

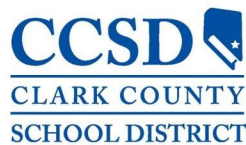
# Central Technical Training Academy Course Catalog 2024-2025



**Central Technical Training Academy | 1725 South Maryland Parkway, Las Vegas, NV 89104  
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Clark County School District | 5100 W Sahara Ave, Las Vegas, Nevada 89146

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# SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at:

<https://ccsd.net/district/calendar/>

## PATHWAY TO GRADUATION FOR STUDENTS

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

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

## CORE ENROLLMENT EXPECTATIONS

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

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

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

SOURCES: NRS 389.018, Nevada Board of Regents, Nevada Treasurer's Office

## **TESTING**

### **Required: College and Career Readiness Assessment**

The College and Career Readiness Assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year. Some colleges/universities will use an ACT score for placement in college courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

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

SOURCE: CCSD Regulation 5127, NRS 390.610

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

The ACT NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates because it is a valid predictor of job performance. Students that earn a Silver or above for the ACT NCRC credential will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

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

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

### **Optional: SAT**

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

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

## PSAT/NMSQT

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

## DIPLOMA TYPES

### Diploma Types

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

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

(b) Additional College and Career Ready Diploma requirements:

- One (1) of the mathematics credits must be Algebra II or higher, and
- Proficiency in two languages, or two (2) credits in: AP\* courses, IB\* courses, Dual

Enrollment/Dual Credit courses, a CTE\* program of study, Work-Based Learning courses, or a world language course, and

- Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

- (c) Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA\* instead of the ACT. This diploma is included in a school's graduation rate, and students remain eligible for IDEA\* services until their 22nd birthday.
- (d) CCSD students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma or the World History/Geography credit for the other diplomas.
- (e) Flex Credits are: a 2nd or 3rd year CTE\* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

A district approved computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

Beginning with the Cohort of 2024, the maximum weighted GPA\* that can be earned is 4.950. This is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

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

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents, Senate Bill 200, 2017

## ***GRADE PLACEMENT***

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

SOURCE: CCSD Regulation 5123

# **ACADEMIC PLANNING**

## ***ACADEMIC PLANS***

Each Grade 9 student must have an approved four-year academic plan in Infinite Campus by the end of the 1st semester. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school, and must be aligned to a specific diploma type. The plan may also include, without limitation, the designation of a career pathway and enrollment in Dual Enrollment, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

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

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

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

SOURCES: NRS 388.205, CCSD Regulation 5127, AB 117

## ***PROGRAMS AND PROGRESS***

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

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

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

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

- In the Portal, use the **Progress Report** to monitor progress toward specific Graduation or Academic Programs.
- To view this report in Campus Parent or Campus Student, go to **Documents > Other > Academic Plan Progress Report**. Choose the plan you would like to review from the drop down menu.

## ***REQUIRED HIGH SCHOOL ACADEMIC LOAD***

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

- Grade 9, 10, and 11 students must be enrolled in at least six periods at the school of full-time enrollment.
- Grade 12 students who **are not** college and career ready\* must be enrolled in at least six periods at the school of full-time enrollment.
- Grade 12 students who **are** college and career ready\* must be enrolled in at least four periods at the school of full-time enrollment.

\* The Nevada Department of Education established the criteria for college and career readiness. Please see your

school counselor for details, or review the Nevada Department of Education [AB 7 & AB 117 FAQ](#).

SOURCES: NAC 387.345, AB 7

## ***EARLY GRADUATION***

Students who complete all graduation requirements for their cohort year may graduate early with approval from the school of full-time enrollment. Please contact your school counselor with specific questions.

## ***SCHEDULE CHANGES***

To ensure students receive the required amount of instruction to earn credit, schools may only change courses until a predetermined specific date each semester, as determined by the school schedule. The school will communicate with students and their families about these deadlines. Please contact your school counselor with questions.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines.

A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of instruction, excluding passing periods.

SOURCE: NAC 389.040

## ***EARNING CREDIT***

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

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

SOURCE: NAC 389.040

### **Internal Credit**

Students are enrolled in courses at their school of full-time enrollment to earn the majority of the credits needed for graduation. Your high school has a list of all the courses being offered for



internal credit in this catalog. That list contains core subject areas and elective courses. Additional internal credit examples are listed below.

### **High School Credit Taken in Middle School**

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

- Algebra I
- Geometry Honors
- A Foreign Language

### **Honors and College-Level Course Offerings**

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

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

SOURCE: CCSD Regulation 5127

### **Career and Technical Education (CTE)**

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

#### **Dual Enrollment**

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

#### **CTE College Credit**

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

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

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

### **Credit by Exam (CBE)**

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

#### **CBE Policies**

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

### **External Credit**

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

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

#### **Dual Credit**

Students take coursework outside of the regular school day from an approved and accredited college/university. There is typically a cost.

### **Community Service**

0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max).

### **Educational Travel Credit**

0.5 elective credit will be granted for a 21-day educational trip/tour (1.0 credit for 42 days). Students are required to submit a log with general descriptions of sites visited detailing items of interest, the student's reactions, and photographs of the student at the sites. A parent or guardian may sign logs for educational travel credit supporting documentation.

### **Enrichment Program**

Elective credit will be granted for successful completion of academically accelerated coursework at accredited institutions.

### **Online/Correspondence Course**

High school credit will be granted for high school coursework completed at accredited institutions.

### **Music Equivalent Credit**

High school credit will be granted for private music lessons. A student is limited to 0.5 credit for each school year (1 credit max). The instructor must be certified, or demonstrate membership in one of the following organizations: The National Association for Music Education, The American Music Teachers Association, The Music Teachers National Association, The Suzuki Music Teachers Association, or a faculty member at a college, university, or school of the arts.

### **Concurrent Credit**

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

### **Physical Education Exemption**

Nevada Administrative Code (NAC) [389.488](#) specifies that a school district may exempt a student's physical education requirement under certain conditions, including the following:

- Physical or mental condition and the request is supported by a written statement from a physician;
- Religious belief and the request is supported by a written statement from the pupil's parent or guardian;
- Enrollment in the Reserve Officer Training Corps;
- Intended enrollment in a program which is comparable to the course in physical

- education;
- A school district shall exempt a pupil from not more than one credit in physical education if the pupil participates in interscholastic athletics, on a drill team, in a marching band, in a dance group or on a cheerleading squad.

## ***STUDENT-ATHLETES***

### **Physical Education Exemption**

An exemption for 1.0 credit of Physical Education shall be granted if a student actively participates in a school-sponsored activity for 120 hours in interscholastic athletics, on a drill team, in a marching band, in a dance group, or on a cheerleading squad.

SOURCE: NAC 389.488

### **CCSD Athletic Eligibility Requirements**

#### **Transfer Rules**

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

#### **Age Limitations**

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

#### **Physical Examinations**

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

#### **Residency Rules**

- Students are only eligible at the school located in the attendance zone in which their

parents or legal guardian resides.

- A student living with a legal guardian must be approved through the CCSD Athletic Department.
- Falsification of any documents or being dishonest regarding your residency may result in ineligibility for 360 school days (2 years).

### **Academic Requirements**

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

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

### **NCAA Initial Eligibility Requirements**

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

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

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

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

1. Complete 16 core courses:
  - a. Four years of English
  - b. Three years of math (Algebra I or higher)
  - c. Two years of natural/physical science (including one year of lab science if the high school offers it)
  - d. One additional year of English, math or natural/physical science
  - e. Two years of social science
  - f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.
3. Earn at least a 2.300 GPA in core courses.

SOURCE: <http://www.ncaa.org/student-athletes/play-division-i-sports>

## POSTSECONDARY OPTIONS

### ***NEVADA UNIVERSITY ADMISSIONS***

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

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

**and**

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

### ***FOUR-YEAR COLLEGE OR UNIVERSITY***

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

### ***PUBLIC COMMUNITY COLLEGE***

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

## ***PRIVATE JUNIOR COLLEGE***

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

## ***CONTINUING EDUCATION CLASSES***

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

## ***LIFE SKILLS TRAINING PROGRAMS***

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

## ***APPRENTICESHIPS***

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

## ***CAREER, VOCATIONAL, OR TECHNICAL EDUCATION***

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

## ***JOB CORPS***

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

## ***CITY YEAR AND AMERICORPS***

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

## **MILITARY**

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

## **NEVADA SCHOLARSHIPS**

### **MILLENNIUM SCHOLARSHIP**

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

### **NEVADA PROMISE SCHOLARSHIP**

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

### **PUBLIC EDUCATION FOUNDATION**

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



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

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

## NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

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

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

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

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

- computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

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

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

## **NON-DISCRIMINATION AND ACCESSIBILITY NOTICE**

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

Not all courses listed in this catalog will necessarily be offered. The school master schedule is derived from student academic plans, which are developed with input from students, parents, and counselors, as well as from staffing allocations and other building resources. If, during registration, too few students select a course, it will be canceled, and those students will be rescheduled into alternate courses. Additionally, classes have a limited number of seats. If an elective course fills and no seats are available, a student will be assigned to an alternate elective course. With this in mind, students are encouraged to select alternate courses that are appropriate for their ability level and area of interest. If no alternate electives are selected, then a student may be placed in an elective where a seat is available.

## COURSE DESCRIPTIONS

### **CAREER AND TECHNICAL EDUCATION**

Students will be scheduled into a primary CTE program course; students may participate in a secondary CTE program as long as space allows.

#### **BUILDING TRADES IN CONSTRUCTION TECHNOLOGY I**

This one-year course introduces students to the construction industry. A hands-on approach will provide students with an understanding of the construction industry, which includes safety, blueprint reading, finish carpentry, framing, fundamental design techniques, identifying material properties and hardware, and applying basic principles of plumbing, electrical and manufacturing processes. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved Spring 2022. *This course requires a course fee of \$60 to cover the cost of CTSO (Skills USA) membership.*

#### **BUILDING TRADES IN CONSTRUCTION TECHNOLOGY II**

This one-year complete course is designed for students who have successfully completed Building Trades in Construction Technology I. Areas of emphasis include the use of power tools, fundamental design techniques, manufacturing processes, framing systems and exterior finish applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2022. *This course requires a course fee of \$60 to cover the cost of CTSO (Skills USA) membership.*

## **BUILDING TRADES IN CONSTRUCTION TECHNOLOGY ADVANCED STUDIES**

This one-year course provides students who have achieved all content standards in Construction Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. During the 2024-2025 school year, this course will focus on engineering design principles. Areas of emphasis include mechanisms, energy, statics, materials, and kinematics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

## **ADVANCED MANUFACTURING I**

This introductory year-long course is designed to introduce students to advanced manufacturing skills including measuring techniques, mathematical operations, 3D modeling, and materials used in manufacturing. Areas of emphasis include fundamentals of power systems, use of robotics in advanced manufacturing, control devices and manufacturing processes. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. *This course requires a course fee of \$40 to cover the cost of CTSO (Skills USA or TSA) membership.*

## **ADVANCED MANUFACTURING II**

This completer year-long course is designed for students who have successfully completed Advanced Manufacturing Technologies I. Areas of emphasis include the use of power systems, control devices, sensors, actuators, and programmable logic controllers. Manufacturing processes will be demonstrated along with the use of robotics in advanced manufacturing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved April 2023.

## **MANUFACTURING TECHNOLOGY ADVANCED STUDIES**

This one-year course provides students who have achieved all content standards in Mechanical Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. During the 2024-2025 school year, this course will focus on engineering design principles. Areas of emphasis include mechanisms, energy, statics, materials, and kinematics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

## **ENGLISH**

**Students are required to take four years of English. The following English courses are available at Central Tech. Additional course options may be available through NVLA and/or Morris. Credit Recovery options will be offered through APEX.**

### **ENGLISH 11**

This one-year course (*Composition and Themes in American Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media is a part of this course. This course fulfills one of the English credits required for high school graduation.

### **ENGLISH 11 H**

This one-year course (*Composition and Themes in American Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **ENGLISH 12**

This one-year course (*Post-Secondary Composition and Universal Themes in Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on

refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

## **ENGLISH 12 H**

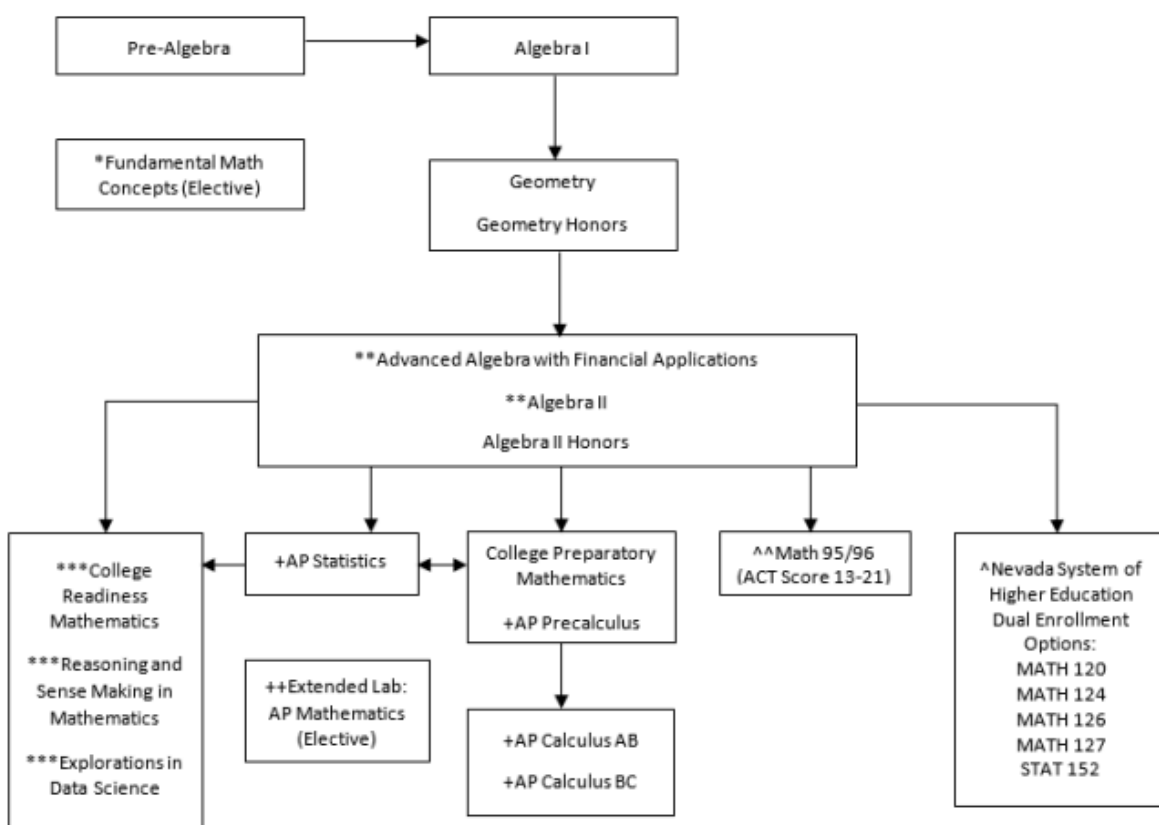
This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

## MATHEMATICS

Math courses will be determined based upon previous math coursework. Additional course options may be available through NVLA and or Morris. Credit Recovery options in mathematics will be offered through APEX.



### Clark County School District High School Mathematics Course Flowchart 2024–2025 School Year



## ALGEBRA II

This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including



appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2022

## **ALGEBRA II H**

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

## **AP PRECALCULUS**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Precalculus examination. This college-level curriculum is focused on the exploration of functions modeling dynamic phenomena, providing students the opportunity to develop a deep conceptual understanding of functions and their graphs. The students apply mathematical practices to study a broad spectrum of function types, including polynomial, rational, exponential, logarithmic, trigonometric and polar functions, as well as functions involving parameters, vectors, and matrices. This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for college-level Calculus, as well as provide a grounding for other mathematics and science courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Students who take this AP course are expected to take the AP Exam in May. (Approved Fall 2022)

## **COLLEGE READINESS MATHEMATICS**

This one-year course is targeted for seniors who have expressed an interest in post-secondary college/career studies but who, in 11th grade, scored at a level deemed “not yet ready for college mathematics.” It is designed to provide the constructs and experiences that will allow such students to “re-certify” by the end of 12th grade (or prior to entering college) that they are eligible to be placed in credit-bearing gateway mathematics courses during their first semester of college. The course revisits and expands the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Mathematics concepts are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2022

#### **DUAL ENROLLMENT MATH 95**

ELEMENTARY ALGEBRA: course in the fundamental operations of real numbers, solving linear equations in one variable, graphing linear equations in two variables, solving linear systems in two variables, and performing basic operations on polynomials. Intended to provide a basic foundation for future mathematics needed in fields of business, economics, engineering and related fields. \*\*Course completion with a "C" or above serves as a placement requirement for MATH 120 or higher, it DOES NOT satisfy the math component of a NSHE college degree or certificate program. \*\* This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. *Dual enrollment course fees are \$75 per semester.*

#### **DUAL ENROLLMENT MATH 96**

INTERMEDIATE ALGEBRA: Topics include factoring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, graphs and applications. \*\*Course completion with a "C" or above serves as a placement requirement for MATH 126 or higher, it DOES NOT satisfy the math component of a NSHE college degree or certificate program. \*\* This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. *Dual enrollment course fees are \$75 per semester.*

#### **DUAL ENROLLMENT MATH 120**

Prereq: ACT (Math) score of 19 or C or better in Math 95

FUNDAMENTALS OF COLLEGE MATHEMATICS: Sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic,

exponential and logarithmic functions. Emphasis on problem solving and applications. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. *Dual enrollment course fees are \$75 per semester.*

#### **DUAL ENROLLMENT MATH 126**

Prereq: ACT (Math) score of 22 or C or better in Math 96

This one-year course provides students with a rigorous study of Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. *Dual enrollment course fees are \$75 per semester.*

#### **GEOMETRY**

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

## **SCIENCE**

**During 11th grade, students will take Physics or Physics Honors. Additional course options may be available through NVLA and/or Morris. Credit Recovery options for science will be offered through APEX.**

### **PHYSICS**

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. The topics covered in Physics include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

### **PHYSICS H**

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

## ***SOCIAL STUDIES***

**U.S. History, American Government, and Economics & Financial Literacy courses are requirements for graduation. Additional course options may be available through NVLA and/or Morris. Credit Recovery options will be offered through APEX.**

### **U.S. HISTORY**

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

### **U.S. HISTORY HONORS**

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. History credit required for high school graduation. Revised November 2018.

### **AMERICAN GOVERNMENT**

This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation. Approved Fall 2022

## **AMERICAN GOVERNMENT H**

This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation. Approved Fall 2022

## **ECONOMICS AND FINANCIAL LITERACY**

This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation. Approved Fall 2022

## **ECONOMICS AND FINANCIAL LITERACY H**

This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation. Approved Fall 2022

## ADVANCED PLACEMENT AND DUAL ENROLLMENT COURSES

During the 2024-2025 school year, Central Tech will be offering multiple opportunities for students to take advanced coursework, including Advanced Placement (AP) and dual enrollment courses. Additional course options may be available through NVLA and/or Morris.

[Click here](#) to learn more about the benefits, including the financial savings, of AP and dual enrollment courses.

| Advanced Placement (AP) Courses @ Central Tech   | Dual Enrollment Courses @ Central Tech                                                                                                                                                                                                                         |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AP Computer Science Principles<br>AP PreCalculus | ALS 101 (Spring Semester)<br>COM 115 (Fall Semester)<br>CADD 100 (Spring Semester)<br>MATH 95 (Fall Semester)<br>MATH 96 (Fall Semester)<br>MATH 120 (Spring Semester)<br>MATH 126 (Spring Semester)<br>MT 102 B (Fall Semester)<br>MT 108 B (Spring Semester) |

### AP COMPUTER SCIENCE PRINCIPLES

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

### DUAL ENROLLMENT ALS 101 - COLLEGE SUCCESS

COLLEGE SUCCESS: Learn strategies for mastering academic and life success. Course topics include change, goal setting, money, time/priority management; test preparation, note-taking, memory techniques; relationships, communication, listening, wellness, diversity and personal responsibility. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. *Dual enrollment course fees are \$75 per semester course.*

### **DUAL ENROLLMENT CADD 100 - INTRO TO COMPUTER AIDED DRAFTING**

Students will be introduced to the basic operation of a CADD workstation using AutoCAD software in a Microsoft Windows environment to produce two dimensional drawings. Students that register for this class should have a strong knowledge of computer file management and a concept of drafting. *Dual enrollment course fees are \$75 per semester course.*

### **DUAL ENROLLMENT COM 115 - APPLIED COMMUNICATION**

This course emphasizes improving oral and written communication skills in the workplace, including organizational networks, interviewing, presentations, listening and groups. Culture and personality are analyzed. *Dual enrollment course fees are \$75 per semester course.*

### **DUAL ENROLLMENT MT 102B - FUNDAMENTALS OF ELECTRICITY**

This course addresses fundamentals of constructing electrical circuits, measuring their predictable parameters, using measuring instruments and materials needed to maintain and repair electrical systems. Students in this course should have a working knowledge of algebra. *Dual enrollment course fees are \$75 per semester course.*

### **DUAL ENROLLMENT MT 108B - FLUID POWER (PNEUMATICS, HYDRAULICS, INSTRUMENTATION)**

This course presents the theoretical basis for hydraulic and pneumatic circuitry. Attention is given to circuit components and how they work. Assembly, disassembly and troubleshooting is emphasized. *Dual enrollment course fees are \$75 per semester course.*



## **ADDITIONAL COURSES**

Students are required to take a full load of courses, spanning the full instructional day, 8 am to 3 pm. Seniors may be eligible for a reduced load of four classes through merit or good cause. Students who have not filled their instruction day with core and CTE courses will be enrolled in one or more of the following elective courses. Additional course options may be available through NVLA and/or Morris.

### **APPLIED OFFICE PRACTICE**

This one-year course is designed to provide the student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course fulfills one of the elective credits required for graduation.

### **CONTEMPORARY PROBLEMS**

This one-year course examines the political, social, and economic issues and implications developed during the current year. Students evaluate current events from a variety of perspectives and analyze effects on society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

### **EMPLOYABILITY SKILLS**

This one-year course provides students with employability skills for career readiness. Topics include leadership, self-development skills, and professional-knowledge necessary to be successful in the workplace. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

## **GUIDANCE**

This one-year course is designed to increase academic success among students identified as at-risk by exhibiting at least one of the following characteristics: excessive absences, poor academic grades, low self-esteem, and/or multiple discipline referrals. This course can be taught in numerous ways to meet the state guideline of 120 hours of instruction. The class can be offered in one of the following ways: As a one-period elective during the regular school day. As a late- or early-bird class. As a combination class of after school and Saturday's with guided activities and documented seat time. As a one-on-one individualized class with guided activities, written/oral reports, and a contract. This course will fulfill one of the elective credits required for graduation.

## **HISTORY OF POP MUSIC**

This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. *Revised Spring 2022.*

## **PERSONAL LEADERSHIP (Student Council)**

This one-year course will give students the opportunity for self-improvement through leadership and character development. Students will begin to discover and develop self-discipline, teamwork, and cooperation. Students will be offered a variety of opportunities, in and out of class, to serve in a leadership position by participating in school service projects that will encourage confidence to lead and participate in small groups. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## **JUNIOR STUDIES**

This one-year course is designed for eleventh grade students to prepare them for the world of work and post-secondary education. Emphasis will be placed on the employment process and employability skills during the first semester. Preparing for college entrance exams, application processes, financial aid and a focused personal plan for post secondary training or education will be emphasized during the second semester. This course will fulfill one elective credit required for high school graduation.

## **PSYCHOLOGY**

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

## **PUBLICATIONS I**

This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for graduation and may be repeatable.

## **SCHOOL RELATED WORK EXPERIENCE (Cafeteria)**

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

## **STUDENT AIDE**

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.

## **WORK-BASED LEARNING CREDIT OPPORTUNITIES**

Students wishing to earn high school credit for work experience should talk to their counselors about course options. In order to earn credit, students need to complete the required hours and submit the supporting documentation ([Student Work-Based Learning Application](#), [Education Training Agreement](#), [Employer Work Experience Report](#)).

### **COOPERATIVE WORK EXPERIENCE**

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

### **EXPLORATORY WORK EXPERIENCE**

This one-year course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students must be employed in a paying position. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

### **INTERNSHIP**

This one-semester course provides work-based learning experiences for students focusing on a specific career cluster. Students spend time in the classroom and at the internship site. Internships can be paid or unpaid work experiences of at least 60 hours in length. To receive credit for this course, students must fulfill all classroom and internship worksite requirements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one-half elective credit for high school graduation and may be repeated for one additional semester for a total of one credit.