

# Spanish Springs High School

“Success through Scholarship, Honor, and Spirit”



## 2020-2021 9<sup>th</sup> Grade Course Catalog

**COURSES/FEEES SUBJECT TO CHANGE**

**SEE ON-LINE CATALOG FOR LATEST INFORMATION**

**This is a abbreviated version of the course catalog specific to 9<sup>th</sup> grade students- speak with your counselor for courses not listed in this catalog**

[www.washeschools.net/spanishspringshs](http://www.washeschools.net/spanishspringshs)

Click Academics, Counseling/Course Selection, Course Catalog



**Washoe County School District**

**Every Child, By Name And Face, To Graduation™**

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**WASHOE COUNTY SCHOOL DISTRICT MISSION STATEMENT**

To creating an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

**SPANISH SPRINGS HIGH SCHOOL ADMINISTRATION**

Tammy Hart – Principal

Wendy Hawkins – Assistant Principal

David Kitchin – Assistant Principal

Silvia Marin – Assistant Principal

Jason Urmston – Assistant Principal

Erin Howley – Dean of Students

## **DEPARTMENT LEADERS**

Counseling – Dana Hamilton  
English – Nicole Marvin  
Fine Arts – Ricky Hutton  
HSROTC – Blaine Wales  
Library – Elizabeth Hefner  
Mathematics – Brandon Leach  
Career and Technical Education – Amber Calonico  
PE/Health – Jaclyn Jones  
Science – Jennifer Banks  
Social Studies – Wendy Miller  
Special Education – John Calonico  
World Languages – Jennifer Blakely

## **ATHLETIC DIRECTOR**

Art Anderson

## **COUNSELORS**

(Distributed based on last name)

Dana Hamilton A- Carp  
Angie Goss Carr-Frak  
Lara Dreelan Fran-Inf  
Niki Harris Ing-Maso  
Loni Romo Mass-Pere  
Gary Pregal Perk-Simm  
Tarin Meyers Simp-Z

## **SPANISH SPRINGS HIGH SCHOOL MISSION STATEMENT**

Through academic rigor and support, all students will have opportunities to optimize their potential for growth and to be college and career ready upon graduation.

## **BELIEF STATEMENTS**

- Students need to: collaborate, use technology for learning, solve real world problems, think innovatively, and construct new knowledge for the 21<sup>st</sup> century.
- Teachers, administrators, counselors, support staff and guardians are essential partners in a student's overall success.
- Instruction needs to be differentiated to engage and meet the needs of every student.
- Students need skills in self-management, self-awareness, social awareness, tolerance and responsibility.

- Learning stems from students being present, prepared and actively involved in the school community.

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Disclaimer: This document contains references to Board Policies and other documents pertaining to the rules and regulations of the Washoe County School District (WCSD). The District reserves the right to revise any of these documents during the course of the school year. For the current version of any of these documents, please check the District's website at [www.washoeschools.net/Policy](http://www.washoeschools.net/Policy).

### **THE 20-21 SCHOOL YEAR CALENDAR**

School begins for high school students on August 10, 2020. For all other important dates, please refer to the 20-21 Balanced Calendar posted on the District website at: <https://www.washoeschools.net/Page/12858>

### **THE HIGH SCHOOL COURSE OF STUDY**

Nevada Revised Statute (NRS) 389.018 describes the course of study in which all students will automatically be enrolled in:

- 4 years of English
- 4 years of mathematics, including algebra 1 and geometry
- 3 years of science, including two laboratory courses; and
- 3 years of social studies, including American government, American history and world history or geography).

Exceptions: Per NRS 389.018 and Board Policy 6600, students may be granted exceptions on a limited, case-by-case basis. Exceptions may be granted under the following conditions:

1. A special education student exempted via the IEP process.
2. A student who has transferred into a WCSD high school as a junior or senior and cannot earn the 4<sup>th</sup> mathematics or 3<sup>rd</sup> science credit during the school year in their remaining school years before graduation. Determination of whether a student can earn the 4<sup>th</sup> mathematics and/or 3<sup>rd</sup> science credit will be made jointly in a conference with the student, parent, counselor, and principal or assistant principal within 10 days of enrollment.
3. If the student, the parent or legal guardian of the student and an administrator or a counselor at the school in which the student is enrolled mutually agree to a modified course of study for the student and that modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.

### **REQUIRED NUMBER OF CLASSES**

With the High School Course of Study, all students are automatically enrolled in a full academic load. Part-time enrollment is not allowed. Only seniors who are on track for an Advanced Diploma and receive an exemption for merit or who receive an exemption for cause may take a minimum 2/3 of the academic load (rounding up to the nearest whole class). All students are encouraged to take advantage of the numerous educational opportunities available to them during high school.

### **CREDITS**

Most classes award one-half (.5) 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 a passing grade, and have taken the final examination. Students who withdraw from a class after the 11<sup>th</sup> week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three weeks after the beginning of the next semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

## REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

Course Title	WCSD Standard (2019-2021 grads)	WCSD Standard (2022 + grads)	State Advanced	State College and Career Ready	WCSD Honors
English	4.0	4.0	4.0	4.0	4.0
Math ( <i>Must include Algebra 1, Geometry &amp; Algebra 2 or equivalent</i> )	3.0	3.0	4.0	4.0	4.0 <sup>Δ</sup>
Science	2.0	2.0	3.0	3.0	3.0 <sup>†</sup>
American Government	1.0	1.0	1.0	1.0	1.0
U.S. History	1.0	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	1.0	1.0	1.0
PE/HSROTC	2.0	2.0	2.0	2.0	2.0
Arts/Humanities/CTE/HSROTC 5-6/7-8	1.0	1.0	1.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	2.0*
Electives	6.5	6.0	6.0	6.0	4.0
Flex Credit**	-0-	1.0	-0-	-0-	-0-
<b>TOTALS</b>	<b>22.5</b>	<b>23.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>
# of Honors Courses					<b>8</b>
Required Cumulative GPA			3.40 (no rounding)	3.41 (no rounding)	3.40 on a 4.0 scale (no rounding)

<sup>Δ</sup> Algebra 1; Geometry; Algebra 2 (or their equivalents); plus 1 or more math classes beyond Algebra 2

<sup>†</sup> Two credits must be in Biology, Chemistry, or Physics

\* Two credits in the same world language

\*\* Flex credits can be: a 2<sup>nd</sup> or 3<sup>rd</sup> year CTE completer course in one program of study, 4<sup>th</sup> year of mathematics or 3<sup>rd</sup> year of science

## NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

In order to graduate from a Nevada high school with a Standard, Advanced, College and Career Ready or Honors diploma, a student must participate in the Nevada State high school assessments prescribed by law as diploma requirements for their respective graduating class.

Students who entered high school in the fall of 2012 and thereafter must participate in the College and Career Readiness assessment pursuant to Nevada Revised Statutes 390.600 and 390.610 as prescribed by the Nevada State Board of Education. Students will take this assessment during their junior/11<sup>th</sup> grade year. For the 2020-2021 school year, this assessment is the ACT exam.

Beginning with school year 2019-2020, all graduating students must participate in a civics examination pursuant to Nevada Revised Statute 389.009. Most students will take the civics examination as part of the U.S. History or Government course.

### **TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS**

**WCSD Standard Diploma (2019-2021 cohorts):** This student will have completed a minimum of 22.5 credits with all requirements met and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

**WCSD Standard Diploma (2022 and beyond cohorts):** This student will have completed a minimum of 23 credits with all requirements met and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

**Advanced Diploma:** This student will have completed a minimum of 24 credits, including all requirements for a standard diploma plus one additional credit of science (total 3 credits) and one additional credit of math (total 4 credits) with a minimum of 3.25 cumulative GPA, weighted or unweighted (no rounding) including all credits applicable toward graduation, and will have taken the College and Career Readiness assessment prescribed by the State as a diploma requirement for their respective graduating class.

**College & Career Ready Diploma:** This student will have completed a minimum of 24 credits for an Advanced Diploma and demonstrated the following:

1. Proficiency in speaking not less than 2 languages or have earned not less than two credits in one or more of the areas below:
  - a. Advanced Placement courses; or
  - b. International Baccalaureate courses; or
  - c. Dual credit courses; or
  - d. Career and Technical Education courses; or
  - e. Work-based Learning or Internship courses; or
  - f. World Language courses
2. Earned one or both endorsements:
  - a. College Ready Endorsement – This endorsement will be awarded to graduates who successfully complete the college readiness assessment prescribed by the Board of Regents of the University of Nevada and receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada.
  - b. Career Ready Endorsement – This endorsement will be awarded to graduates who successfully complete a career readiness assessment, complete a CTE program of study and the Nevada Skills Certificate or obtain an industry recognized credential.
3. Taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

**WCSD Honors Diploma:** This student will have:

- Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors level classes, Algebra 2, at least courses taken in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
- Earned a minimum 3.40 cumulative GPA, weighted (no rounding), with no course failures during the last two years, unless the course is repeated to remove the “F” from the transcript.
- Taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

This diploma is designed to reward students who take and succeed in the most challenging academic program that the high school has to offer. NOTE: Students who earn an Honors Diploma automatically qualify for an Advanced Diploma.

**Alternative Diploma:** The Alternative Diploma is available to students with disabilities who are assessed on the Nevada Alternate Assessment (NAA). Nevada's requirements for the Alternative Diploma align to the academic coursework and the College and Career Readiness assessment (ACT) requirements for students working to achieve a standard diploma. High school students who pursue the Alternative Diploma must complete the required number of credits and pass standards-aligned courses. Students who achieve an Alternative Diploma will be able to remain in school through the year of their 22<sup>nd</sup> birthday and those who choose to do so will continue to receive services under IDEA.

**Adjusted Diploma:** This student must be certified as a Special Education student. The student must have completed a minimum of 22.5 credits but may not have completed all of the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness and the civics examination assessment prescribed by the State as a diploma requirement for their respective graduating class. The student's IEP will specify the conditions under which they will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma through the year of their 22<sup>nd</sup> birthday.

**High School Equivalency or Adult Diploma:** This high school does not issue an equivalency or adult diploma. For information about these programs, contact the Washoe RISE Academy for Adult Achievement at 775-337-9939.

### **TYPES OF SEALS, CERTIFICATES AND ENDORSEMENTS OFFERED TO WCSD STUDENTS**

**Nevada Career & Technical Education Endorsement/Seal:** A student who satisfies the requirements for graduation from high school and successfully completes an approved sequence of courses leading to a completion course in a career and technical education program area must be awarded a high school diploma with a CTE endorsement on the front (NAC 389.815, 389.800) **if** the pupil has maintained a 3.0 grade point average in all classes applicable to the course of study and passed the end-of-program assessments prescribed by the Nevada Department of Education. See <http://cteae.nv.gov/> (click on Program Resources, then Course Catalog) for the current courses that comprise a course of study in each approved program area.

**Nevada State Seal of Biliteracy:** The Nevada State Seal of Biliteracy is an award given to high school graduates who have demonstrated proficiency in English and one or more world language. Students can demonstrate world language proficiency by taking one of the various language assessments offered by the WCSD. An official Seal will be affixed to the high school diploma and the Seal of Biliteracy will appear on students' official transcript with designation of the specific language(s).

**Nevada State Seal of STEM:** The Nevada State Seal of STEM (Science, Technology, Engineering and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least four credits in science, at least four credits in mathematics, and at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in WCSD. An official Seal will be affixed to the high school diploma and the Seal of STEM will appear on students' official transcript.

**Nevada State Seal of STEAM:** The Nevada State Seal of STEAM (Science, Technology, Engineering, Art, and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in science, at least four credits in mathematics, at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science and one credit in fine arts. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying

assessments offered in WCSD. An official Seal will be affixed to the high school diploma and the Seal of STEAM will appear on students' official transcript.

### **GRADES AND GRADE POINT AVERAGE**

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 an S (satisfactory) or U (unsatisfactory) grade. For the purpose of computing grade point average (GPA), S/U grades are not included. 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. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5127 using a 4.0 grading scale. For EACH SEMESTER of an honors course that a student passes, .025 will be added to the unweighted overall GPA and .050 will be added to each semester of an International Baccalaureate (IB) or Advanced Placement (AP) course, producing the weighted overall GPA. Some Dual Credit College Courses also add to the weighted GPA. For specific weight designations on Dual Credit College Courses, please ask your high school counselor.

### **FINAL EXAMINATIONS**

WCSD guidelines require a final examination of all students in all courses which award one-half (.5) credit or more. Semester tests are cumulative and may consist of skill or performance assessments as well as oral or written examinations, depending upon the objectives of the course and the nature of the class. No exams will be given early. A grade of incomplete may be issued for absences on the day of the final exam. Students who miss a semester final and do not make it up within the first three weeks of the following semester will fail the course. Semester exams will not be curved, and raw scores must be reported in the gradebook. The grade weight of the semester exam for all courses is between 15% - 20% except where a specific grade weight has been set for a district wide common final. Students enrolled in courses associated with a Nevada End of Course (EOC) final will take the EOC final at the end of the second semester. The grade weight of the EOC final is set at 15% in 2020-2021, and 20% for each school year thereafter.

### **REPORTING TO PARENTS/GUARDIANS**

Reports notifying parents/guardians of their student's progress in school are issued quarterly (approximately every nine weeks). Grade reports issued at the conclusion of the first nine weeks of each semester are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester reflects the student's work for the entire semester and is not an average of two nine-week grades. These semester academic grades, along with the credits earned at the end of each semester are posted to the student's permanent record. 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 an Academic Warning Notice halfway between each official report (at both quarter & semester). Report Cards and Progress Reports are distributed to students after the close of the reporting period, except for the final reporting period when Report Cards are mailed home. Check the school calendar for specific dates.

Infinite Campus is the District's online teacher, parent/guardian, and student communication program. Infinite Campus is an easy way to keep up to date by using a secure online system that allows parents/guardians and students to check grades, communicate directly with teachers via e-mail, check on homework assignments, and monitor attendance. Information on how to login can be obtained from the school. To login to the Infinite Campus portal: <https://washoenv.infinitecampus.org/campus/portal/washoe.jsp>. Additionally, there is a smart phone application for students and parents available through the iTunes App Store or Google Play for Android.

Teachers are the best sources of information about student work in a particular class. Parents/guardians who have questions about any of the procedures for monitoring their student's progress in school should call their student's counselor for more information.

### **AUDITING A COURSE**

Auditing a course allows a student to take a class without the benefit of a grade or credit for a course. A student may choose to audit a course provided they receive permission from the high school administrator and the teacher. Advanced Placement (AP) courses may not be audited. Students who are enrolled in a course on an audit basis will not earn credit for the course. In order to remain in good standing in an audited course, students must complete all assignments and exams and abide by all attendance policies.

A student may be removed from an audited course at the discretion of the high school administration and the teacher. An academic grade of "AU" ("Audit") and a regular A-F citizenship grade will be assigned to students in an audited course. A student may not drop a course to an audit after the 11<sup>th</sup> week of the semester. Audit is not an option for home school, private school, or charter school students who are accepted to participate in a course at the high school. Whether or not a school allows students to audit courses is a site decision.

### **WITHDRAWING FROM CLASS**

A student withdrawing from a class during the first 11 weeks of the semester will receive no credit. After the 11<sup>th</sup> week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadline dates for the 20-21 school year are October 29 and April 2. (Incline: November 6 and April 16)

### **REPEATING A CLASS**

A student may repeat a course provided they receive permission from the high school administration or an identified designee. A student shall not receive additional credit for the repeated course or a "content equivalent" course. The higher grade shall be recorded on the permanent record and the lower grade replaced with the notation "RP" (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. For the purpose of replacing an "F," the "same course" may include a modified title such as "OLA," or "Correspondence," etc. A regular course may not be used to repeat an Honors or Advanced Placement course to raise a grade when both courses can be taken for credit.

### **ALTERNATIVE MEANS OF EARNING CREDIT**

WCSD limits the maximum number of credits from alternative means that may be applied toward high school graduation to four (4). For WCSD purposes, "alternative means" refers to credits earned through internship/work experience, service learning/community service, and work and study credit. Credits earned in credit-by-exam, dual credit, correspondence, on-line courses, summer school, and extended day/night 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. For more information about any program listed see your high school counselor.

**Internship/Work Experience:** Work-based learning programs include a continuum of experiences defined as: Career Exploration, Career Preparation and Career Training. In grades 11-12, this includes internships, paid work experience, certain Supervised Agricultural Experiences (SAE) or apprenticeships.

**WCSD offers two types of Internship/Work Experience opportunities for students in 11<sup>th</sup> and 12<sup>th</sup> grades. These opportunities are most frequently offered through the District but may also be offered at the school site.**

Courses are designed to expand student opportunities for applied learning through participation in a paid or unpaid career-specific experience. These courses provide an in-depth work experience that applies the processes, concepts, and principles connected to classroom instruction, as well as developing 21<sup>st</sup> century employability skills. These courses encourage students to explore and develop advanced skills through work-based learning directly related to their career interest. All courses follow NAC 389.562 and 389.566 regulations. Please note:

- Students may enroll in an internship/work experience course on a semester basis.
- Students may apply one or more credits toward the total number of credits required for graduation (per NRS 389.167).
- Students earn a letter grade which will be applied to the GPA.
- Work-based learning can be counted toward the minimum load requirement and must be included on the student's schedule.
- To earn a passing grade, students must complete all requirements for credit by five school days prior to the end of the final grading period of the semester. This includes completing a minimum of 50 hours on the assigned job site.

#### Group:

These internships are organized by career field, facilitated by a teacher with knowledge of the industry and focus on understanding the range of career opportunities available in the field. Groups of 8-24 students engage in visits to a variety of industry sites, engage in projects associated with the career field, and gain an understanding of the knowledge, skills and education needed for specific pathways within the field. To earn credit, students must attend orientation, all scheduled classes, meet specific learning outcomes, complete assignments, and participate in a final project presentation. Group internships start the second week of each semester and end week prior to finals.

#### Individual:

These internships are individually tailored to meet specific interests after engaging in exploration of a career field to narrow their focus. Students will be assigned to a district internship coordinator to identify and manage an appropriate placement. Students must attend required classes, complete specific assignments, meet specific learning requirements, independently complete workplace hours and participate in a final project presentation. To earn credit, students must complete all requirements. Individual internships start the second week of each semester and end the week prior to finals. Individual Internships may include paid work experience opportunities, as well.

#### Participation Requirements:

- Students must complete an application by the published deadline.
- Students must be in grades 11 or 12 (at the time the internship will take place) and in good standing.
- Students with an unweighted GPA of 3.0 or higher will be given priority.
- It is preferred that students have successfully completed or be concurrently enrolled in an Honors/AP/IB/dual credit class associated with the career area of interest OR have successfully completed or be concurrently enrolled in a Level III CTE class (completion of Level II or III with B or better).
- Students must attend all class sessions and complete 75-90 hours to receive credit. A minimum of 50 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- Students must provide transportation to and from the job site.
- Students must provide evidence of health insurance to participate.
- Most work-based learning hours will be served outside the school day. With school permission, students may complete work-based learning hours during the school day.

FOR MORE INFORMATION: Contact your high school counselor, CTE teacher or visit the Career and Technical Education website at <http://www.washoeschools.net/sacte> or the Gifted and Talented website at <https://www.washoeschools.net/Domain/68>.

#### **Work and Study Credit**

WCSD public high school students who are at least 16 years of age may apply to earn elective high school credit for working at a paid job. Each student is responsible for obtaining their own job. Credit may be earned at one-half (.5) credit for 180 hours of active work participation per semester or summer.

FOR MORE INFORMATION: Contact your high school counselor.

### **CREDIT BY EXAM**

High school students who wish to challenge certain high school courses may take a Credit by Exam (CBE). There is a fee for the exams. A passing score will earn the student ungraded high school credit.

FOR MORE INFORMATION: Contact your high school counselor.

### **COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS**

The following paragraphs will briefly describe some of the opportunities, which are available to students through which they can get a head start on college by earning placement in, waiver of, and/or credit for college courses while still in high school. It is important for students to check with their intended post-secondary institution and, if applicable, the NCAA, to determine if that school/program will accept the courses.

#### **Advanced Placement**

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 AP classes take a three-hour comprehensive exam that is written and scored by the College Board. The exams are scored on a scale of 1 to 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 allow students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Because each college has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available. To check a college’s AP policy, go to

<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

WCSD 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. Students register for AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of \$94 per exam. Students do not have to be enrolled in an AP course in order to take an AP Exam, but students in WCSD who are enrolled in a course with “AP” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

#### **International Baccalaureate**

The International Baccalaureate (IB) offers students the opportunity to take internationally developed college level coursework at their high school taught by their teachers. Students enrolled in the IB programs, offered at Wooster High School, take end of course examinations each May. These examinations are written and scored by external IB examiners. Exams are scored on a 1(lowest) to 7 (highest) scale. Because each college (and often each department within a college or university) has its own IB policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available.

Exams are given on a predetermined schedule in May of each year at an approximate cost of \$120 per exam. Students in WCSD who are enrolled in a course with “IB” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam. For more information, visit the website at [www.woostercolts.com](http://www.woostercolts.com) or call Wooster HS at 775-321-3160.

### **CTE College Credit**

CTE College Credit is **free college credit** that can be earned by completing at Career & Technical Education (CTE) program of study (usually a 3-year program). Most CTE programs of study are aligned with college courses, offering the opportunity to earn between 6 and 20 college credits.

**Registration:** Students can register for CTE courses through their high school counselor. CTE programs of study are offered at every high school in WCSD and are taught on the high school campus by a high school teacher.

**Participation Requirements:** As required by federal law, any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2) and advanced (Level 3) classes in any program of study require completing and earning a passing grade at all prior levels.

**Fees/Costs:** CTE College Credits are FREE to students. They do not require any additional time or work beyond that of the high school course. To determine how many college credits are available for a specific program of study, please check the individual college websites:

Truckee Meadows Community College: <http://www.tmcc.edu/cte-college-credit/>

Western Nevada College: <https://www.wnc.edu/cte-college-credit/>

Great Basin College: <http://gbcnv.edu/cte/>

College of Southern Nevada: <https://www.csn.edu/cte>

**Earning College Credit:** To earn CTE College Credit, a student must:

1. Be enrolled in a CTE program of study through the completion year (usually three years)
2. Earn a B average in the CTE program of study courses (6 semesters)
3. Achieve a passing score on two assessments: Technical Skills and Employability

When students successfully complete the CTE program of study requirements (above), CTE College Credit is awarded. Once accepted, these credits are added to the student transcript through the Nevada community college from which the student chooses to accept the credit and can be transferred to other 2- and 4-year postsecondary institutions.

Important Note: Not all colleges accept courses earned through the CTE College Credit program. It is important to check with the admissions office at your intended college/university.

FOR MORE INFORMATION: Contact your high school counselor, visit the Nevada Department of Education website at [http://www.doe.nv.gov/CTE/College\\_Credit/](http://www.doe.nv.gov/CTE/College_Credit/), Career and Technical Education website at <http://www.washoeschools.net/sacte>, or call the Signatures & CTE Department at 775-327-3945.

### **College Dual Credit**

Dual credit is an opportunity for high school students to attend college courses and earn college credits while still in high school. Dual credit college courses are those offered by a community college or university (such as TMCC, WNC, GBC, UNR or Sierra Nevada College). In most cases, high school students will attend class on the college campus, in a web-based format or as a hybrid (combination of face-to-face and web-based). In some cases, there may be opportunities for students to participate in a dual credit college course on their high school campus.

**Registration:** Students can register for dual credit college courses through their high school counselor. In order to receive credit at both the high school and college, students must complete a specific **Application for Dual Credit** prior to registering for a dual credit class and submit it to the high school. This is in addition to completing and submitting a college admission application as a non-degree student.

**Participation Requirements:** High school students participating in dual credit courses must meet the required prerequisites for specific classes, meet the minimum high school GPA, attend an orientation session, as well as other college requirements for participation.

**Fees/Costs:** Students are responsible for the application, tuition and class fees. In some cases, there may be scholarship funding to offset these costs. *This is not guaranteed.*

**Earning College and High School Credit:** A dual credit course may be applied for either elective or academic high school credit provided it is on the approved list.

- Academic credit refers to those courses which have been approved to meet core course requirements by the WCSD Board of Trustees and the State Board of Education.
- Elective credit refers to those courses which have been approved to be offered as elective credit by the WCSD Board of Trustees and the State Board of Education.

**High School Credit for College Courses:** A 3, 4, or 5 credit, one-semester college course that is successfully completed by the student will be counted as one (1.0) high school credit. Grades earned in college courses become part of the student's GPA at both institutions.

Important Note: Not all colleges accept courses taken through dual credit programs. It is important to check with the admissions office at your intended college/university.

FOR MORE INFORMATION: Contact your high school counselor.

### **GOVERNOR GUINN MILLENNIUM SCHOLARSHIP**

In 1999, Governor Kenny Guinn's Millennium Scholarship initiative was enacted into law by the Nevada Legislature. Section 396.911 of the Nevada Revised Statutes created the Millennium Scholarship Trust Fund to be administered by the State Treasurer. Later that year, the Nevada System of Higher Education's Board of Regents adopted policy and procedure guidelines for the administration of the scholarship. Through the successful completion of a rigorous program of study at Nevada high schools, our state has seen a significant, positive impact – more than double the numbers of students are attending our colleges and universities since the program began. Please visit: [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/) for specific information regarding GPA and course requirements as well as NSHE Policies and Procedures.

### **TITLE IX**

Title IX guarantees equal access to courses and programs for both male and female students. Title IX further states that an institution may not provide any course or otherwise carry out any of its educational programs or activities separately on the basis of sex or require or refuse participation therein by any of its students on such a basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

### **NOTICE OF NON-DISCRIMINATION**

The Washoe County School District is committed to nondiscrimination on the basis of race, color, national origin or ethnic group identification, marital status, ancestry, sex, sexual orientation, gender identity or expression, genetic information, religion, age, mental or physical disability, military or veteran's status in educational programs or activities, and employment as required by applicable federal and state laws and regulations. No District employee, including, without limitation, administrators, faculty, or other staff members, nor students shall engage in acts of bullying, harassment, or discrimination on the premises of any public school, school-sponsored event, or school bus in the District. Prohibited behaviors include cyber-bullying, sexual harassment, hazing, intimidation and retaliation.

## *High School Course Guide 2020-2021*

### *Career & Technical Education*



All WCSD comprehensive high schools offer Career & Technical Education (CTE) programs that are available to all students who attend that school.

Programs marked with an asterisk (\*) are programs that require an application/acceptance to enroll.

<b>Academy of Arts, Careers &amp; Technology (AACT)*</b>	Baking & Pastry* Community Health* Computer Science* Culinary Arts* Education & Training*	Emergency Medical Tech* Graphic Design* Greenhouse Management* High School of Business* Manufacturing Technology*	Marketing* Natural Resource Management* Veterinary Technician* Video Production* Welding Technology*
<b>Damonte Ranch High School</b>	Computer Science Foods & Nutrition	Theater Technology Video Production	Performing Arts Academy* Military Science
<b>Galena High School</b>	Aerospace Engineering* Computer Science Military Science	Construction Technology Environmental Engineering*	Foods & Nutrition Metalworking
<b>Hug High School</b>	Baking & Pastry* Computer Science Culinary Arts*	Human Development* Military Science Web Design	Photography Sports Medicine*
<b>Incline High School</b>	Automotive Technology Computer Science Military Science	Drafting & Design Construction Technology	Foods & Nutrition Welding Technology
<b>McQueen High School</b>	Automation Automotive Technology Baking & Pastry Military Science	Computer Science Construction Technology Culinary Arts	Global Studies Academy* Human Development Manufacturing Technologies
<b>North Valleys High School</b>	Agricultural Mechanics* Culinary Arts Diesel Technology*	Drafting & Design* Graphic Design Greenhouse Management*	Photography Military Science
<b>Reed High School</b>	Automotive Technology* Biomedical * Energy Technology*	Foods & Nutrition Graphic Design Human Development*	Manufacturing Technology* Metalworking* Military Science
<b>Reno High School</b>	Animation* Civil Engineering Computer Science*	Graphic Design* Sports Medicine Video Production*	Computer Science* Military Science
<b>Spanish Springs High School</b>	Animation* Automotive Technology Teaching & Training Computer Science Cybersecurity	Fashion Construction/Design Foods & Nutrition Graphic Design* Photography*	Sports Medicine* Video Production* Web Design* Military Science
<b>Sparks High School</b>	Construction Technology Family/Consumer Science	Manufacturing Technology Photography	Web Design Military Science
<b>Wooster HS</b>	Computer Science Energy Technology*	Metalworking Photography	International Baccalaureate (IB)* Military Science



### Signature Academy (SA) Magnet Programs

These programs are built on a foundation of CTE principles and programs while offering students the opportunity to more fully explore a broad career area. Signature Academy programs also include encore programs such as the Damonte Ranch Performing Arts Center and the McQueen Global Studies Academy (Fine Arts and International Language).

Signature Academy enrollment is by application only. To qualify, students must meet minimum academic, attendance and behavior requirements followed by selection through a lottery process. Openings in each program are limited and of those seats available, 75% are reserved for students zoned for the school.

FOR MORE INFORMATION about the application requirements, processes and timelines, please visit [www.washoeschools.net/sacte/Page/2256](http://www.washoeschools.net/sacte/Page/2256) or call the Career & Technical Education Department at 775-327-3945.

#### WCSD offers these Signature Academies:

School	Academy	Programs
Damonte Ranch High School	Performing Arts Center (PAC)	Dance, Theater, Instrumental Music (Orchestra and Band), Choir
Galena High School	STEM Academy	Project Lead the Way – Aerospace & Environmental Engineering
Hug High School	Health & Human Services Academy	Sports Medicine, Human Development and Culinary/Baking
McQueen High School	Global Studies Academy	International Studies (World Languages) and Fine Arts
North Valleys High School	Center for Agricultural Science & Engineering (CASE)	Agricultural Engineering Agricultural Resource Management
Reed High School	Enterprise Project	Biomedical Studies, Human Services Civil & Environmental Engineering
Reno High School	Red House Project	Information Technology & Media: Graphic Design & Video Production
Spanish Springs High School	Spanish Springs Academy	Sports Medicine C3 Media – Web Design, Graphic Design & Photography, Video Production
Sparks High School	Tech Science & Manufacturing Academy	Graphic & Web Design, Construction & Manufacturing Technologies

#### Signature Academy (SA) Magnet Schools

WCSD hosts two Signature Academy Schools. Both schools offer transportation to/from the high school nearest to the residence of enrolled students. In these comprehensive high schools, all students are enrolled in one or more Signature Academy Programs through completion.

#### Academy of Arts, Careers & Technology (AACT High School)

This Signature Academy high school is a Career Tech Academy (CTA) for students in grades 9-12 who have a focused interest in one of seven career pathways:

- Business Management
- Communication Arts & Media
- Culinary & Hospitality
- Education & Training
- Engineering
- Medical Careers
- Natural Resources & Animal Science

The Academy offers rigorous academic and career curriculum to prepare students to be highly competitive in both a university and career setting. This includes Honors and Advanced Placement (AP) courses, college-level career curriculum taught by industry professionals, and a focus on developing 21<sup>st</sup> century skills through service learning, job shadows/internships, and leadership activities. In addition to earning AP college credits, students completing a four-year program at the Academy can earn up to 21 college credits in their career area.

Students who excel at the Academy demonstrate strong personal leadership skills through active participation in their career academy, a commitment to academic excellence, consistent daily attendance, and positive self-management that supports the Academy's community values. Students selected to attend the Academy accept responsibility and accountability for their academic and social behavior in order to gain the most benefit from the school experience.

AACT offers many opportunities that are similar to traditional schools such as spirit weeks, dances, student government, annual performances, and various clubs. Additionally, students participate in the student organization associated with their chosen career pathway, such as SkillsUSA, FBLA, HOSA, FCCLA and FFA. These organizations offer opportunities for leadership, competition, networking, and travel. The Academy does not offer programs in the traditional arts (music, art, and drama), ROTC, or athletics. Student may participate in athletics and/or fine arts programs at their zoned school if their schedule allows. As well, the Academy is a member of the National Technical Honor Society (NTHS), recognizing and honoring student excellence.

AACT is centrally located at 380 Edison Way in Reno. The facility features cutting edge laboratories in each career area, equipped with the most up-to-date technology and equipment available. For students enrolled at the Academy, **transportation is provided** from various pick up locations throughout the district.

**Apply:** Incoming 9<sup>th</sup> grade students interested in becoming Academy Trailblazers (full-time) must submit a Signature Academy application through the Signature Academies and Career Technical Education Department, and meet the minimum criteria for academics, behavior, and attendance. AACT accepts applications from 10<sup>th</sup> grade students directly either in person or via fax. Students in 11<sup>th</sup> or 12<sup>th</sup> grade who have CTE credits from their previous school are also welcome to apply.

FOR MORE INFORMATION: Visit the website at <http://www.washoeschools.net/aact> or call 775-327-3920.

### **Wooster High School – International Baccalaureate (IB)**

This International Baccalaureate (IB) Signature School is for students in grades 9-12. Founded in 1968, IB was designed for internationally mobile students preparing for a university education. Today, IB's mission is to create a better world through education by providing a comprehensive and rigorous curriculum that encourages international-mindedness in students and prepares them for a high quality university experience. Wooster High School IB offers the following programs:

- Middle Years Program
- Career-related Certificate program
- Diploma or Certificate Program

The primary objective of IB is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IB mission). Through integration of knowledge and skills, along with focus on independent, critical and creative thought, the IB curriculum focuses on educating the whole person in the context of a lifelong journey toward responsible citizenship. IB students can earn college credits with successful completion of IB course exams.

Students who excel in an IB program of study are motivated leaders who love learning; hard workers who take an active role in school and community; and responsible students who are curious, open-minded, reflective and eager to expand their understanding of the world through creativity, action, and service. IB students are provided with academic, social, and leadership experiences that prepare them to compete and excel in the world community.

### ***Middle Years Program (IB MYP) – Grades 9 & 10***

IBMYP provides a learning framework that encourages *all* students to think creatively, critically and reflectively. Students are challenged to connect their learning to the real world by participating in service learning, personal projects, and problem-solving initiatives. Communication, intercultural understanding, and global

engagement are emphasized through the study of eight subjects, including a foreign language. The MYP philosophy is for all 9<sup>th</sup> and 10<sup>th</sup> graders, not just those who intend on participating in the IB Diploma Program or the IB Career-related Certificate program.

### ***Career-related Certificate Program (IB CP) – Grades 10, 11 & 12***

The IB Career-related Program provides students with both an academic and practical foundation to support post-secondary education, and specialized career training. Students choose a career program of study in either Wooster Career and Technical Education (CTE) pathways or JROTC. The IBCP features rigorous academics, applied knowledge, critical thinking, communication, and cross-cultural engagement. IBCP students take a minimum of two (2) IB Diploma courses; complete a career program of study; and complete the IBCP Core, which consists of Personal and Professional Skills (PPS) course; a Reflective Project, service learning requirements, and a language development portfolio.

### ***Diploma Program (IB DP) or Courses Program – Grades 11 & 12***

The IB Diploma program is an academically challenging, balanced educational program that prepares students for university and life success. Recognized worldwide, the Diploma curriculum addresses students' intellectual, social, emotional, and physical well-being through focus in six subject areas, as well as two languages. Diploma students also complete Core requirements by exploring the nature of knowledge, undertaking an in-depth research essay in an area of interest, and enhancing their personal and interpersonal skills through creativity, activity, and service. Students completing a full two-year program may be eligible for an IB Diploma. Students completing a portion of the requirements will be eligible for an IB Certificate.

**Apply:** Students interested in attending the Wooster High International Baccalaureate (IB) program must submit a Signature Academy application, and meet the minimum criteria for attendance, behavior and academics. For students accepted to a Wooster IB program, **transportation is provided** from the student's zoned high school.

FOR MORE INFORMATION: Visit the website at [www.woostercolts.com](http://www.woostercolts.com) or call Wooster High School at 775-321-3160.

## **SPECIALTY SCHOOLS**

### **TMCC High School**

A WCSD magnet school, TMCC High School is a middle college high school offered in partnership with Truckee Meadows Community College. Mature, motivated high school students who are ready to focus on their future now complete high school diploma requirements while pursuing an associate degree or a skills or achievement certificate in a technical career field. Students are accepted based on criteria reflecting college readiness. Students enrolled at TMCC High School pursue educational and career goals on an accelerated path, by developing a personalized college graduation plan and taking dual-credit college courses. Students enrolled at TMCC High School as 10<sup>th</sup> graders may earn credits to fulfill an associate degree. Depending upon the individual graduation plan completion, students who enroll their junior year will earn college credits in their last two years of high school which may be transferrable to future college programs, earn a technical certificate, or may fulfill an associate degree upon high school graduation or within a semester following graduation. TMCC High School students may complete English, social studies, and math at the high school level. Other classes taken by the student are graduation requirements and are attained through dual-credit college courses. College classes are tuition-free; students are responsible for expenses associated with college classes such as books, supplies, and transportation to the campus.

Students who wish to enroll in TMCC High School must complete an application and be accepted to the program. Students must also apply and be accepted to TMCC. Students who are accepted must withdraw from their zoned high school, as TMCC High School is a separate, accredited high school. Regarding athletics and zoned school activities such as band or ROTC, students may design a schedule around the demands of the sport or activity. Some students find that they are not able to develop a schedule that accommodates an activity at the zoned school. The rigor of the high school with a cross-curricular, project-based curriculum and a heavy college course load demands considerable time and attention, and students need to consider the demands before applying.

FOR MORE INFORMATION: visit: <http://www.washoeschools.net/tmcchs> or call TMCC High School at 775-674-7660.

### **North Star Online School**

North Star Online School is a fully accredited, tuition-free, full-time virtual public school that provides K-12 students the flexibility to learn in a variety of environments using a curriculum that meets rigorous state education standards. North Star serves the residents of Washoe County and offers online learners the opportunity to complete required coursework (except mandated testing and high school final exams) off campus. Our school offers gifted and talented, honors and advanced placement courses and accepts some college courses for dual credit. Students can participate in extracurricular activities and take one or two classes at their zoned school as needed such as band, choir and ROTC. North Star offers virtual Live Lessons, on campus Blended Learning, field trips, on-campus activities and clubs as well as Back to School, End of the Year celebrations, Parent university trainings, and a PTSO for our families.

A computer, high-speed internet connection, printer, and microphone headset are required at home but students are encouraged and welcome to use the equipment available at North Star's campus. Interested students and families must attend an information session, submit an application and if accepted, students will enroll at North Star and withdraw from their zoned school with the expectation that they will earn a North Star Online (WCSD) high school diploma. Students are expected to participate in North Star's graduation ceremony. Virtual education is not suitable for everyone and an online education requires a disciplined approach with parents playing an essential role in ensuring students' achievement and accountability. Successful North Star students are motivated, independent learners who self-advocate and seek assistance when needed. Located on campus, our highly-qualified, enthusiastic teachers are accessible to students via email, phone and face-to-face meetings. Our full time, K-12 counselor is available for academic, career and personal guidance. North Star Online School provides flexibility in the student's learning schedule and the potential to graduate early. We follow the WCSD Balanced Calendar and students are required to complete courses by the end of each semester. The North Star students are offered a broad selection of engaging, challenging courses in order to prepare them for college and/or skilled careers.

FOR MORE INFORMATION: Visit: <http://www.washoeschools.net/northstar> or call North Star Online School at 775-353-6900.

### **Hug High School – GATE Institute**

The GATE Institute is a partnership between the GATE Program and Procter Hug High School, an Advanced Placement (AP) Capstone school. Identified GT students in 9<sup>th</sup> through 12<sup>th</sup> grades can expect to take classes based on interests, strengths, and readiness, with GT-endorsed teachers, specially designed classes, accelerated pathways, and flexible scheduling. Students passing six (6) AP exams, including the AP Capstone Seminar and Research courses, can earn an AP Capstone diploma.

Qualified students are invited to apply for admission. This model is appropriate for gifted students who are prepared for advanced coursework and acceleration, yet still desire a traditional and comprehensive high school experience. Students successfully completing this model are self-motivated learners who are college and career bound.

FOR MORE INFORMATION: visit <http://www.washoeschools.net/Domain/68> or call the GATE Program office at 775-861-4451.

### **Innovations High School – Nevada's 1<sup>st</sup> Big Picture School**

Innovations High School is the first of its kind in Nevada. We educate one scholar at a time, so each scholar's curriculum is determined by their own unique interests, background and learning style. All scholars work on projects in real-world settings related to their interests and develop strong relationships with advisors and project mentors. At Innovations, we enroll families, not just scholars. Our student body is diverse and our expectation is that our scholars will graduate and be truly career and college ready. Our Highly Qualified Advisors (teachers) build strong

relationships with our scholars in order to respond to the work the scholar is doing at their internship site. Advisors are trained to identify the learning opportunities both at the internship and at school.

**Benefits for Scholars:**

- Relationships with adult mentor and advisor, 9<sup>th</sup> Grade – Post Graduate
- Small workshops – scholar to advisor ratio of 15:1
- Learn skills such as: organization, punctuality and time management
- Become engaged in their work and take ownership of their learning
- Understand the importance of rigor, relevance and relationships in education and the development of long-term goals
- Project or problem based learning in all workshops tied to real world problems
- Service learning projects in all advisories
- Powerful student voice to guide school governance
- Public audience for quarterly exhibitions of learning goals, projects and personal progress
- School of P.E.A.C.E (Parent Education and Child Enrichment – For pregnant or parenting teens and their young scholars)

FOR MORE INFORMATION: visit: <https://www.washoeschools.net/innovations> or call Innovations High School at 775-333-5150.

## Spanish Springs High School Academic Policies and Procedures

This handbook contains general information regarding course offerings for the 2020-2021 school year. It contains a description of each course that may potentially be offered at Spanish Springs High School or by alternative or occupational programs across the district. **Courses that appear in this booklet may be cancelled due to insufficient enrollment or insufficient teacher allocations.** These courses are listed by department.

**Please be sure to note pre-requisites and fees for courses in which you are interested and be aware that not all courses are available to every grade level.**

**Information and registration materials are mailed to each student during the summer and throughout the school year. Please notify the school immediately if you have a change of address.**

**Please be aware course fees are also subject to change.**

**To access a complete copy of the Curriculum Guide, including WCSD High School Policies and Procedures and SSHS department specific programs and information, in addition to course offerings, please visit the Academics section on the SSHS Website at [www.washeschools.net/spanishspringshs](http://www.washeschools.net/spanishspringshs)**

### COUNSELING DEPARTMENT

Counseling department services include educational advisement, planning, and development, college and career counseling, confidential personal/social counseling, and academic skill development. Any student may make an appointment to meet with their counselor by signing in at the Counseling Office. That student's counselor will meet with the student as soon as possible. Any student may also drop-in before and after school, or during lunch to meet with their counselor. Counselors are assigned based on last name.

<b>Dana Hamilton</b>	Last Name	A – Carp	321-3950	<a href="mailto:dhamilton@washeschools.net">dhamilton@washeschools.net</a>
<b>Angie Goss</b>	Last Name	Carr- Frak	321-3951	<a href="mailto:agoss@washeschools.net">agoss@washeschools.net</a>
<b>Lara Dreelan</b>	Last Name	Frank-Inf	321-3952	<a href="mailto:ldreelan@washeschools.net">ldreelan@washeschools.net</a>
<b>Niki Harris</b>	Last Name	Ing-Maso	321-3953	<a href="mailto:niki.donohoe@washeschools.net">niki.donohoe@washeschools.net</a>
<b>Loni Romo</b>	Last Name	Mass-Pere	775.425.7733 ext #38067	<a href="mailto:loni.romo@washeschools.net">loni.romo@washeschools.net</a>
<b>Gary Pregal</b>	Last Name	Oa – Sch	321-3954	<a href="mailto:gpregal@washeschools.net">gpregal@washeschools.net</a>
<b>Tarin Myers</b>	Last Name	Sco – Z	321-3955	<a href="mailto:tarin.myers@washeschools.net">tarin.myers@washeschools.net</a>

### SCHEDULE CHANGES

Please note that courses you select in the spring for the following school year should receive careful consideration as the entire master schedule for the school year is based on pre-enrollment numbers for each course. Changes to course selections or to classes assigned during scheduling should be limited to the following reasons:

- The student has been placed in to the wrong level of a subject
- The student has already received credit for the course for which enrolled (i.e. completion of summer school or Credit-by-Exam)
- The student must drop an elective course in order to take a required course, or in order to re-take a required course that was not successfully completed.
- The student has an incomplete schedule or over-filled schedule.

Students are not allowed to change teachers during the semester. Students who feel it is imperative to change a class must go through a process that involves departmental and administrative review. The initial step is to contact the student's counselor who will then set up a meeting with the student, teacher, parent and an Administrator (when possible). The purpose of the meeting will be to discuss why the student feels he/she cannot be successful and develop interventions so that student can be successful.

In many cases, requested changes will not be possible because of enrollment numbers. Students should also be aware of the fact that changing one class may require a change of other classes as well. Another teacher's class will not be increased beyond the established maximum capacity in order to accommodate a change.

### ACADEMIC LETTER

The Spanish High School Academic Letter Program is designed to award and recognize SSSH full-time students who have achieved excellence in academics through the preceding school year. It is also designed to serve as an incentive to encourage students to do well in school and pursue a rigorous curriculum! The letters are given out at the beginning of each student's sophomore, junior, and senior years based on the student having a **weighted** cumulative G.P.A of 3.90 or higher with no D's or F's in any classes.

Students will receive academic letters as indicated below.

Fall of Sophomore Year (Based on first two semesters)

Fall of Junior Year (Based on first four semesters)

Fall of Senior Year (Based on first six semesters)

Spring of Senior Year (Based on first seven semesters)

The presentation of letters and awards depends upon the number of times the student has qualified for the Academic Letter Program. The total possible number of times a student can be in the program is four, and is dependent upon how long the student has attended Spanish Springs High School and the weighted, cumulative GPA he/she has accumulated, as indicated below:

1<sup>st</sup> Award – An Academic Letter and a Certificate

2<sup>nd</sup> Award – A 2<sup>nd</sup> Year Pin and a Certificate

3<sup>rd</sup> Award – A 3<sup>rd</sup> Year Pin and a Certificate

4<sup>th</sup> Award – A Medal and a Certificate

There will be an awards ceremony each Fall to honor the qualified students and to distribute the letters and awards. A letter of notification will be sent to students (and their parents) who qualify to attend each ceremony. Seniors earning an academic letter by maintaining a 3.90 GPA or higher through seven semesters of course work will receive the award during the Senior Awards Night in the Spring semester.

### FEES

#### Planner \$4

- **Required for all students.** Students are required to have their planners in all classes.

#### Book Deposit \$20

- **Required for all 9<sup>th</sup> graders and new students.** The Book Deposit is paid once for your student for all four years unless they do not return textbooks or accrue fines, then the fee will be charged until books are returned or paid for.

#### Activity Fee \$25

- **(Athletes) Required** each year for students to participate in **Athletics, once they are on the official roster.**
- **(Non-Athletes) Optional** for the privilege of free entrance to home athletic events & reduced rates to away athletic events. Fee may be used to support student and staff activities.

**Athletic Transportation Fee \$50**

- **Required for students to participate in sports, once they are on the official roster.**

**Athletic Training Fee \$10**

- **Required for students to participate in sports, once they are on the official roster.**

**Athletic Impact (concussion) Assessment Fee \$5**

- **Required for students to participate in sports, once they are on the official roster.**

**PE Uniform \$12**

- **Required for all physical education classes (uniform: t-shirt \$5 & shorts \$7). Previously purchased uniforms can be used.**

**Parking Permits \$5**

- **Required** for students that drive a vehicle to school and park on school grounds.

**Yearbook \$75**

- **Optional - Yearbook prices will increase throughout the year!**

**Additional Class/Lab Fees**

- Course fee list included, please highlight the fees you are paying

**For questions regarding fees,  
please contact the bookkeeper, Megan Svare at [mvsware@washoeschools.net](mailto:mvsware@washoeschools.net)**

## COURSE DESCRIPTIONS FOR CAREER AND TECHNICAL EDUCATION

### Automotive Technology

#### **Automotive Technology I (Level 1)**

**Course #10713-1071**

Full year = 1 credit

**Fee:** \$20

This course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be emphasized throughout the course. A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

**Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final**

### Business Education and Marketing

#### **Principals of Business Marketing (Level 1)**

**Course #10217-10218**

Full year = 1 credit

This course is an entry-level course in the Business Management, Entrepreneurship, Marketing, and Sports & Entertainment Marketing programs that develops student understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental business and marketing activities, factors affecting business, develop verbal and written communications skill, and participate in career exploration and planning. **Note: District Common Semester Final. This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment.**

### Education

#### **Teaching & Training I (Level 1)**

**Course #10401-10402**

Full year = 1 credit

**Fee:** \$10 per year

This course provides students with an introduction to the principles of teaching and training. Areas of emphasis include teaching and learning theory, characteristics of an educator, planning developmentally appropriate lessons, health and safety practices, and fundamentals for development of learners in an educational setting. Students will explore instructional practices that integrate diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and industry-standard equipment are an integral part of the course. Students will research the requirements of teaching and training careers and begin to develop a career portfolio. Students are required to participate in work-based learning at our onsite preschool and therefore are required have no discipline or attendance issues. Any discipline issues during the year will result in potential removal from the course. This opportunity provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final**

### Foods

#### **Foods and Nutrition I (Level 1)**

**Course#10327-10328**

Full year = 1 credit

**Fee:** \$40 per year

This course provides an introduction to the study of foods and nutrition. Emphasis is placed on the exploration of foods and meal planning in relation to nutrition science, fitness, the lifecycle, customs, and preparation techniques. Kitchen safety, sanitation, and resources management are integral parts of this course. Appropriate dress will be required (apron, closed toed shoes, and contained, netted hair). Lab fee must be paid by the third week of each semester. Classes consist of approximately 50% lab time, and 50% instruction time. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final**

## **Health Science and Sports Medicine**

### **Health Science I (Level 1)**

**Course#10513-10514**

Full year = 1 credit

**Prerequisite:** Acceptance into the Sports Medicine Academy

**Fee:** \$30 per year

This course will introduce students to human structure and function and is an overview of a broad range of medical-related studies. Areas of learning include history of medicine, vital statistics, patient analysis, emergency response, and anatomy. The appropriate use of technology and industry-standard equipment is an integral part of this course. Health Science I is the first-level course in the CTE pathway for the Sports Medicine Academy. This is a year-long course that will introduce students to dissection, splinting, suturing, and other various hands-on activities. Students will test for CPR certification through the American Heart Association. *\*Satisfies the Health requirement*

## **Information and Media Technologies**

### **Animation I (Level 1)**

**Course #10601-10602**

Full year = 1 credit

**Fee:** \$10 per year

This course introduces students to the basic principles of two and three-dimensional computer animation and graphics. Areas of study include storyboarding, character creation, background development, traditional animation techniques, and the use of industry-standard technology. Projects are provided to develop the student's career-based animation skills. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester.**

### **Computer Science I (Level 1)**

**Course #10665-10666**

Full year = 1 credit

**Fee:** \$5 per year

This course is designed to introduce students to programming and the role of the computer in society. The areas of major emphasis in the course will be on object-oriented programming methodology, algorithms, data structures and ethics. Topics will include program design, program implementation, standard data structures, standard algorithms and an introduction to C++ language. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final** *\*Satisfies the Computer Literacy requirement*

### **AP Computer Science Principles (AP) (Level 1)**

**Course #10927-10928**

Full year = 1 credit

**Fee:** \$5 per year and AP Exam Fee

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science Principles exam. This course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. This course focuses on technology and programming as a means to solve computational problems and find creative solutions. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The appropriate use of technology and industry-standard equipment is an integral part of this course. This

course will prepare students to take the AP Principles exam. **This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment.** \*Satisfies the Computer Literacy requirement

**Note: This course is intended to prepare students for the College Board Advanced Placement Exam; those who enroll in this class will be required to take that exam in May. All AP exams have a cost associated with them, currently the cost is \$94 for the exam. A \$40 deposit is due by November 1<sup>st</sup>. This course may not be dropped from a student's course schedule after the last day of school prior to the year the student plans on taking the course. (Some financial assistance may be available.)**

### **Cybersecurity I (Level 1)**

**Course #10141-10142**

Full year = 1 credit

**Fee:** \$20

This course covers the fundamentals of computer hardware and software, as well as topics in design, maintenance, and repair. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. This course prepares students for CompTIA's A+ industry certification.

**Note to school: For the 2020-2021 school year and beyond, this course does not satisfy the computer literacy requirement. District Common Semester Final**

### **Fashion Design and Construction I (Level 1)**

**Course #10457-10458**

Full year = 1 credit

**Fee:** \$30 per year

This course is designed to provide students with an understanding of the psychological and social aspects of clothing, and fundamental concepts of fashion, fashion design and construction. Areas of emphasis include fashions, textiles, clothing, construction, merchandising the use and care of sewing equipment and exploration of careers in the fashion industry. Areas of emphasis include individual image, consumer decision-making, fabric and pattern selection, construction techniques, the use and care of sewing equipment, clothing repair, and fashion-related occupations. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final.**

equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. Students utilize specialty fabrics, techniques and equipment. Participation in competitions is expected for this level class. **State Testing Required**

### **Graphic Design I (Level 1)**

**Course #10633-10634**

Full year = 1 credit

**Fee:** \$20 per year

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics. Students will develop their skills utilizing industry-standard software and equipment. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final.**

### **Photography I (Level 1)**

**Course #10645-10646**

Full year = 1 credit

**Fee:** \$50 per year

This course is designed to introduce students to the fundamentals of commercial photography in relation to seeing photographically, operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the industry. Career exploration is also a part of this

course. Students must provide their own digital camera. Cell phones, digital point and shoot and DSLR cameras are acceptable. This course will focus heavily on using cell phone cameras and how to take the best photographs possible with whatever device you may have. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final**

### **Video Production I (Level 1)**

**Course #10653-10654**

Full year = 1 credit

**Fee:** \$20 per year

This course is designed to introduce students to the basic elements and skills needed to produce a video. Operating video cameras, script writing, editing equipment, microphones, and the process of On-Air program production are emphasized. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. Students will be conducting project-based learning through creating commercials, short films, news packages, music videos and public service announcements. Industry standard software and camera gear is available for student checkout. Students have access to Adobe Creative Suite, a full TV studio, HD cameras, microphones and lighting equipment. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final.**

### **Web Design and Development I (Level 1)**

**Course #10679-10680**

Full year = 1 credit

This course is designed to introduce students to the basic elements of web design and development. Students will learn about content placement, use of color and graphics, typography and message using industry-standard software. Students are introduced to various web design languages, design concepts, and layout theory. Students will become familiar with marketing and other uses of websites; as well as ethical and legal issues related to websites. **Note: This is the first class in a 3-year sequence. Students who complete all 3 levels have the possibility to receive college credits and the NV Certificate of Skill Attainment. District Common Semester Final**

## COURSE DESCRIPTIONS FOR ENGLISH

### **Bridge to English 1-2**

**Course #7749-7750**

Full Year = 1 credit

#### **Prerequisite: IEP Placement**

This course is for the first-year high school student receiving special education services and may not be repeated for credit. This course uses the Nevada Academic Content Standards (NVACS) and the End of Course (EOC) selected standards. Curriculum for this course uses a pre-teach/re-teach model, focusing on skills students will need to know and be able to do to be successful in English 1-2, including close reading excerpts of a variety of high-quality contemporary works, classical literature, and literary nonfiction and engaging in both short and long-term writing assignments in a variety of genres. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. Students who successfully complete Bridge to English 1-2 should be able to enroll in regular English 1-2.

### **Foundations in English 1-2**

**Course #7751-7752**

Full Year = 1 credit

#### **Prerequisite: IEP Placement**

This course is designed for Special Education students who have the skills to complete English 1-2, but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative-- as well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course will be taught by a Special Education teacher who is HQ in English.

### **English 1-2**

**Course #1201-1202**

Full Year = 1 credit

This one-year course will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

### **English 1-2 (H)**

**Course #1203-1204**

Full Year = 1 credit (Honors)

**Prerequisite:** Admission into English 1-2 (H) will be based on the student's previous performance including, but not limited to, teacher recommendation, 8th grade test scores in both reading and writing, current reading level, and student's desire to learn and work hard.

This one-year course, designed for the highly motivated student, has strong compositional and critical thinking demands. The course will focus on reading for greater comprehension and pleasure, writing clearly and concisely for different purposes, refining grammar and fluency skills, and developing formal vocabulary. Basic skills in grammar and composition are assumed. Emphasis will also be placed on demonstrating presentation, research, and problem-solving skills through unit projects. Literature will include selections from Elements of Literature and a variety of novels. The class stresses the writing process: writing for different purposes and audiences; grammar and sentence

structure as tools for individual writing skills development; language usage; literary terms and genres; library research; vocabulary improvement; encouragement of creativity; and the development of critical thinking. Students are expected to demonstrate an above average maturity level, demonstrate a positive attitude toward education and work tasks, and be cooperative in-group learning situations.

## Elective English Courses

### Journalism 1

Course #1409-1410

1/2 credit per semester

**Prerequisite:** Strong writing, computer literacy skills

This course is designed for students interested in journalistic productions of publications. This class teaches students a variety of multidisciplinary skills and focuses on journalistic interviewing, writing, and ethics. Students will build on their current writing skills as they gather information, analyze the information, write in a variety of journalistic styles not to mention develop vocabulary, grammar, and editing. Students will increase their communication skills by learning interviewing techniques, working together effectively, individually, and in groups. Students will use technology as they create computer layouts, use digital photography, and technology used in production of publication of a school newspaper. Knowledge of InDesign is very beneficial. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**

### Read 180 1-2

Course #1115-1116

Full Year = 1 **elective** credit

This one-year course is designed for students whose reading achievement is below grade level. This course is designed to teach functional reading skills, including word recognition, decoding, vocabulary, and comprehension. Emphasis is placed on developing knowledge, strategies, and attitudes students need to improve students' reading achievement and engagement. It also provides students with strategies for content area and 21<sup>st</sup> Century literacy. Instruction is delivered through Read 180 computer software, small and whole group instruction, and independent reading. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**

### Speech and Debate

Course #6411-6412

1/2 credit per semester

**Fee:** Tournament Fees\*

This course will provide students with basic knowledge of debate theory and technique and instruction in public and competitive speaking. The course will include instruction in ten types of formal speeches, three categories of debate, and Student Congress. Students will review and analyze famous speeches of the past, as well as write and analyze speeches of today. Participation in speech and debate tournaments outside of school hours, approximately one per semester is required. Course goals: Students will develop knowledge of debate theory and speaking ability which will allow them to compete in interscholastic competition. Students will learn logical structure, reasoning, and analysis of argumentation. **\*Tournament fees vary depending upon the number of tournaments students participate in and may include transportation fees. Students may be required to have money for food/lodging on out-of-town tournaments.**

### Sports Literature

Course #1502

1/2 Year = 1/2 **elective** credit

This course is designed for those students who enjoy reading and writing about sports. Students explore the varieties of sports literature, including short stories, essays, poetry, autobiographies, and novels. Students will be encouraged to follow sporting events. Topics studied include the effects of sports in our culture and on one's life, the business of sports, the communication age and sports, the superstar, professional sports vs. amateur sports, careers in sports (other than as an athlete), and the use of drugs in sports. Students continue to improve basic language skills, spelling, reading and writing. Writing for various audiences and purposes will be part of the required work, along with a research paper. This class does NOT count for English credit. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**

## System 44

Course #1122-1123

Full Year = 1 **elective** credit

*System 44* is designed for our students reading at a basic or below-basic level. *System 44* helps students learn to decode and to understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered and helps get students on the path to college and career readiness. Instruction is delivered through the highly motivating System 44 computer software, small and whole group instruction, and independent reading at a student's instructional level. Once students complete the System 44 program, they will be ready to transition into Read 180 to begin working on comprehension skills. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**

## Writers Craft

Course #1521-1522

Full Year = 1 **elective** credit

This course is open to the creative writing student in grades 9-12. Students will explore various genres and will write short stories, personal essays, fan fiction, flash fiction, vignettes, poetry, and scripts. Guest authors are frequently invited to present to the class. Students will be expected to write in their journals profusely, critique their peers regularly, and complete various exercises that drive imagination and polish writing skills. While final drafts are extremely important, the supporting assignments are just as imperative. Participation and enthusiasm are the key ingredients to success in this course. This class does NOT count for English credit. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**

## Yearbook

Course #1403-1404

1/2 credit per semester

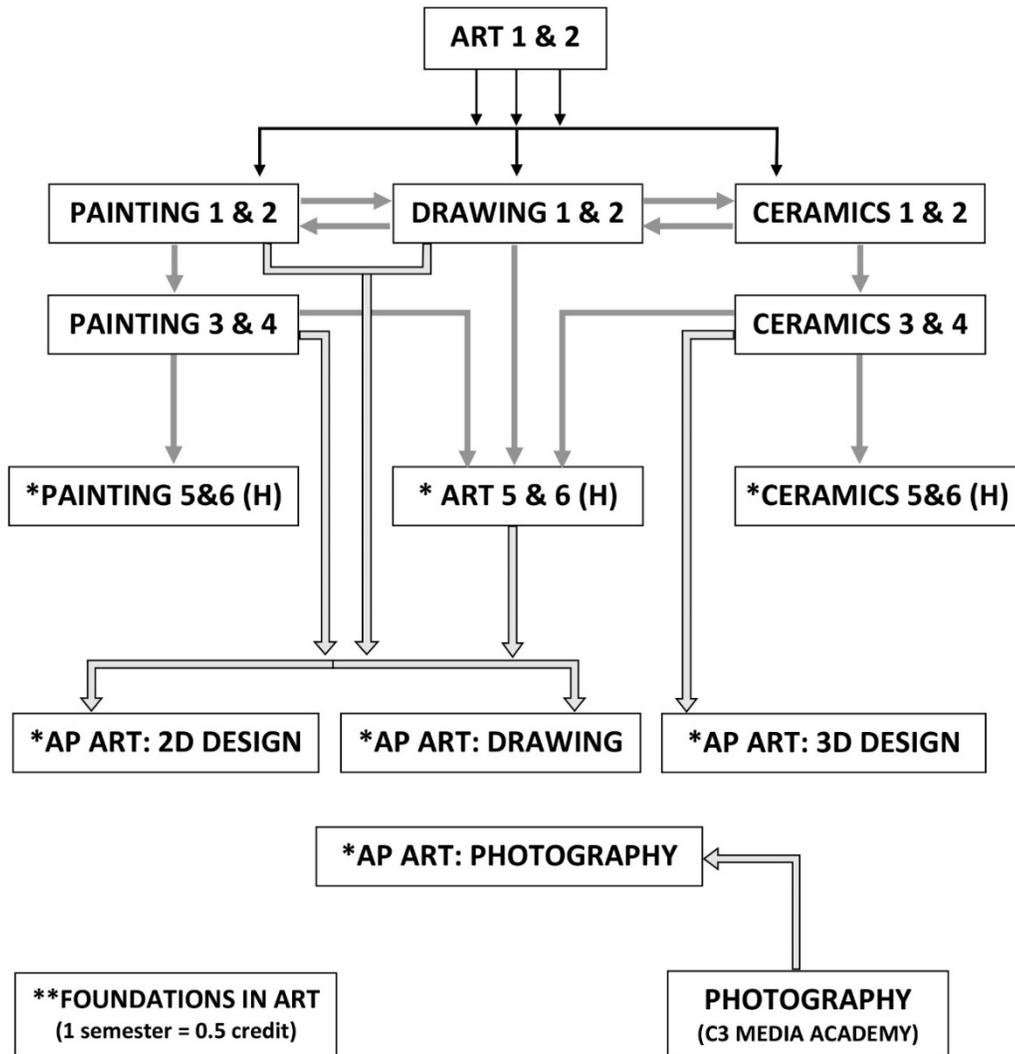
**Prerequisite:** Student must complete application to be accepted into course. Keyboarding skills and computer knowledge are helpful. Instructor approval.

Students will produce and maintain the Spanish Springs High School Yearbook, A Cougar's Tale. Students will be researching a market, creating a product, and selling it. Using the latest desktop publishing software, combined with high technology (computers, scanners, digital SLR cameras, and design/photo software). Students will learn computer skills, writing skills, and interview skills as well as basic photography, creative page design/layout, sales and marketing, advertising, public relations, and business management.

This class is self-paced; best suited for students who are self-motivated and well organized. Students must have the flexibility to work with others, as well as after school and weekends (rarely). Students will be expected to work outside of class time to complete spreads, take pictures and interview at events in order to meet deadlines. Students must maintain professional appearance and demeanor, as well as learn and practice journalistic etiquette. This class is ran like a business and students are expected to work with customers and make them happy as well as meet deadlines on time. **If selected, new students are requested to attend yearbook camp in the summer before beginning the course.**

COURSE DESCRIPTIONS FOR FINE ARTS

ART PLACEMENT FLOWCHART



- \* All **AP** and **Honored** courses require the instructor’s approval to register.
- \*\* **Foundations in Art** is NOT a class for moving into the intermediate level courses – Drawing, Painting, and Ceramics. Art 1&2 needs to be completed before taking the intermediate level courses.
- ☺ Feel free to contact Art Department for more guidance.

Visual Arts

**Art 1 - 2**

Full year = 1 credit

**Fee:** \$10.00 per year

Art 1 is an introductory class designed to give students a background for both understanding and producing *quality* visual art. This class follows a *rigorous, comprehensive curriculum*, as mandated by the Nevada Department of Education

**Course #6111-6112**

Standards for visual arts. Units drawing on color theory, painting, ceramics, photography, sculpture and mixed media will be included. Students will expand their art vocabulary to be able to successfully discuss their own work. Elements and principles of design are used as basic building blocks. Art history is incorporated throughout both semesters. In Art 2 technical skills will be refined by working from observation, judging proportion using sighting and referencing. Artwork will incorporate basic composition and perspective theories. Students will demonstrate the use of design, study the historical context of art and develop their critiquing skills. Various drawing and painting materials and techniques will be used. **\*This class is for the art conscious student; daily focus and participation is essential**

### **Foundations in Art**

**Course #6107-6108**

Semester = 1/2 credit

**Fee:** \$10.00 lab fee

Foundations in Art is a **survey** course designed to give students a broad exposure to the fine arts. Students will learn and apply the elements and principles of art as they create. Various media will be used to explore art making and its relationship to our history and various cultures. Critical thinking will be used to assess and analyze the merits of personal work as well as that of others. A notebook/sketchbook will be required. Written mid-term as well as written final given.

**Note: This semester class will ONLY count as a general elective/humanities, it is NOT a Pre-Requisite to any other offered art course.**

### **Painting 1-2**

**Course #6151-6152**

Full year = 1 credit

**Fee:** \$35.00 per year

**Prerequisite:** Drawing 1-2

This course is designed for the student who wishes to concentrate on painting the entire semester. Students will learn and practice color theory, gain knowledge of the elements and principles of design, and learn various painting techniques. Students will be graded on creativity, quality, and concept. This class will explore a variety of media: acrylic, watercolor, tempera, and mixed media. The second semester of this class continues by refining technical skills. Projects will become more complex. Paintings will demonstrate the use of the elements and principles of design. Students will study the historical context of painting and refine their critiquing skills. **\*Lab fee must be PAID PRIOR to a student beginning a canvas painting.**

### **Performing Arts**

#### **Choir- Concert**

**Course # 6801-6802**

Credit: ½ credit per semester

**Fee:** \$30.00 \*Uniform cleaning/Transportation/Entry Fees/Music

This is the foundational level Soprano and Alto choir class. This course is designed to focus on the development of healthful vocal techniques, sight singing skills and ensemble performance skills. It is important to note that students will be required to perform in one or two evening concerts each semester to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. **NO AUDITION REQUIRED.** Young men interested in choir are to sign-up for Course number 6803/6804.

#### **Choir – Women’s**

**Course #6809-6810**

Credit: ½ credit per semester

**Fee:** \$30.00 per year \*Uniform cleaning/Transportation/Entry Fees/Music

**Prerequisite:** Previous choral experience is preferred.

An interest in improving choral musicianship and participating in public performances is required. This is an intermediate level class. The course is designed to focus on the continued development of healthful vocal techniques, sight singing skills, and ensemble performance skills for higher voices (Soprano and Alto). Students enrolled in this class must meet the requirements of attendance at all practices, rehearsals, and performances – many of which are outside the school day. Young men interested in choir are to sign-up for Course number 6803/6804.

**Choir- Advanced****Course # 6803-6804**

Credit: ½ credit per semester

**Fee:** \$30.00 per year \*Uniform cleaning/Transportation/Entry Fees/Music**Prerequisite:** Tenors and Basses require no previous choral experience. Sopranos and Altos require a minimum of one year choir experience and audition. Students new to the area must consult with instructor.

This is an advanced level class. The course is designed to focus on the development of vocal techniques, sight singing skills, and ensemble performance techniques. Students are required to participate in after-school rehearsals and performance (e.g., fall, winter, zone and spring concerts and festivals).

**Color Guard****Course #6751-6752**

Full year = 1 credit

**Fee:** \$250.00 per year \*see Marching Band**Prerequisite:** Audition and/or Instructor Permission

This course is designed to introduce and extend the student's knowledge and skill in dance and flag techniques with an emphasis on performance. Both males and females are encouraged to audition. Students will be taught the principles of individual and group achievement through practice and performance. After school rehearsals and performances are required.

**Drama 1-2****Course #6451-6452**

Full year = 1 credit

**Fee:** \$10.00 per year**Prerequisite:** None

This is an introductory level drama course and a first step for ALL other drama/theatre courses. We will focus on all aspects of theatre including acting, directing, design, technical theatre, playwriting and theatre history. The main focus of the class is using our tools as actors to communicate the story to the audience and making choices as an actor to make our performance unique. This class is performance based and students will develop life skills such as creativity, critical thinking, collaboration, being comfortable in front of others, and empathy. Students will develop skills through guided instruction and use the skills they learn in their rehearsal process. Students will perform their work for the rest of the members of their class.

**Guitar-Beginning****Course #6718-6719**

1/2 credit = semester

**Fee:** \$5.00 per semester**Prerequisite:** Students must supply their own 6-String classical or acoustic guitar in good working condition in the first week of class. **Note: Electric guitars will not be allowed.**This course is strictly for the beginning guitar student. Students will learn fundamentals of note and rhythm reading, musical symbols, guitar fingering and chording, as well as basic ensemble performance skills. This course is non-repeatable.**Jazz Band****Course #6707-6708**

Full year = 1 credit

**Fee:** None**Prerequisite:** Concurrent enrollment in Marching Band

This ensemble is for students who wish to further their musical knowledge and skill through the study of Jazz. Membership in this ensemble is by audition only. The main focus of the Jazz Ensemble will be on performing of various jazz styles, articulation, and improvisation of jazz. The Jazz Ensemble performs at various concerts at SSHS as well as festivals and competitions in and around the Reno/Sparks area.

**Marching/Symphonic Band (Cougar Band - Year)****Course #6705-6706**

Full year = 1 credit

**Fee:** \$250.00 per year \*Concert and Marching Music/Uniform Maintenance/Drill/Transportation/Entry Fees**Prerequisite:** Students must have instrumental music experience on a standard wind or percussion band instrument and have achieved reasonable proficiency. **\*\*Reasonable proficiency will be determined by successful completion**

of a full year of 8<sup>th</sup> grade band class, previous years(s) in Marching/Symphonic Band, and/or audition with the Director of Bands.

This is a full year performance based class for students in grades 9-12. **Students must meet the requirements of attendance at all rehearsals and performances – many of which are outside the school day – as part of the academic grade.** Summer pre-season rehearsals (Band Camp) is required for all band members. During the fall semester the band performs at football games, school assemblies, parades and marching band contests. After the fall marching season, the band performs concert band literature for concerts and festivals, in addition the band performs for select basketball games and community events. Students in the class are eligible to audition for the Washoe County School District Honor Bands and participate in the Nevada Music Educators Association Solo and Ensemble Festival. **Note: Students will need to furnish their own instrument. A limited number of school-owned instruments are available for an additional fee of \$35.00 per semester or \$50.00 per school year.**

### **Marching/Symphonic Band (H) (Cougar Band - Year)**

**Course #6827-6828**

Full year = 1 credit

**Fee:** \$250.00 per year \***Concert and Marching Music/Uniform Maintenance/Drill/Transportation/Entry Fees**

**Prerequisite:** Students must have instrumental music experience on a standard wind or percussion band instrument and have achieved reasonable proficiency. **\*\*Reasonable proficiency will be determined by successful completion of a full year of 8<sup>th</sup> grade band class, previous years(s) in Marching/Symphonic Band, and/or audition with the Director of Bands.**

This is a full year performance based class for students in grades 9-12. **Students must meet the requirements of attendance at all rehearsals and performances – many of which are outside the school day – as part of the academic grade.** Summer pre-season rehearsals (Band Camp) is required for all band members. During the fall semester the band performs at football games, school assemblies, parades and marching band contests. After the fall marching season the band performs concert band literature for concerts and festivals, in addition the band performs for select basketball games and community events. Students in the class are eligible to audition for the Washoe County School District Honor Bands and participate in the Nevada Music Educators Association Solo and Ensemble Festival. **Note: Students and parents are required to sign the WCSD Music Honors Credit Contract agreeing to the requirements established for this course by the WCSD. The necessary forms can be obtained from the Director of Bands. Note: Students will need to furnish their own instrument. A limited number of school-owned instruments are available for an additional fee of \$35.00 per semester or \$50.00 per school year.**

### **Music Appreciation**

**Course #6599**

**Credit:** ½ elective credit

**Fee:** None

**Prerequisite:** None

This course offers an exciting survey of the traditions of music from the Middle Ages to the present, from Medieval music to Twenty-first Century Pop. Study topics will include how music relates to social, economic, cultural, and political developments of each era in the development of music. The class will show how major events in music affected our society and how major events in society shaped music, as we know it. Other aspects of music to be studied will cover: the art of listening, the fundamental elements of music, world music, musical instruments, and the future of music.

### **Musical Theatre Workshop**

**Course #6506-6513**

Full year = 1 credit

**Fee:** 15.00

**Prerequisite:** Drama 1-2 and Choir

This course is for theatre students who want to explore more in depth the elements of Musical Theatre. Musical theatre has developed so actors are required to act, sing, and dance, so we focus on all three elements through the year to make each student a triple-threat. We learn through the development of our class Broadway Revue, where the instructor will choose medleys from Broadway shows and students will be taught to sing, act, and dance for performance. Solo and small group performances will be developed using the skills taught and performed for the revue. Techniques will vary from year to year depending on the skill level and needs of the pieces developed in the class. *NOTE: This course fulfills the Art/Humanities graduation requirement if taken for full year.*

**Orchestra-Chamber**

Course #6823-6824

Full year = 1 credit

Fee: \$35.00 per year

**Prerequisite:** Audition and approval of instructor. At least three years of experience on a string instrument is preferred.

This class is for very advanced string students and entrance is by audition and approval of instructor only. Proper instrumental balance will be maintained, meaning that students may audition as openings occur. Students study advanced ensemble techniques, literature, styles, theory and music theory. Student participation in co-curricular activities and performances is required. May be taken for honors credit by contract. **NOTE: Students need to furnish their own instrument, though some school-owned instruments are available on a limited basis for a rental fee.**

**Orchestra- Concert**

Course #6641-6642

Full year = 1 credit

Fee: \$35.00 per year

**Prerequisite:** At least one year of experience on a string instrument.

This is an intermediate-level class geared primarily toward freshman. The course is designed for group instruction on violins, violas, cellos, and string basses; development of individual skills for instrumental performance; theory; and experience in concert performances. Student participation in co-curricular activities and performances are required. **NOTE: Students need to furnish their own instrument, though some school-owned instruments are available on a limited basis for a rental fee.**

**Orchestra-Sinfonia**

Course #6645-6646

Full year = 1 credit

Fee: \$35.00 per year

**Prerequisite:** Audition and approval of instructor. At least three years of experience on a string instrument is preferred.

This class is for the more proficient musician and is designed to give group instruction on violins, violas, cellos, and string basses; development of individual skills for instrumental performance; theory; conducting and experience in concert performances. Student participation in co-curricular activities and performances is required. **NOTE: Students need to furnish their own instrument, though some school-owned instruments are available on a limited basis for a rental fee.**

**Technical Theatre I**

Course #6467-6468

Full year = 1 credit

Fee: \$10.00 per year

This course is ideal for students who are interested in any facet of theatre except acting. We will explore the Theatre Hierarchy of technical theatre and students will take on the roles of carpenter, painter, electrician, light board operator, sound board operator, costume crew, props crew, and marketing. Skills will be taught as we explore each of these roles. Students will help build costumes, sets, props, focus lights, and help with sound equipment and marketing for each production through the year in order to have hands on learning. Appropriate use of technology and industry-standard equipment is a vital part of this course. Students must be able to accept direction and act with maturity. Although most work is completed in class, some student participation in co-curricular activities is required. 18 extra-curricular lab hours required. **Note:** *This course fulfills the Humanities graduation requirement if taken for a full year and passed.*

**Technique/Percussion Band (Cougar Band -Year)**

Course #6715-6716

Full year = 1 credit

Fee: \$250.00\*

**Prerequisite:** Students must have instrumental music experience on a standard wind or percussion band instrument and have achieved reasonable proficiency. **\*\*Reasonable proficiency will be determined by successful completion of a full year of 8<sup>th</sup> grade band class, previous years(s) in Marching/Symphonic Band, and/or audition with the Director of Bands.**

This is a full year performance based class for students in grades 9-12. **Students must meet the requirements of attendance at all rehearsals and performances – many of which are outside the school day – as part of the academic grade.** Summer pre-season rehearsals (Band Camp) is required for all band members. During the fall semester the band performs at football games, school assemblies, parades and marching band contests. After the fall marching season the band performs concert band literature for concerts and festivals, in addition the band performs for select basketball games and community events. Students in the class are eligible to audition for the Washoe County School District Honor Bands and participate in the Nevada Music Educators Association Solo and Ensemble Festival. **\*Concert and Marching Music/Uniform Maintenance/Drill/Transportation/Entry Fees. Note: Students will be using school-owned instruments requiring a fee of \$35.00 per semester or \$50.00 per school year. Students will be required to furnish some sticks and mallets.**

### **Ukulele Beginning**

**Course #6723-6724**

1/2 credit = semester

**Fee:** \$10.00

**Prerequisite:** Students must supply their own ukulele in good working condition in the first week of class.

This course is designed for students who want to learn to play ukulele. Students will receive guidance and direction in solving problems related to playing the ukulele. Areas of concentration include: instrument anatomy, history of the instrument, correct playing position and posture, note-reading, aural skills, rhythmic patterns and notation, basic chord study, strumming patterns, reading tablature and musical forms. \*Method books and music. **NOTE: This course is non-repeatable.**

### **COURSE DESCRIPTIONS FOR JROTC LEADERSHIP**

The focus of JROTC in the Washoe County School District, Silver State Brigade is reflected in its mission, “To motivate young people to be citizens of character by instilling in them a sense of personal responsibility, accomplishment and the importance of serving their nation and community.” JROTC accomplishes this mission by providing exceptional educational opportunities and lifelong skills to America’s youth. The Character Education Partnership identifies programs that build character as those with less violence; higher self-esteem; less absenteeism; higher achievement scores and academic performance; more connected to school, engaged in lessons, and committed to success. The curriculum helps Cadets develop life-long leadership and decision making. These skills are exhibited on a daily basis; and, set a model for the student body to emulate. The curriculum supports the school’s mission and mandates by integrating technology, linking content to state standards, integrating reading and writing, and providing character and financial education. The JROTC goals are to promote citizenship, develop leadership and critical/creative thinking, teach to communicate effectively, improve physical fitness, provide incentive to live drug free, strengthen positive self-motivation, provide global awareness to include historical perspective of military service, train to work as a team member, inspire to graduate from high school, and attend institutions of higher learning. JROTC Core Abilities are: Build your capacity for life-long learning; Communicate using verbal, visual and written techniques; Take responsibility for your actions and choices; Do your share as a good citizen in your school, community, country and the world; Treat self and others with respect; and apply critical thinking techniques.

JROTC Cadets set the example by being active in the community as well as the school. They exemplify a tremendous work ethic and standard that increases the expectations of all. They serve as role models to the other students in the school. They are not just talking about achievement, service to the community, and filling leadership roles – they are doing it. Cadets know how to set goals as well as how to develop and follow a plan to reach them. They are willing to help others accomplish these too. They participate in academic, marksmanship, drill and ceremony, orienteering, physical fitness, and leadership competitions and, when they qualify, they travel to participate at higher levels.

Four semesters of JROTC will fulfill the Nevada physical education requirement for graduation. A fifth semester of JROTC will satisfy the health credit requirement; with successful completion of the 6<sup>th</sup> semester of JROTC, a .5 credit of the Arts and Humanities is fulfilled; upon successful completion of the 7<sup>th</sup> semester of JROTC, the other .5 credit of the Arts and Humanities is fulfilled.

Students who become involved in the JROTC program after the first semester of the freshman year, or who interrupt a sequence of semesters of the program must still earn a minimum of two and one half (2.5) credits in the JROTC program in order to meet the Health and PE requirement and 2.0 credits (four semesters to meet the Health requirement if the PE requirement is met through taking PE).

If the student takes PE in addition to JROTC, the student must complete any four semesters of JROTC to complete the health requirement.

JROTC does not recruit for the military; only about ten percent of the nation's JROTC Cadets go on to military service; also, JROTC does not teach combat training or conduct combat operations; however, we do teach adventure training such as rappelling and orienteering, and selected students will attend our annual JROTC Cadet Leadership Challenge camp (JCLC).

Required educational materials will be provided. One uniform will be issued, accounted for, and turned in at the end of the school year or when student leaves the program. The uniform will be worn regularly throughout the school year on designated uniform wear days (a minimum of two times per month), and during other special activities/competitions throughout the school year. Classes must be taken in the sequence below.

### **Military Science 1**

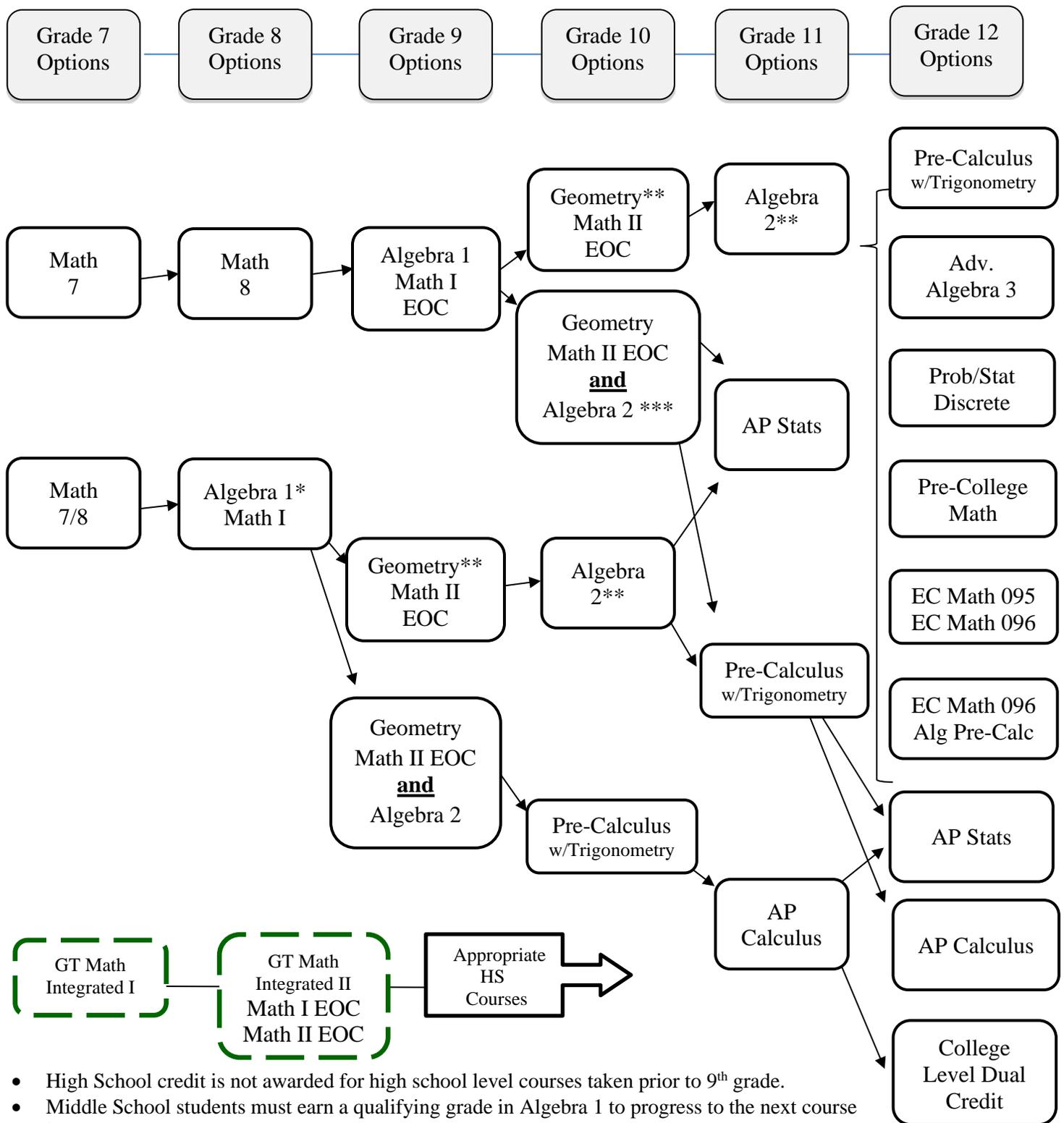
**Course #10413-10414**

Full Year = 1 credit

**Fee:** \$15/semester

This course introduces students to the fundamentals of Military Science. Areas of emphasis include introduction to JROTC, foundation of leadership, citizenship, wellness, physical fitness, and first aid. Students will also gain experience in specific branch topics related to their program (Army). The student will learn the foundations of JROTC: getting involved, the making of a better citizen, moving up in the JROTC ranks and structure, personal appearance and the uniform, the United States Flag, and American military traditions and customs. Students will also learn basic leadership theory, skills and application, foundations and study skills for success in school, communication skills and conflict resolution. Students will also receive District mandated Sex Health and Responsibility Education (S.H.A.R.E.) during their first year in Military Science. **NOTE, upon successful completion of the 4th semester of Military Science, the Physical Education requirement for graduation is fulfilled.**

## WCSD Recommended Pathways to Advanced Mathematics



- High School credit is not awarded for high school level courses taken prior to 9<sup>th</sup> grade.
- Middle School students must earn a qualifying grade in Algebra 1 to progress to the next course in sequence.
- Students choose from two class options to fulfill this requirement – Geometry or Formal Geometry (H) and Algebra 2 or Honors Algebra 2 (H)

## COURSE DESCRIPTIONS FOR MATHEMATICS

### **Algebra 1**

**Course #2201-2202**

#### **Foundations in Algebra 1**

**Course #7769-7770**

Full Year = 1 math credit

**Prerequisite:** Successful completion of all semesters of Math 7 and Math 8 or Math 7/8.

This is a one-year course designed to teach the fundamentals of elementary algebra. This course lays the foundation of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics (NVACS) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses. The NVACS studied include all 5 Domains: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems. As a part of this course, students are required to take the Nevada End Of Course Final for Math I (Algebra 1) as the semester 2 final exam.

### **Geometry**

**Course #2211-2212**

#### **Foundations in Geometry**

**Course #7771-7772**

Full Year = 1 math credit

**Prerequisite:** Successful completion of all semesters of Algebra 1 (or all semesters of the 2-year course).

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry, constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, work on realistic problems, and use technology when possible. As a part of this course, students are required to take the Nevada End Of Course Final for Math II (Geometry) as the semester 2 final exam.

### **Formal Geometry**

**Course #2215-2216**

Full Year = 1 math credit (Honors)

**Prerequisite:** Successful completion of all semesters of Algebra 1. Admission into Formal Geometry will be based on the student's previous performance in addition to teacher recommendation, student's desire to learn and work ethic.

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry (Law of Sine and Cosine), constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, and work on realistic problems. An ability to think abstractly is critical for successful completion of this course. As a part of this course, students are required to take the Nevada End Of Course Final for Math II (Geometry) as the semester 2 final exam.

### **Algebra 2 (H)**

**Course #2227-2228**

Full Year = 1 math credit (Honors)

**Prerequisite:** Successful completion of all semesters of Algebra 1 and Formal Geometry. Admission into Algebra 2 (H) will be based on the student's previous performance in addition to teacher recommendation, student's desire to learn and work ethic.

This is a one-year course, designed for students with a strong understanding of the concepts learned in Algebra 1 and Geometry. This course will build upon the student's problem solving and algebraic skills in preparation for advanced mathematics courses through a course that addresses the rigor expected of an honors level course. The major topics of study are relations and functions, domain and range of parent functions, systems of nonlinear equations, polynomials and polynomial functions, complex numbers, quadratic equations, rational and radical functions, exponential and logarithmic functions, statistics, and matrices. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

**Math Support**

Full Year = 1 elective credit

One Semester = 0.5 elective credit

**Prerequisite:** Teacher recommendation and/or test scores and concurrent enrollment in course.

This is an elective course designed to provide students with support for mathematics courses. Students will develop the ability to reason and communicate mathematically, solve problems, and develop increased confidence in their mathematics ability. Concepts introduced use a variety of instructional methods including use of manipulative tools, explorations, group activities, and/or the online learning programs. The goal of this course is to help students successfully complete their high school mathematics courses.

**Algebra 1 Support Course #2029-2030****Geometry Support Course #2025-2026****Algebra 2 Support Course #2031-2032**

fundamental operations on real numbers, linear equations and inequalities, systems, linear programming, rational exponents, polynomials, rational expressions, roots and radicals, and quadratics. Students will use MathXL and should have access to a computer to participate in this class. At this time this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

**Special Education Specific Math Classes****Bridge to Algebra****Course #7767-7768**

Full Year = 1 math credit

This course is for the first-year high school student receiving special education services. It is designed to assist in the transition to Algebra 1. The curriculum will introduce algebraic expressions and linear equations; applied through a review of operations on integers, fractions, decimals, percentages, and radicals. Students explore relations and functions using equations, tables, and graphs. After successful completion of Bridge to Algebra a student may proceed to Algebra 1, or equivalent. This course does not meet the requirements for the End of Course exams in mathematics.

**Math Skills****Course #7763-7764**

One Year = 1.0 math credit

This course is for the first and/or second year high school student receiving special education services and may be repeated one time for credit (total 2 credits). It will focus on basic skills in operations, place value, fractions, decimals, percentages, problem solving, money, time, measurement, charts, graphs, word problems, basic geometry and may include an introduction to basic algebraic concepts. This course does not meet the requirements for the End of Course exams in mathematics.

**COURSE DESCRIPTIONS FOR PHYSICAL EDUCATION/HEALTH****Athletic Conditioning/Weight Training****Course #5215-5216**

1 semester = 0.5 credit

**Prerequisite:** Student must participate in school sanctioned sport and obtain instructor approval**Fee:** \$5.00 per semester. As needed: PE uniform \$12 for shirt and shorts, \$7 lock fee.

This course is designed for those competitive athletes with previous weight training experience. This class will focus specifically on the physical and psychological needs of the competitive athlete in the areas of weight training, flexibility, plyometrics, and performance enhancement skills (i.e., relaxation, visual imagery, and goal setting). Students, with the help of the instructor, will develop and follow an individualized sport specific strength-training program.

**Basketball Conditioning****Course #5203-5204**

1 semester = 0.5 credit

**Fee:** \$5.00 per semester. As needed: PE uniform \$12 for shirt and shorts, \$7 lock fee.

This course is designed for students who want to play the game of basketball to the best of their ability. The class will include in-depth instruction on the fundamental aspects of the game (shooting, dribbling, passing, defense, etc.). It is

also designed to teach various team concepts, such as person-to-person defense, zone defense, offensive strategies, historical basketball facts and rules that govern the game.

### **Fitness/Weight Training**

**Course #5213-5214**

1 semester = 0.5 credit

**Fee:** \$5.00 per semester: PE uniform \$12 for shirt and shorts, \$7 lock fee.

This course is designed to condition both male and female interscholastic athletes who have a desire to condition every day through weight training, aerobics, cardiovascular workouts, and a variety of activities that will enhance each individual's fitness level and also meet personal and team training goals. This course includes warm-up, techniques of strength training, Cross fit, power lifting, running short and long distances, different types of cardiovascular training and core strengthening. Students will be able to demonstrate a thorough knowledge of training principles upon completion of this class. The course is designed to increase the student's strength, flexibility, endurance, and overall muscular toning.

### **Health**

**Course # 5311**

1/2 credit

This course is a one semester course which covers the following topics: body function; physical and emotional development; drugs, alcohol, and tobacco; disease and disorders; fitness and exercise; nutrition; consumer health, safety, first aid, and emergency care; family health, growth and development; environmental health and related fields; community health; health careers; human sexuality and HIV/AIDS.\*\*Topics related to human sexuality and HIV/AIDS education are provided through the Sexuality, Health and Responsibility Education (S.H.A.R.E.) program - parent permission required.

### **PE – 9<sup>th</sup>**

**Course #5101-5102**

1 semester = 0.5 credit

**Prerequisite:** 9<sup>th</sup> grade students ONLY

**Fee:** None. As needed: PE uniform \$12 for shirt and shorts, \$7 lock fee.

Students are introduced to a variety of sports in three to five-week units. These sports are divided into three categories: lifetime, team, and individual. Activities may include aerobics, badminton, basketball, flag football, jogging, pickle ball, soccer, softball, tennis, track, volleyball, and weight training. Emphasis is on the teaching of rules, skills, and strategies in the instructional sports as well as the recreational aspects of team sports. There are daily warm-up activities, which include cardiovascular runs and calisthenics. Students are expected to dress out in the required PE uniform on a daily basis.

### **Power Walking**

**Course #5141-5142**

1 semester = 0.5 credit

**Fee:** None. As needed: PE uniform \$12 for shirt and shorts, \$7 lock fee.

This course is designed to introduce the student to walking as a lifetime aerobic activity. Walking will be done throughout the semester with appropriate dress required for both hot and cold temperatures. Students are responsible for walking at a sufficient pace, staying with the class and following school rules/community laws at all times. Note: A variety of walking courses are used throughout the semester, they range from 2 miles to 4.5 miles in a class period. Students and parents will also be required to sign and return a "class rules and liability form" the first week of school.

### **Soccer & Conditioning**

**Course #5236-5237**

1 semester = 0.5 credit

**Fee:** \$5 per semester. As needed: PE uniform \$12 for shirt and shorts, \$7 lock fee.

This course introduces the student to the fundamental skills and philosophy of soccer. Students considering this class should be able to execute the basic fundamentals of the game and it is recommended that they have some prior experience. Soccer drills will be used to enhance dribbling, passing, shooting on goal, defensive play and overall game strategy. Emphasis will be placed on team play, individual skill improvement and developing a greater understanding of the game. Students should also be aware that sports conditioning will be focused on while participating in this class

both indoors and outdoors throughout the semester. The curriculum of this course is aligned with state academic standards.

**Volleyball**

**Course #5191-5192**

1 semester = 0.5 credit

**Fee:** \$5.00 per semester. As needed: PE uniform \$12 for shirt and shorts, \$7 lock fee.

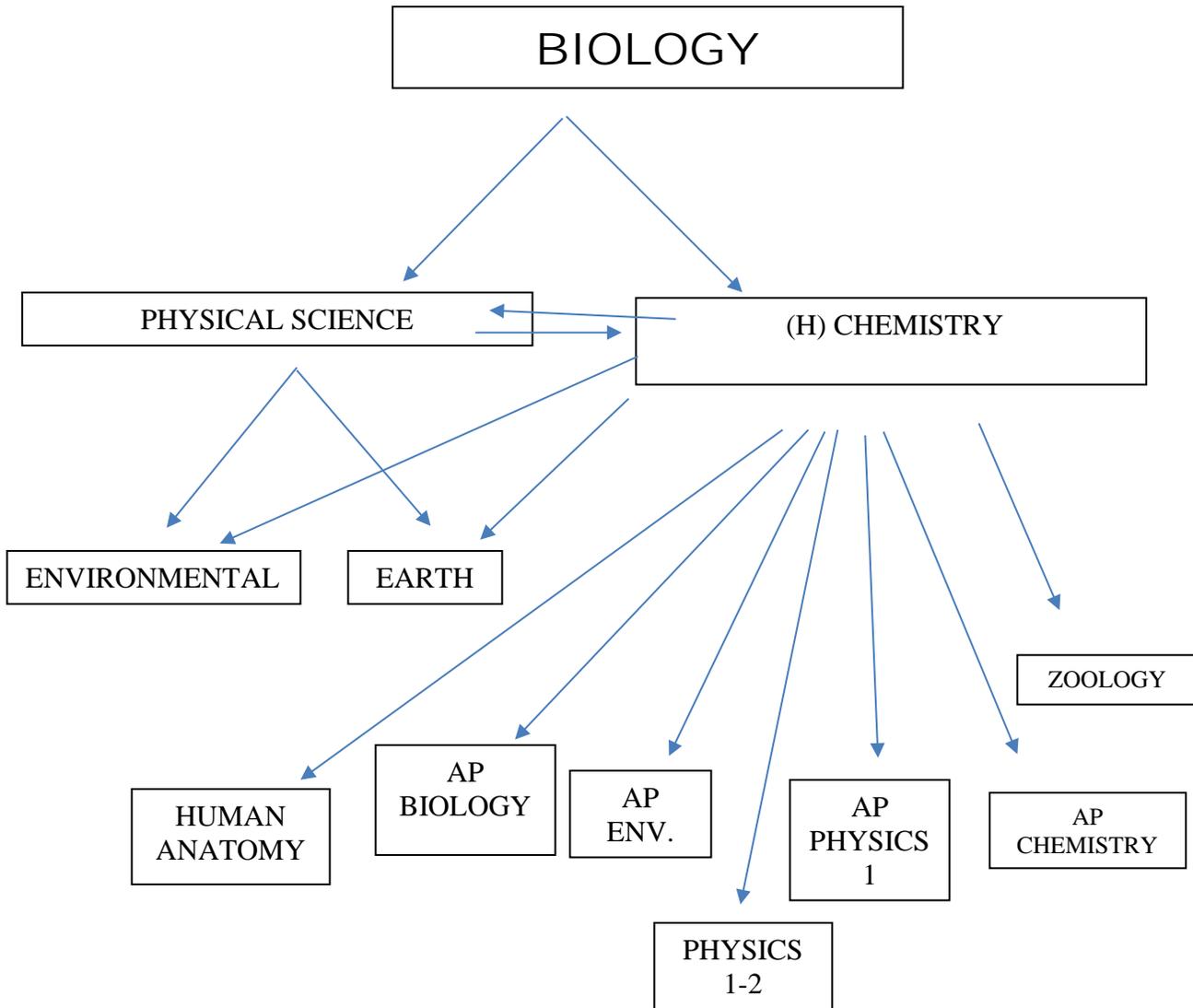
This course will include the basic skills of volleyball: passing, setting, serving, hitting, and rules of the game. Emphasis will be on team and skill-building techniques.

**WCSD High School Science Course Sequence**

Course Title	Course #
<b>9<sup>th</sup> Grade *</b>	
Biology	3141/3142
<b>10<sup>th</sup> Grade</b>	
Chemistry (H)	3203/3204
Physical Science	3101/3102
Earth Science	3131/3132
<b>11<sup>th</sup> Grade/12<sup>th</sup> Grade</b>	
Earth Science	3131/3132
Environmental Science	3111/3112
Human Anatomy & Physiology (H)	3261/3262
Physics (H)	3241/3242
Zoology 1-2	3163/3164
<b>Advanced Placement Science Classes:</b> Curriculum for AP classes is regulated by College Board. AP courses can be taken after successfully meeting the prerequisite(s) as stated in the course catalog.	
AP Biology	3149/3150
AP Chemistry	3211/3212
AP Environmental Science	3115/3116

\* Students who have successfully completed HS Honors Biology as part of the GATE MS Magnet program may start high school in Chemistry (H) with teacher recommendation. In addition to Chemistry, with permission from the school, students may choose to enroll in an additional science course if their schedule permits and the school offers the course. Please note that HS Honors Biology taken in 8<sup>th</sup> grade will not count as one of the required science courses for graduation or the honors diploma.

# SCIENCE FLOW CHART



## COURSE DESCRIPTIONS FOR SCIENCE

### **Biology 1-2**

Full Year = 1 credit

**Fee:** \$10 lab fee

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of biological science. This course meets the Nevada Academic Content Standards for Science. The course is organized into five main topics: 1) *Interdependent Relationships in Ecosystems*; 2) *Matter and Energy in Organisms and Ecosystems*; 3) *Structure and Function*; 4) *Inheritance and Variation of Traits*; 5) *Natural Selection and Evolution*. The performance expectations for high school life science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across

**Course #3141–3142**

disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations. A common district final exam will be administered at the end of both semesters.

### **Chemistry 1-2 (H)**

**Course # 3203-3204**

Full Year = 1 credit (Honors)

**Prerequisites:** Successful completion of Biology 1-2 and Algebra 1.

**Requisite:** Concurrent enrollment in Geometry or higher.

**Fee:** \$15.00 lab fee

This one-year honors laboratory science course is intended to build a deeper understanding of the concepts of chemical science and prepare students for AP Chemistry. Emphasis is placed on developing critical-thinking skills through research and advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Process*. Performance expectations for this course blend the core ideas with scientific and engineering practices and crosscutting concepts that can be applied across disciplines. Students will use advanced mathematical computations, critically read scientific text, analyze chemical data, and prepare formal written laboratory reports following investigations.

## **COURSE DESCRIPTIONS FOR SOCIAL STUDIES**

### **History Through Film – Elective**

**Course #4257**

One Semester = 0.5 elective credit

History through Film combines pop culture of American History and the advancements within the film industry to analyze some of the most important films of all time. The class begins with the beginning of film in the 1920s and 30s and continues to present day. Films showcase issues in multicultural America alongside components of economic history, geography and civics. Be ready to see film in a different light! A perfect class for those who are interested in American History, art analysis, and the art of film-making.

## **COURSE DESCRIPTIONS FOR SPECIAL EDUCATION**

### **Bridge to Algebra**

**Course #7767-7768**

Full Year = 1 math credit

**Prerequisite:** IEP Placement

This course is for the first-year high school student receiving special education services. It is designed to assist in the transition to Algebra 1. The curriculum will introduce algebraic expressions and linear equations; applied through a review of operations on integers, fractions, decimals, percentages, and radicals. Students explore relations and functions using equations, tables, and graphs. After successful completion of Bridge to Algebra a student may proceed to Algebra 1, or equivalent. This course does not meet the requirements for the End of Course exams in mathematics.

### **Bridge to English 1-2**

**Course #7749-7750**

Full Year = 1 credit

**Prerequisite:** IEP Placement

This course is for the first-year high school student receiving special education services and may not be repeated for credit. Curriculum for this course has been created using the Nevada Academic Content Standards (NVACS) and the End of Course (EOC) selected standards. The course uses a pre-teach/re-teach model, focusing on skills students will need to know and be able to do to be successful in English 1-2, including close reading excerpts of a variety of high-quality contemporary works, classical literature, and literary nonfiction and engaging in both short and long-term writing assignments in a variety of genres. Language instruction will focus on the balance between rules and

manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. Students who successfully complete Bridge to English 1-2 should be able to enroll in regular English 1-2.

### **Foundations in Algebra 1**

**Course #7769-7770**

Full Year = 1 math credit

**Prerequisite:** IEP Placement and successful completion of all semesters of Math 7 and Math 8 or Math 7/8.

This is a one-year course designed to teach the fundamentals of elementary algebra. This course lays the foundation of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics (NVACS) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses. The NVACS studied include all 5 Domains: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems. As a part of this course, students are required to take the Nevada End Of Course Final for Math I (Algebra 1) as the semester 2 final exam.

### **Foundations in English 1-2**

**Course #7751-7752**

Full Year = 1 credit

**Prerequisite:** IEP Placement

This course is designed for Special Education students who have the skills to complete English 1-2, but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative-- as well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course will be taught by a Special Education teacher who is HQ in English.

### **Math Skills**

**Course #7763-7764**

One Year = 1.0 math credit

**Prerequisite:** IEP Placement

This course is for the first and/or second year high school student receiving special education services and may be repeated one time for credit (total 2 credits). It will focus on basic skills in operations, place value, fractions, decimals, percentages, problem solving, money, time, measurement, charts, graphs, word problems, basic geometry and may include an introduction to basic algebraic concepts. This course does not meet the requirements for the End of Course exams in mathematics.

### **Student Success/Transition Support (SSTS)**

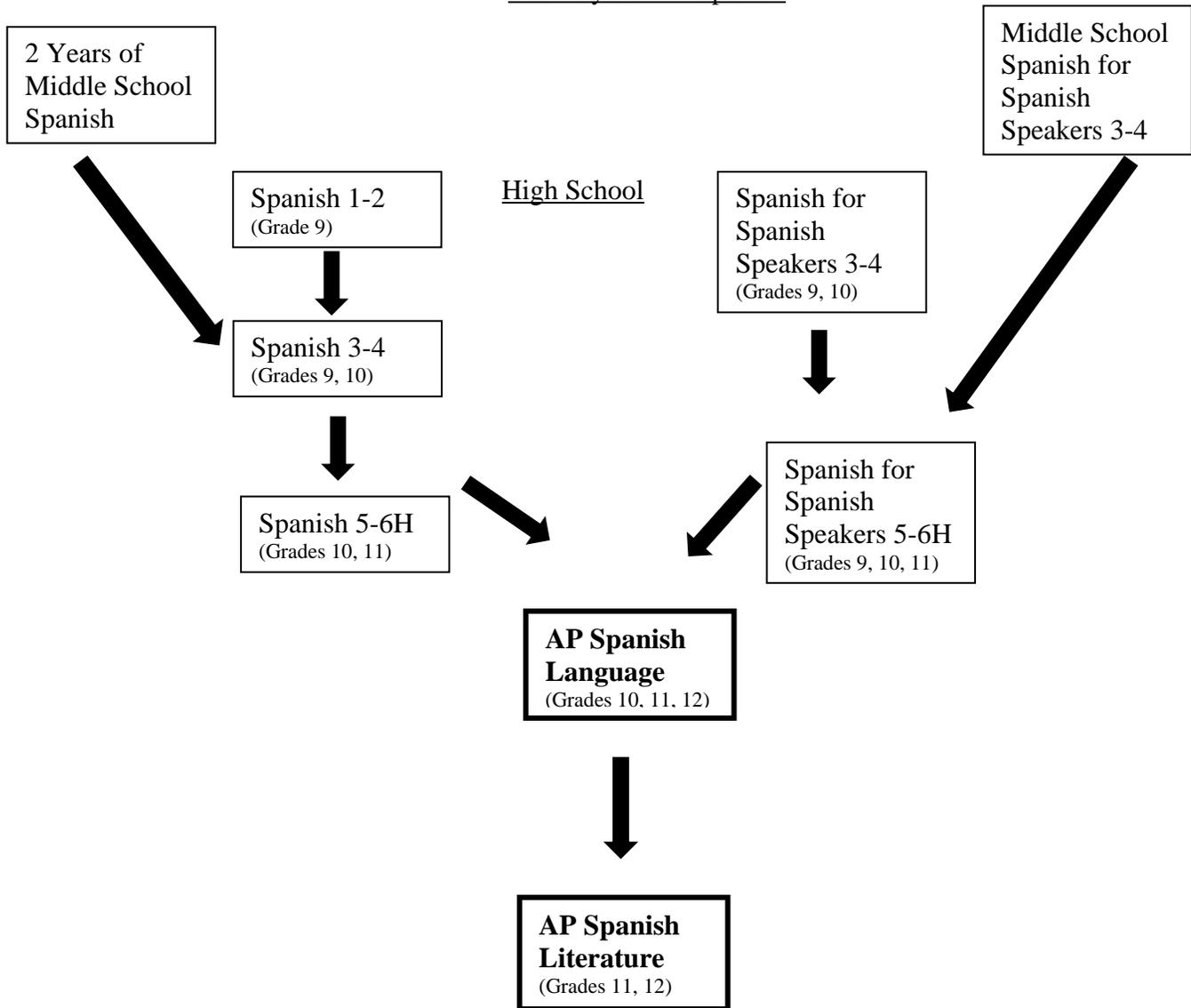
**Course #7845-7846**

1/2 credit per semester

**Prerequisite:** IEP placement

The primary focus of this class is to assist students in completing assignments for their academic classes, and improving study and test taking skills. In addition to support for the regular education course(s), the following areas will be covered as appropriate: study skills; organizational skills; maintenance of classroom notebooks, backpacks, and use of a daily planner. Students will be expected to bring to class all appropriate regular education course material (e.g. textbook, assignment sheets); in-progress assignments; progress reports; returned homework, class work, and tests; etc. Students will receive tutoring/assistance for regular academic classes while learning basic study skill strategies. This course may be required based on the decision of a student's IEP team. **NOTE: This class may be offered Zero period based upon enrollment numbers for JUNIOR/SENIOR students only. The course numbers for students interested in Zero period are 7017-7018. Please see page 82 for Zero period course descriptions**

## Pathways to AP Spanish



## COURSE DESCRIPTIONS FOR WORLD LANGUAGE

All WCSD World Language courses are performance-based in three modes of communication: interpretive, interpersonal, and presentational. Learners accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, perspectives, and interactions of and within the target culture(s).

### **World Language Level 1-2 Courses**

Full Year = 1 credit

This course is an introductory level to world language learning. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world

**French 1-2 – Course #4551-4552**

**Spanish 1-2 – Course #4611-4612**

language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-Low to Novice-Mid Range).

### **World Language Level 3-4 Courses**

Full Year = 1 credit

This course is a continuation of world language level 1-2. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-High to Intermediate-Low Range).

**French 3-4 – Course #4553-4554**

**Spanish 3-4 – Course #4613-4614**

## **COURSE DESCRIPTIONS FOR PAUTE**

### **Paiute 1-2**

**Course #4771-4772**

1/2 credit per semester

This course is designed for first year Paiute students to provide students with a communicative-based foundation in the Paiute language. Students will learn the basic alphabet, pronunciation, vocabulary, sentence structure and cultural aspects of the Paiute language. They will develop an understanding of the Paiute culture and learn how to function within that culture in an appropriate manner. Issues regarding the importance of preserving the language will also be addressed.

## **COURSE DESCRIPTIONS – SPANISH LITERACY (SPANISH FOR SPANISH SPEAKERS)**

Spanish Literacy is an opportunity for students whose heritage language is Spanish to be taught the Spanish language in Spanish. The courses will count towards the two-year world language requirement for the Honors Diploma.

### **Spanish Literacy 3-4 (Spanish for Spanish Speakers 3-4)**

**Course #4653-4654**

Full Year = 1 credit

**Prerequisite:** Native/heritage Spanish.

The purpose of this course is to enable students whose heritage language is Spanish to become bilingual; develop, maintain, and enhance proficiency in their heritage language. The emphasis of this class will be on grammar, speaking, listening, reading and writing. This class will provide students detailed grammar explanation and practical exercises as well as new vocabulary that will teach them standard Spanish and make them aware of certain dialects and other variations from standard Spanish. In addition, this class will improve students' ability to express themselves in written Spanish by reviewing and practicing verb forms and tense usage. Spanish for Spanish Speakers 3-4 qualifies for World Language Credit.

## **COURSE DESCRIPTIONS FOR ENGLISH LEARNERS**

### **EL Academic Language Development 1-2**

**Course #7619-7620**

1/2 credit per semester

**Prerequisite:** EL assessment results; Instructor approval

The focus of this course is to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations. Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners.

### **EL Academic Language Development 1-2**

**Course #7627-7628**

1/2 credit per semester

**Prerequisite:** EL assessment results; Instructor approval

As a continuation of EL ALD 1-2, this course provides additional support to English Learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations. Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners.

### **EL Advanced English**

**Course # 7615-7616**

1/2 credit per semester

**Prerequisite:** EL assessment results, instructor approval, concurrent enrollment in a mainstream English class strongly recommended.

The focus of this course is to expand English language skills in all areas and to apply previous knowledge to oral and written communication. Students will be required to read a variety of literary selections as well as content-area related material. The course emphasizes more advanced writing and composition and includes writing for different purposes and audience. Students will write responses to literature as well as produce essays that are well organized and have a clear topic and supporting details. Students will apply complex sentence structures and rules of grammar and mechanics with few significant errors. Participation in group discussions and oral presentations are also an important aspect of this course. Students will be expected to use specific and appropriate vocabulary when communicating ideas in various contexts and settings.

### **EL Intermediate English**

**Course # 7613-7614**

1/2 credit per semester

**Prerequisite:** EL assessment results; Instructor approval

This class focuses on using more elaborate syntax and more complex verb tenses. The expanded vocabulary will include more specific and specialized words commonly used in content area and mainstream classes. Students will read a variety of fiction and non-fiction and will respond to questions orally as well as in writing. Students will also learn note taking skills. They will be expected to participate in classroom discussions and to ask and answer questions for clarification.

### **EL Intermediate Reading/Composition**

**Course # 7625-7626**

1/2 credit per semester

**Prerequisite:** EL assessment results; Instructor approval

This one-year course expands the composition and reading objectives introduced at the beginning level and is intended for intermediate level ELLs who are enrolled in ELL INTERMEDIATE ENGLISH. The approach is to integrate reading and writing skills as important academic skills in mainstream classes. Students will read a variety of fiction and non-fiction and will be introduced to different writing styles and writing purposes. Students will be asked to summarize essential information from text, write paragraphs using clear transitions, and practice use of different tenses, word order structures and conjunctions. Students will also be expected to use more specific and expanded vocabulary in their writing with few errors in basic spelling and mechanics.

## **EL Mainstream Support**

**Course #7661-7662**

1/2 credit per semester – elective credit

**Prerequisite:** Enrollment in two or more mainstream classes; Instructor approval

EL mainstream support provides assistance to ELs enrolled in mainstream academic classes leading to graduation. The course offers tutoring or additional support to address specific language and content difficulties for ELs enrolled in academic classes. Specific objectives for this course will vary based on students' individual linguistic needs, academic skills, and mainstream course content. The EL teacher will assist/tutor students on an as-needed basis to facilitate academic success. Students will be required to bring assignments and texts from their mainstream classes and will be expected to use class time effectively.

## **COURSE DESCRIPTIONS FOR MISCELLANEOUS COURSES**

### **Computer Science & Applications**

**Course #8344**

One semester = 1/2 credit

This course is an introduction to computer science and applications intended to “prepare young learners to become computational thinkers who understand how today's digital tools can help solve tomorrow's problems.” (ISTE, 2018). CS & A will include at least 50% computer science principles and computational thinking. The balance of the course will integrate skills in digital and media literacy and digital citizenship.

*\*Satisfies the Computer Science and Application requirement. NOTE: This class may be offered Zero period based upon enrollment numbers for JUNIOR/SENIOR students only. The course number for students interested in Zero period are 8355. Please see page 82 for Zero period course descriptions.*

### **Freshmen Seminar**

**Course #7131**

One semester = 1/2 credit

**Pre-Requisite: None; Every 9<sup>th</sup> grader MUST take this class.**

This course is designed to help the Incoming Freshman student be successful in the high school years, with focus on Social Emotional Learning, Study Skills, Time Management, Career Exploration, Note-Taking Skills, as well as home and classwork success.

### **Health**

**Course # 5311**

One semester = 0.5 credit

This course is a one semester course which covers the following topics: body function; physical and emotional development; drugs, alcohol, and tobacco; disease and disorders; fitness and exercise; nutrition; consumer health, safety, first aid, and emergency care; family health, growth and development; environmental health and related fields; community health; health careers; human sexuality and HIV/AIDS. \*\*Topics related to human sexuality and HIV/AIDS education are provided through the Sexuality, Health and Responsibility Education (S.H.A.R.E.) program - parent permission required.

### **Personal Finance**

**Course #8301**

1/2 credit = semester

This course is designed to teach the fundamentals of money management. Students will learn practical everyday concepts in a variety of financial areas. Students will develop skills working with budgets, checking accounts, taxes, credit information, insurance coverage, mortgages, and investing (mutual funds, IRA's, CD's, stock market). Other topics will include business commission, sales tax, markup, markdown, discounts, scams, inventory, car and mortgage loans, and many more important financial matters in order to make educated financial decisions

1/2 credit per semester

**Pre-Requisite:** Formal application and instructor approval. Student should be planning to serve in some elected student government/student council/class officer position during the school year. A 3.0 GPA or higher, for current fall semester and time outside of the class is required. Enrollment is limited.

This course is very demanding. It is designed to develop leadership skills and ability in students serving (or planning to serve) in some elected or appointed student government/student council class officer position during the school year. This class helps students plan and implement school activities; utilize Parliamentary Procedure; develop and administer student organizational budgets; develop and use leadership skills; and to develop and use sound decision-making, problem solving, and planning skills. Students who are elected to student body office are required to enroll in this course.

**Spanish Spring High School**  
**Semester Options**

Edgenuity On-line Learning  
Beginning Guitar  
Beginning Ukulele  
Choir  
Computer Science & Applications  
Foundations in Art  
Freshman Seminar \*Required 9<sup>th</sup> grade  
Health  
History Through Film  
Music Appreciation  
Peer tutor  
Personal Finance  
Physical Education Courses  
Speech and Debate  
Sports Lit  
Teacher/Office Aide

**SSHS Courses that Count for**  
**Computer Literacy**

**8344 Computer Science & Applications**  
**(semester only)**

**10927/10928 AP Computer Science**  
**Principles (Full year)**

**10665/10666 Computer Science I (Full**  
**year)**