animal and plant anatomy and physiology, and ecology.	Concurrent enrollment in Algebra I or higher; B or better grade in Algebra I
Chemistry		Course Description: The regular Chemistry course serves as the basic level, college preparatory course in chemistry. The purpose of the course is to prepare students who plan to pursue non-science careers for college level chemistry and to help them realize the important role that chemistry will play in their personal and professional lives. The course emphasizes basic chemical principles, develops basic laboratory skills, and has the students learn problem-solving methods. The course stands alone as a basic study, but serves as a foundation for future science courses. :	Concurrent enrollment in Algebra II or equivalent.
Chemistry Honors		Course Description: The goals of this chemistry course are for students to learn the facts, formulas, and principles that compose the standard high school curriculum. Students will also understand the basic concepts underlying the facts, formulas, and principles. Students will develop critical-thinking and problem-solving skills, not only to use in chemistry but, by extension, to use in everyday life.	B or better in Biology Honors; concurrent enrollment in Geometry or higher.
Physics		Course Description: This course is directed toward the applied aspects of physics. Emphasis will be directed to the	Passing grade in freshman

		<p>application of major principles to everyday experiences. The following topics will be of major concern during the year: Forces and Motion, Energy and Heat, The Conservation Laws, Forces in Nature, Properties of Matter, Electrical Systems, Wave Motion, Sound and Light, and Atomic Energy. The course includes group discussion, films, labs and tests. "Hands-on" experiments will be emphasized; visual means for problem solving will be stressed.</p>	<p>and sophomore science courses; B or better in freshman and sophomore math courses; concurrent enrollment in Geometry or higher.</p>
Anatomy and Physiology		<p>Course Description: Anatomy and Physiology is a strenuous survey of the structure and function of the human body from the cellular level to the organism. This course also focuses on anatomical terminology, anatomical identification, and physiological process of human body systems. Students will engage in lab work, dissections, and research projects with an emphasis on the development of critical thinking and science inquiry skills. Some of the topics covered in class include cells, tissues, skeletal system, muscular system, and cardiovascular system.</p>	<p>C or better in freshman and sophomore science courses or teacher recommendation.</p>
Environmental Science		<p>Course Description: This course will show the connection between science, technology, and society. Students will apply prior scientific knowledge to current environmental issues and will become a better-informed citizen and decision-maker. Students will utilize critical, creative, logical and reflective thinking to relate global, national, and local issues to concepts they learn in the environmental science classroom.</p>	<p>None</p>
AP Biology		<p>Course Description: The AP Biology course covers topics typically found in a first-year college biology course and advances the student's understanding of concepts normally covered in high school biology. It provides a solid preparation for the AP Biology exam.</p>	<p>AP approval B or better in biology honors or higher; B or better in all science courses; qualifying math score and completion of Algebra II.</p>
AP Chemistry		<p>Course Description: The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Emphasis is placed on chemical calculations and the mathematical formulation of principles. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and</p>	<p>AP approval B or better in chemistry honors or higher; B or better in</p>

		the nature and the variety of experiments done in the lab.	Algebra II and higher.
AP Physics C: Mechanics		Course Description: This course is a college level course that uses advanced algebra and trigonometry as the primary tools for problem solving. The course covers topics in mechanics, waves, sound, light, electricity, magnetism, fluids, thermodynamics, optics, quantum theory, and nuclear physics.	AP approval B or better in physics; B or better in Calculus or concurrent enrollment.
AP Environmental Science		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.	C or better in biology and environmental science; C or better in Algebra II or higher; C or better in any chemistry..

SOCIAL SCIENCE / SOCIAL STUDIES

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
World History		In World History, students will study the development of human history from prehistory to present day. This course includes the political, economic, and cultural developments of all regions of the world, including Europe, Africa, Asia, and the Americas. Students will use a variety of sources, such as textbooks, primary sources, video, and internet to study four main themes: People, Cultures, and Civilizations; Nation Building and Development; Social Responsibility and Change; and International Relationships and Power.	
AP World History		The purpose of the AP World History course is to develop greater understanding of the evolution of	AP approval

		<p>global processes and contacts in different types of human societies. 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. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.</p>	
US History		<p>This course is one of the graduation requirements. U.S. history is designed to enable the students to gain an understanding of the effects of American History on American society. Topics covered include early exploration, colonial settlement, the Revolutionary War, the Civil War, Reconstruction, and the industrial Revolution of U.S. This course combines both a chronological and topical approach to history. It will meet all State of Nevada US and Nevada History Standards at the 12th grade level.</p>	
AP US History		<p>This course prepares students for Advanced Placement examination in American History. It will give students a thorough treatment of the fact as well as their significance, context, causes, and results. Besides essential, primary and factual information, this course also seeks to introduce students to a variety of major historical issues, types of historical evidence and interpretations. How to arrive at conclusion in historical events is also emphasized in this course.</p>	<u>AP approval</u>
US Government		<p>This course will offer students a better understanding of the functions of federal, state and local governments. It discusses topics such as participation in the political system, policy making, and contrasting economic and political systems. Current political, legal, and governmental issues are used to illustrate major points and refine student's understanding. Those issues include the administration of justice,</p>	

		foreign policy, and government's role in solving national economic problems.	
AP U.S. Government		This course will cover the scope of US Government from the basic structure to how politics influences government today. Strong emphasis is placed on analysis and writing skills needed for the free response section of the exam, including student research and classroom lecture/discussion to foster an understanding of the workings of government. Students will have a working knowledge of the American System, Politics of Public Policy, The Nature of American Democracy.	<u>AP approval</u>

ELECTIVES

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Introduction To Digital Arts		Course Description: Teaches students how to use Adobe Illustrator and to create and design as they would in a advertising agency. The students will learn how to design a logo and create a ad design as well as a advertising campaign that also brands the company. The students will primarily work in Illustrator with some details done in photoshop.	
Web Design and Development		Course Description: This course is designed to provide students with the basic principles of web-page development using industry accepted applications and coding techniques. Students design, execute, update, and modify websites. The appropriate use of technology is an integral part of this course.	
Speech and Debate 1		Course Description: Debate is rigorous yearlong elective course for High School students. This course will examine the art of argumentation and speech giving. Students will learn to construct an argument, write and deliver an effective speech, and avoid logical fallacies. Debate explores the different rhetoric styles and	

		how to use them effectively. Students will have the opportunity to participate in local, state, and national tournaments.	
Speech and Debate 2		Course Description: This Elective will provide instruction in the art of debate and speech. Students will continue to learn how to make intelligent and sound arguments, how to construct effective speeches, and how to deliver emotional interpretations of historical speeches and scripts. They will build upon the skills obtained in Speech and Debate 1 and continue to use them to communicate effectively. Speech and Debate 2 functions as a class for CASLV's competitive high school debate team. As such they will be required to compete in local, statewide, and national speech and debate tournaments.	Speech and Debate 1
Speech and Debate 3 & 4 H		Course Description: This Elective will provide instruction in the art of debate and speech. Students will continue to learn how to make intelligent and sound arguments, how to construct effective speeches, and how to deliver emotional interpretations of historical speeches and scripts. They will build upon the skills obtained in Speech and Debate 1 and Debate 2 and continue to use them to communicate effectively. Speech and Debate 3, 4 Honors functions as a class for CASLV's high school debate team. As such they will be required to compete in local, statewide, and national speech and debate tournaments. Students in the Honors Section must compete in both speech and debate events.	Speech and Debate 1, Speech and Debate 2
American Math Contest 10 (AMC 10)		Course Description: This course helps students prepare for the AMC 10, which is the first test in the series of contests that determine the United States team for the International Mathematics Olympiad. The class will consist of discussion of problems from past exams, as well as strategies for taking the test. The main purpose of the AMC 10 is to spur interest in mathematics and to develop talent through the excitement of solving challenging problems in a timed multiple-choice format. The problems range from the very easy to the extremely difficult. Students who participate in the AMC 10 should find that most of the problems are challenging but within their grasp.	

American Math Contest 12 (AMC 12)		<p>Course Description: This course helps students prepare for the AMC 12, which is the first test in the series of contests that determine the United States team for the International Mathematics Olympiad. The class will consist of discussion of problems from past exams, as well as strategies for taking the test. A special purpose of the AMC 12 is to help identify those few students with truly exceptional mathematics talent. Students who are among the very best deserve some indication of how they stand relative to other students in the country and around the world . The AMC 12 is one in a series of examinations (followed in the United States by the American Invitational Examination and the USA Mathematical Olympiad) that culminate in participation in the International Mathematical Olympiad, the most prestigious and difficult secondary mathematics examination in the world.</p>	
Math Applications		<p>Course Description: This course at the conclusion of the semester. This course builds on the concepts of algebra, geometry, and data analysis while solidifying and extending mathematical concepts, problem solving, and procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.</p>	
Music Production		<p>Course Description: In this course, a strong emphasis is placed in the following areas: Sectional rehearsals, private lessons and jazz, pop and classical ensembles. In addition, instruction in Music Theory, Composition, and Music History is made available to all the students. All the groups perform twice a year in the winter and spring concerts. These concerts are recorded and the CDs are sold for a nominal fee as a Music class fundraising effort. Music offers unique learning opportunities to explore individual creativity, artistic expression and a more in depth understanding of past and present cultures in our diverse world community. Music Production is offered in grades nine through twelve at the High School campus of the Coral</p>	

		Academy of Science. The program is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. A basic knowledge of written notation and musical terminology is recommended before taking this course; however, essential concepts will be briefly reviewed as they pertain to each unit. Instruction will be a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course will explore sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering.	
World Music		Course Description: Study and perform music representative of different parts of the world and how they relate to contemporary music.	
Spanish 1		Course Description: This course is an introduction to Spanish language and culture. Students will be able to converse in elementary Spanish, learn basic reading and writing skills, and will demonstrate knowledge of Spanish traditions and culture. Textbook: Realidades 1/1A/1B	
Spanish 2		Course Description: The course stresses a multi-faceted approach to a hands-on, student centered learning experience. There are many varied activities which permit the students to further develop language skills. The rich world of Hispanic culture is explored. This course is communicative and student-centered, which allows the student to experience everyday situations in which he/she will utilize the four basic skills of language learning. Videos, readings, and cultural units will further enhance the student's understanding of the Spanish-speaking world. Textbook: Realidades 2	Spanish 1
Spanish 3 H		Course Description: Prerequisite: Successful completion of Spanish II. This course allows students to use their critical thinking skills to make cross cultural comparisons as they continue to explore the Spanish speaking world.	Spanish 1, Spanish 2

		The focus is on achieving greater proficiency in listening, reading, writing, and speaking skills. This course stresses a multi-faced approach which enhances the student's learning experience. There are many varied activities which permit the students to refine the language skills they have already developed. The rich world of Hispanic culture is explored in depth. Textbook: Realidades 2, Adalente 3, online resources.	
French 1		French I is an introductory language course for students with limited to no prior knowledge of the French language. This course introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. The goal upon completion for students of French I is to achieve a novice level of usage as well as demonstrate cultural awareness by the end of year one.	
French 2		French II is a 2nd year course for students who have successfully completed French I or an equivalent course. This course builds on previously mastered fundamental skills of the French language within a cultural context. Emphasis is on the continued development of listening, speaking, reading, and writing skills. The goal upon completion for students of French II is to achieve an intermediate-mid to intermediate-high level of usage as well as expand on cultural awareness by the end of year two.	French 1
Turkish 1		Turkish 1 is designed for students who are interested in learning about other cultures and languages. In this course, basic conversational skills in the Turkish language will be introduced to students and they will develop an elementary level of speaking, reading and writing skills, basic grammar required for all skills will also be emphasized. All four skills reading-writing-listening and speaking will be embedded in the course through the semester. Class activities will mostly be based on a communicative approach to language teaching and some other classroom games, which are helpful in reviewing and memorizing new vocabularies.	
Turkish 2		Emphasis is on developing students' ability to	Turkish 1

		<p>listen and understand. Comparing to Level 1 there is more emphasis on grammatical accuracy. Nonverbal behavior and cross-cultural communication are taught implicitly through demonstration and interaction.</p> <p>Instructional emphasis is on developing the Basic Interpersonal Communication Skills (BICS) of the learner for him/her to acquire a basic conversational oral proficiency in Turkish and in the rudiments of reading and writing. Drill, dialogues, role-play, realia, and other items provide visual context for the language. At this level, fluency and communication are emphasized. The instructor begins to assist students in correcting their own grammatical errors.</p>	
Turkish 3 H		<p>The students who complete this level learn many complex phrases and they begin to use them in their conversation. During the lessons at this stage, short newspaper articles are examined. The students are able to discuss and talk about difficult topics</p>	Turkish 2
Turkish 4 H		<p>The students who complete this level are able to speak extremely fluently about any topic. Also they are able to write their opinions and ideas on any subject using the correct rules of writing. At this level, some short stories are also studied in addition to newspaper and magazine articles.</p>	Turkish 3H
PLTW: Intro to Engineering Design		<p>Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p> <p>Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical</p>	

		standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.	
PLTW: Civil Engineering and Architecture		<p>Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p> <p>Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.</p>	
PLTW: Principles of Biomedical Science		<p>The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how</p>	

		<p>the development of disease is related to changes in human body systems. The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p>	
PLTW: Human Body Systems		<p>In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p>	
Yearbook 1		<p>This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production</p>	<p>Teacher pre-approval</p>
Yearbook 2		<p>This course is designed to further develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn to edit and</p>	<p>Yearbook 1</p>

		teach others in the principals of yearbook production, writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.	
MS/HS Science Olympiad		This science elective class will prepare students for the Science Olympiad Regional Competition. Students will study for life, earth, chemistry, and physics events, as well as participate in building and nature of science events. Students should be motivated and self-starters who have a keen interest in science.	Qualifying GPA and teacher recommendation
Fine Arts Honors		Fine Art Honors develops artistic skill in drawing and painting. Students have many opportunities for Scholastic Scholarships as well as contests for money. The contests are Local, National and International. There are and array of materials to learn about and use in the classroom	
AP Studio Art		AP Studio Art is a College Board certified class that gives a srt student the opportunity to earn credits for their future. Course requirements include completing a 12 piece concentration and 12 breath pieces that show growth. This is an excellent course for artists wishing to further their artistic voice.	<u>AP approval</u>
P.E. 1		This required course, primarily for ninth graders, is aimed at the development of the student through individual and team sports by helping the student to grow physically and socially in accordance with social standards. Physical fitness will be stressed throughout the program.	
P.E. 2		This required course is aimed at the further development of the student through individual and team sports by helping the student grow physically, mentally, and socially in accordance with social standards. It is required unless a P.E. waiver is obtained. Physical fitness will be stressed throughout the program.	<u>PE.1</u>
AP Seminar		AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts,	<u>AP approval</u>

		and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.	
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AP Research		AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address their research question. In the AP Research course, students build upon skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address their research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an Academic Paper of approximately 4000–5000 words and a Presentation with an Oral Defense.	<u>AP approval</u>
AP Microeconomics		The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.	<u>AP approval</u>
AP Macroeconomics		The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.	<u>AP approval</u>

AP Human Geography		The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.	<u>AP approval</u>
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