

## High School Science

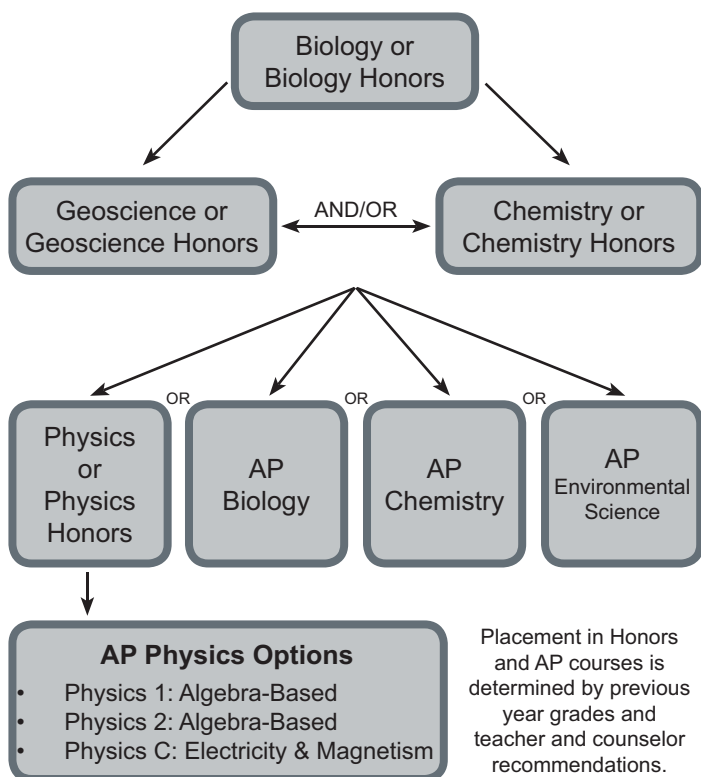
In high school, the NVACS for Science based on the Next Generation Science Standards (NGSS) provide opportunities for the students in the Clark County School District to excel in the Science, Technology, Engineering, and Mathematics (STEM) fields of study; to become college and/or career ready; and to improve on nationally-normed exams and District assessments.

The Nevada State Board of Education adopted the revised NVACS for Science based on the NGSS in June 2014.

The emphasis of the NGSS is a focused and coherent progression of concepts from grade to grade, allowing for a dynamic process of building knowledge throughout a student's entire K-12 science education.

For the 2016-2017 school year, the NVACS for Science are fully implemented in Biology/Biology Honors, Geoscience/Geoscience Honors, and Chemistry/Chemistry Honors.

### High School Science Course Sequence



#### For more information:

Literacy and Language Development Department  
702-855-9770

Mathematics Department  
702-799-5398

Science Department  
702-799-2348

# High School 2016-2017

Your child's achievement is a partnership between you and your child's teacher. Below is information about the CCSD English Language Arts, Mathematics and Science high school curriculum resulting from the ongoing implementation of the Nevada Academic Content Standards (NVACS). The NVACS are the foundation for curriculum design; instructional practice; and formative, interim, and summative assessments used at the State and local levels.

## High School Mathematics

As part of the 21st Century Course of Study expectations, students are expected to complete four units of mathematics. Mathematics instruction is based on the NVACS for Mathematics. The following is the mathematics course sequence for ninth through twelfth grade.

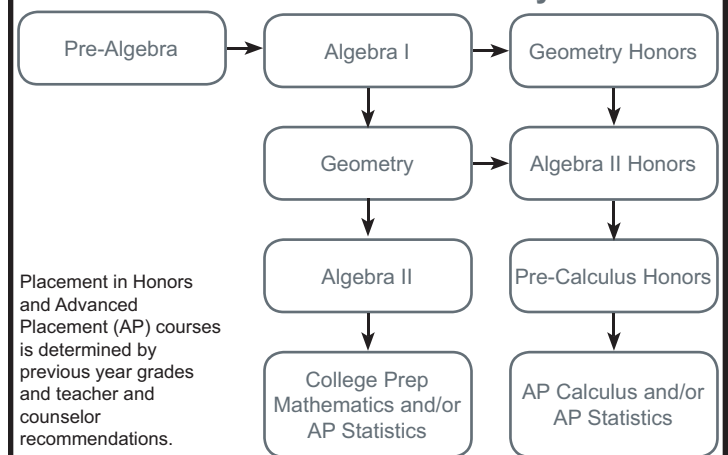
**Algebra:** This course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. This course is based on the NVACS and is intended to prepare students for the Math I End of Course exam.

**Geometry:** This course provides students with a rigorous study of transformational geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. This course is based on the NVACS and is intended to prepare students for the Math II End of Course exam.

**Algebra II:** This primary goal of this course is to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, radical, exponential, logarithmic and trigonometric functions and statistics. Connections to other areas of mathematics and application to other disciplines are integrated into the course.

**Fourth Year Mathematics:** The fourth year of mathematics could include courses such as Topics of Modern Mathematics, College Preparatory Mathematics, Precalculus (H), Advanced Placement Statistics, or Advanced Placement Calculus.

### High School Mathematics Course Sequence for the 2016 Cohort and Beyond

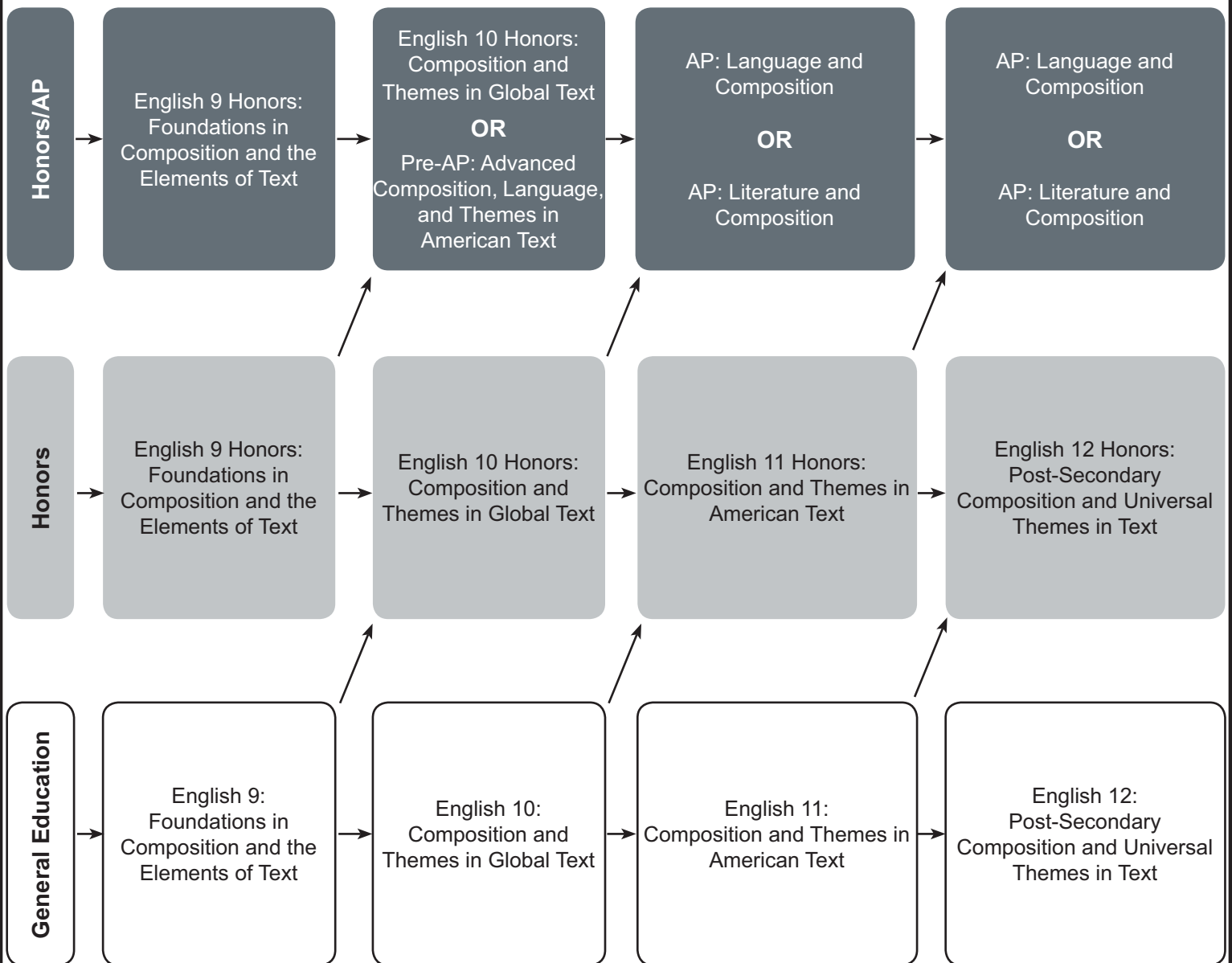


# High School English Language Arts

In high school, the NVACS specify the literacy skills required for college and career readiness in multiple disciplines. Literacy standards for high school are predicated on teachers in English, history, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and using academic language in their respective fields. The standards provide a vision of what it means to be literate in the twenty-first century. To prepare students for college and career readiness expectations, the District recommended a course sequence and emphasized student-centered instruction in grades 9–12.

In high school, the NVACS emphasize the importance of reading both literary and informational texts with a ratio of 30% literary and 70% informational by 12th grade. Because the NVACS for English emphasize greater attention on a specific kind of informational text - literary nonfiction - the reading of informational text must occur in other content areas (science, history, and electives) to ensure that 70% of student reading across grade level is informational text.

## High School ELA Course Sequence



Placement in Honors and AP courses is determined by previous year grades and teacher and counselor recommendations.