

Damonte Ranch High School



**Course Offering Book
2024-2025**



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WASHOE COUNTY SCHOOL DISTRICT

Reno, Nevada

The Washoe County School District provides each student the opportunity to achieve his or her potential through a superior education in a safe and challenging environment to develop responsible and productive citizens for our diverse and rapidly changing community.

Kristen McNeill, INTERIM SUPERINTENDENT OF SCHOOLS

BOARD OF TRUSTEES

Jeffery Church	Colleen Westlake
Joseph “Joe” Rodriguez	Elizabeth “Beth” Smith
Alex Woodley	Adam Mayberry
Diane Nicolet, Ph.D.	

DAMONTE RANCH HIGH SCHOOL ADMINISTRATION

Darvel Bell – Principal
Marly Barainca- Assistant Principal
Tim McCartin - Assistant Principal
Kevin Taylor - Assistant Principal
Jeff Thiede - Athletic Director
Ashleigh Schulewitch - Dean of Students

MISSION STATEMENT

DRHS will prepare students for higher education, careers, and active citizenship.

Beliefs

DRHS believes in Respect, Responsibility & Readiness

Respect for others, our campus, the community, and ourselves.

Responsibility for maintaining a safe campus, working together as a part of the DRHS family toward continued success, meeting diverse needs, and hiring quality individuals.

Readiness for educational and extra-curricular challenges, graduation, college, and careers.

DEPARTMENT LEADERS

ENGLISH	Lisa Bright
MATHEMATICS	A'Laina Ault
SCIENCE	Sarah Solum
SOCIAL STUDIES	Chris Fredrickson
WORLD LANGUAGE	Andrea Godoy
PHYSICAL EDUCATION/HEALTH	Staci Roybal
NJROTC	Kenneth Van Buren
PERFORMING ARTS CENTER (PAC)/FINE ARTS	Jennie Tibben
CAREER AND TECHNICAL EDUCATION	Pepper Thiede
LIBRARY	Marcella Decker
SPECIAL EDUCATION	Anne-Marie Squatrito/Britnie Marquez
LEAD COUNSELOR/CAREER CENTER	John Schreiner
TECHNOLOGY	Cathy Jacobson
ATHLETIC DIRECTOR	Jeff Thiede

ACCREDITATION

A Member of the AdvancedEd, Inc. Organization.

DRHS Computer Device Expectations

Damonte Ranch High school is a “Bring Your Own Device” school. Teachers use Canvas and students are expected to turn in work digitally to support daily instructional needs. The library has computer devices to check out to students as needed.

SCHOOL PROFILE

Damonte Ranch High School, home of the Mustangs, is in the growing middle-class neighborhoods of Double Diamond and Damonte Ranch in Southeast Reno and is the newest high school in the Washoe County School District. DRHS opened its doors on August 25, 2003 and graduated its first class in the spring of 2005. When DRHS opened its doors, it was unique in that it is was the only school in the Washoe County School district with a 7-12 grade enrollment.

Currently the school has gone back to a traditional 9-12 school with the construction and opening of Depoali Middle School in 2008-2009.

When Damonte Ranch opened in 2003, the school’s capacity was 1594. With the addition of four classroom modular units, the school’s capacity increased to 1778. As of count day, Sept. 2, 2016, Damonte Ranch High School had an enrollment of 1741. At the beginning of the 2018 school year we completed the East addition of six classrooms and the West addition of sixteen classrooms which includes one computer lab and four science rooms. This addition increased the building capacity to nearly 2200; however, the enrollment has remained between 1800 and 2000 since the addition. Most of the students come from Depoali Middle School and Pine Middle School. Double Diamond Elementary, Poulakidis Elementary, J Wood Raw Elementary, and Smithridge Elementary.

SCHOOL COLORS & MASCOT

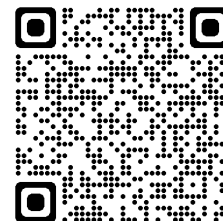
The Damonte Ranch High School Colors are Navy Blue and Forest Green, and the school Mascot is the Mustang.

INTRODUCTION

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 school year. For the current version of any of these documents, please check the District's website at <https://www.wcsdpolicy.net/>.

THE 24-25 SCHOOL YEAR CALENDAR

School begins for high school students on August 12, 2024 (Incline High School: August 19, 2024). For all other important dates, please refer to the calendars posted on the District website at: <https://www.washoeschools.net/Page/19060>



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 units of English language arts
- 4 units of mathematics, including algebra 1 and geometry
- 3 units of science, including two laboratory courses and
- 3 units of social studies, including .5 American government, .5 Economics, 1 American history and 1 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 4th mathematics or 3rd science credit during the school year in their remaining school years before graduation. Determination of whether a student can earn the 4th mathematics and/or 3rd 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 a passing grade. Students who withdraw from a class after the 11th 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 six 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:

Note: Standard Diploma requirements subject to change pending State Board of Education approval.

Course Title	WCSD Standard (2023 - 2027)	WCSD Standard (2028- beyond)	Alternative ^ (2023- beyond)	State Advanced	College and Career Ready with Endorsement	WCSD Honors	WCSD Honors/ College & Career Ready
English	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Math (Must include Algebra 1, Geometry & Algebra 2 or equivalent)	3.0	3.0	3.0	4.0	4.0	4.0 ^Δ	4.0 ^Δ
Science	2.0	2.0	2.0	3.0	3.0	3.0 [†]	3.0 [†]
American Government	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Economics and Personal Finance	0.5	0.5	0.5	0.5	0.5	0.5	0.5
U.S. History	1.0	1.0	1.0	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	0	1.0	1.0	1.0	1.0
PE	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Arts/Humanities/CTE	1.0	-0-	1.0	1.0	1.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	-0-	2.0*	2.0*
Electives	6.0	6.0	6.0	6.0	6.0	4.0	4.0
Flex Credit	1.0**	2.0**	2.0**	0	0	0	0
TOTALS	23.0	23.0	23.0	24.0	24.0	24.0	24.0
# of Honors Credits						8	8
Required Cumulative GPA				3.25 on a 4.0 scale (no rounding)	3.25 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)

^Δ Algebra 1; Geometry; Algebra 2 (or their equivalents); plus 1 or more math classes beyond Algebra 2

[†] Two credits must be in Biology, Chemistry, or Physics

* Two credits in the same world language

** Flex credit must be one full credit of the same course of any one of the following: Level II or above CTE course in one program of study provided the prerequisite course was passed, a 4th year of mathematics Algebra 2 or higher, a 3rd year of science or a 4th year of social studies

+ This diploma also requires additional coursework and either a college or career endorsement to earn the diploma (see page 3).

^ Student must have taken the NAA assessment to be eligible for the alternative diploma.

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

Students must participate in the Nevada high school assessments prescribed by law as a diploma requirement for their respective graduating class. High performance on the college and career readiness and/or civics assessments may be used toward meeting requirements for the state seals awarded with a diploma.

To graduate from a Nevada high school with a Standard, Advanced, College and Career Ready, Honors or Honors/College and Career Ready diploma, students must participate in a College and Career Readiness assessment selected by the Nevada State Board of Education pursuant to Nevada Revised Statutes 390.600 and 390.610. Students will take this assessment during their junior/11th grade year.

Pursuant to Nevada Revised Statutes 390.600, to graduate from a Nevada high school with an Alternative diploma a student must participate in the Nevada Alternate assessment during their junior/11th grade year.

All students must participate in a civics examination pursuant to Nevada Revised Statute 389.009. Most students will take the required civics examination as part of the Government or Economics course.

TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

WCSD Standard Diploma: 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 and must include Algebra 2) 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 and the civics examination 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. Taken the College and Career Ready assessment as prescribed by the State as a diploma requirement for their respective graduating class and 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 civics examination prescribed by the State as a diploma requirement for their respective graduating class.

WCSD Honors Diploma: This student will have:

1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
2. 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.
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.

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.

WCSD Honors/College & Career Ready Diploma: This student will have:

1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
2. 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.
3. Taken the College and Career Ready assessment as prescribed by the State as a diploma requirement for their respective graduating class and 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.
4. Taken 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/College & Career Ready 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 until their 22nd 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 the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness exam and the civics examination 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 until their 22nd 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 AND ENDORSEMENTS OFFERED TO WCSD STUDENTS

Recognition of each Seal/Endorsement earned will be affixed to the high school diploma and appear on the student's official transcript.

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/> (Scroll down and 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(s). Students can demonstrate world language proficiency by taking one of the various language assessments offered by the WCSD.

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.

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.

Nevada State Seal of Financial Literacy: The Nevada State Seal of Financial Literacy 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 a subject area in which instruction on financial literacy is provided; and either a grade of B or higher in a college-level course in which instruction on financial literacy is provided; or earn a score of gold or higher on the ACT National Career Readiness Certificate.

Nevada State Seal of Civics: The Nevada State Seal of Civics 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 social studies; and a score of at least 90% on the examination for civics required pursuant to NRS 389.009; a satisfactory score in citizenship and completes a service-learning project.

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. S/U grades are not included when computing grade point average (GPA). No credit is awarded for F grades. 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. All Dual Credit College Courses also add to the weighted GPA with the equivalent to an AP bump (.050).

FINAL EXAMINATIONS

Students will be required to complete a final examination in all courses which award one-half (.5) credit or more. End of semester exams 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. A student may receive a failing grade and no credit for a course if they do not complete course requirements or for poor performance in the course. Final exams are given during prescribed testing windows only. Students absent on the day of the final exam may be issued a grade of Incomplete (INC) and allowed the opportunity to make-up the exam within a specified timeframe. Semester exams will not be curved, and raw scores will be reported in the gradebook. The grade weight of the semester exam is set at the beginning of the school year or start of a course in accordance with district guidelines and indicated in the course syllabus. The weight of the final exam is not to exceed 20% for any course and will be consistent for all sections of the same course within a school.

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. 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 11th 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 11th week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadline dates for the 24-25 school year are November 1 and April 4. (Incline High School: November 4 and April 25 / TMCC High School: October 24 and April 4)

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. To replace an "F," the "same course" may include a modified title such as "OLE," 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.

STANDALONE INTERNSHIP FOR ACADEMIC CREDIT

Work-based learning is governed by regulations and policies as administered by the Nevada Department of Education and is a continuum of experiences defined as Career Exploration, Career Preparation and Career Training. For 11th and 12th graders, these experiences can include job shadows, school-based enterprises, standalone internships which result in academic credit, and noncredit-bearing internships which are integrated into another course.

As a component of its work-based learning framework, WCSD offers two types of standalone internships for academic credit, suggested for students in grades 11 and 12. These opportunities are most frequently offered through the District but may also be offered at the school site.

Standalone internships for academic credit are work-based learning experiences that place students in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to students' career interests, abilities, and goals. They are connected to classroom learning and are accompanied by structured reflection activities. Students participating in these experiences are guided by a formal, written Training Plan and Training Agreement that defines specific academic and workplace skills to be mastered. As a course, standalone internships for academic credit require 60 hours of coursework resulting in .5 elective credit.

Please note:

- Students may enroll in a standalone internship course (group or individual) 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.
- 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.

Group:

Group internships are structured more as classes and organized by career field, facilitated by a teacher with knowledge of the industry. 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 the week prior to finals.

Individual:

Individual internships are structured to meet a specific career interest. Students are assigned to and supervised by an internship teacher, attend scheduled classes throughout the semester, and complete internship hours at a work site as

scheduled by an employer host. To earn credit, students must complete all requirements. Individual internships start the second week of each semester and end the week prior to finals.

Internship Request & Enrollment Requirements:

- Students must complete an enrollment process by deadlines as published by the Department of Signature Academies and Career Technical Education (SACTE) or the school sites.
- These experiences are recommended for students in grades 11 and 12.
- Health insurance coverage is recommended, but not required.
- Students must attend all class sessions and perform service at job sites as scheduled.
- It is important to have reliable transportation to and from work sites.
- Most standalone internship hours will be served outside the school day. With documented school and parent/guardian permission, students may complete internship 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>.

WORK STUDY CREDIT

WCSD high school students 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. Students earn a grade of S/U and it is not calculated in their grade point average. Students can earn a maximum of four work study credits.

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.

College Level Examination Program (CLEP) exams may also be used for credit by exam. A score of 50 is passing and passing scores are eligible for 1.0 high school credit.

FOR MORE INFORMATION: Contact your high school counselor.

EXTENDED STUDIES PROGRAMS

Full program and registration information is available at <http://washoeschools.net/Domain/78>. All grades issued by Extended Studies are posted to the student transcript in Infinite Campus at the end of each semester/summer. All programs are scheduled in accordance with the WCSD Balanced Calendar.

Community Service (0.5 credit):

- Fee: \$50
- Semester course: application and course completion must occur within the dates of each semester and/or summer.
- 60 hours of volunteering experience; S/U grade

The proposed community service must be approved by Extended Studies three (3) weeks prior to registration. A supervisor for the organization benefiting from the community service must also provide his/her approval and phone number. The supervisor is responsible for verifying all volunteer hours. Volunteering at your church, home, or for relatives does not qualify for community service credit. Hours earned prior to the completion of registration are not counted.

PE Options (0.5 credit):

- Fee: \$75
- Semester course: application and course completion must occur within the dates of each semester and/or summer.
- 60 hours; S/U grade
- Check the Extended Studies website for a list of approved fitness facilities.

Students must enroll in a gym/sports center where **group** classes are taught by an instructor certified in the activity being offered. Only gyms/centers approved by Extended Studies are available for students wanting to participate in this option. The gym/center documents and monthly attendance reports are submitted by the student to Extended Studies. Students may count up to 2 hours per day. A maximum of two PE credits may be earned through this course. This course may not be used to raise a passing grade in PE, but it may be used to replace a failing grade in PE. Hours completed prior to the completion of registration are not counted.

Supervised Curriculum PE (SCPE) (0.5 credit):

- Fee: \$75
- Semester course: application and completion must occur within the dates of each semester and/or summer.
- 60 hours; S/U grade.

This PE course is designed for those students participating in a sport at the pre-professional level at the national or regional level of competition. An agreement form signed by the student, parent, and coach must be completed. Hours and a progress report completed by the coach must be submitted to Extended Studies monthly. A maximum of two PE credits may be earned through this course. This course may not be used to raise a passing grade in PE, but it may be used to replace a failing grade in PE. Hours earned prior to the completion of registration are not counted.

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 \$97 per exam. Students do not have to be enrolled in an AP course 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 (Wooster HS only)

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 or call Wooster HS at 775-321-3160.

CTE College Credit

CTE College Credit is free college credit that can be earned by completing a Career & Technical Education (CTE) program of study (2 - or 3-year program). Most CTE programs of study are aligned with college courses, offering the opportunity to earn between 3 and 18 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.

Participation Requirements: 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)/or complimentary course (CC) classes require completing all prior levels. CTE programs of study can be 2- or 3-year programs of study.

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 (2 - or 3-years)
2. Earn a B average in the CTE program of study courses (4 or 6 semesters)
3. Achieve a passing score on two assessments: Technical Skills and Employability Skills

When students successfully complete the CTE program of study requirements (above), CTE College Credit may be awarded. Once accepted, these credits are added to the student’s 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. 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 https://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 University). 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. 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 pre-requisites 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) 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/ for specific information regarding GPA and course requirements as well as NSHE Policies and Procedures.

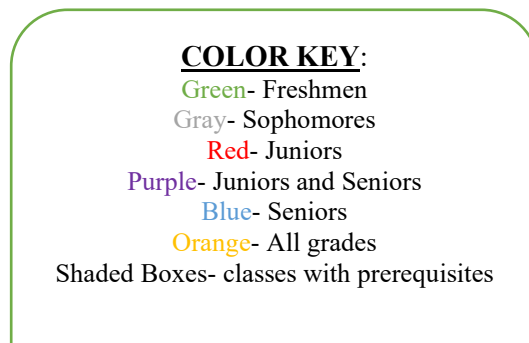
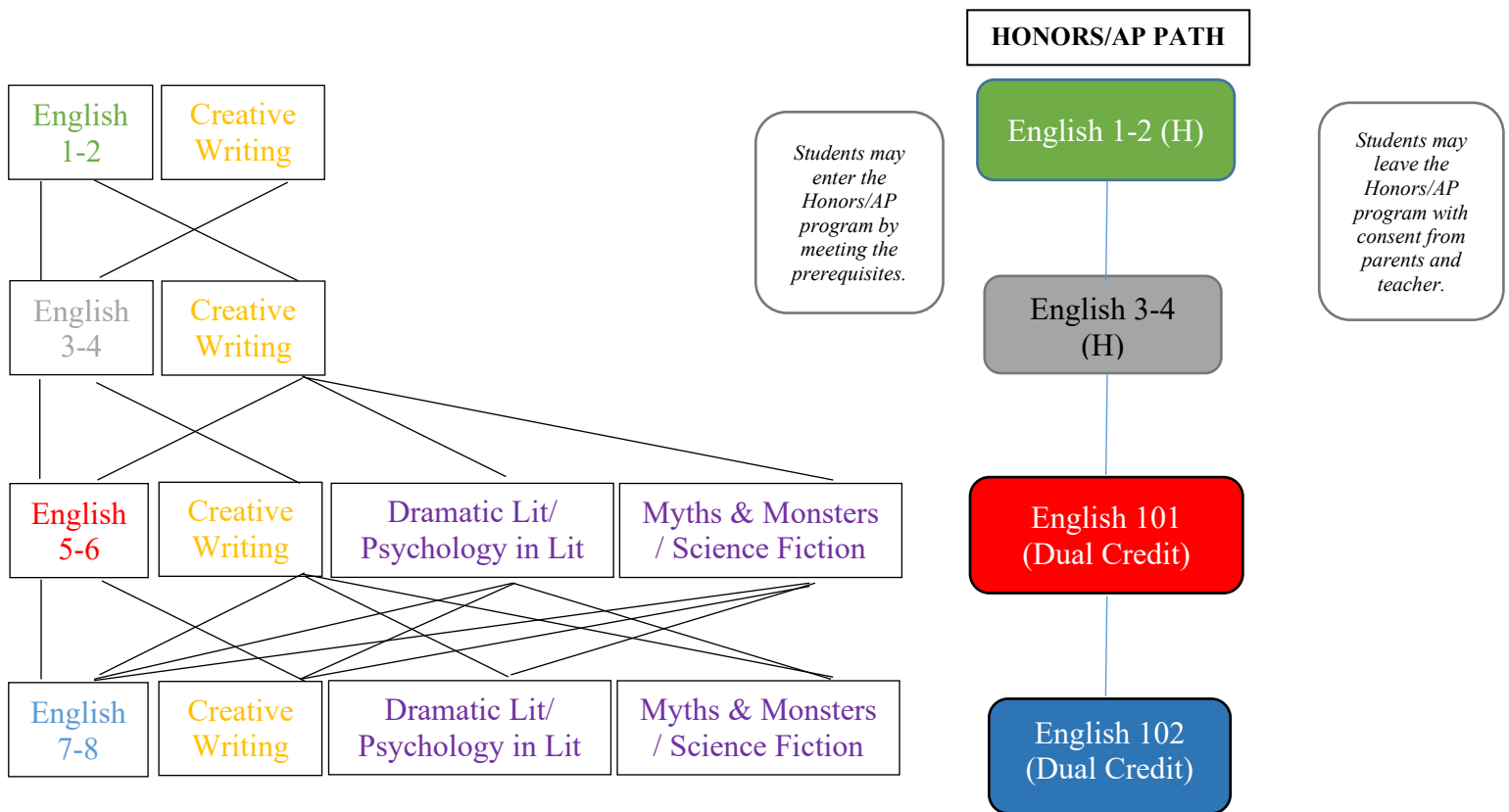
TITLE IX

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 based on 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.

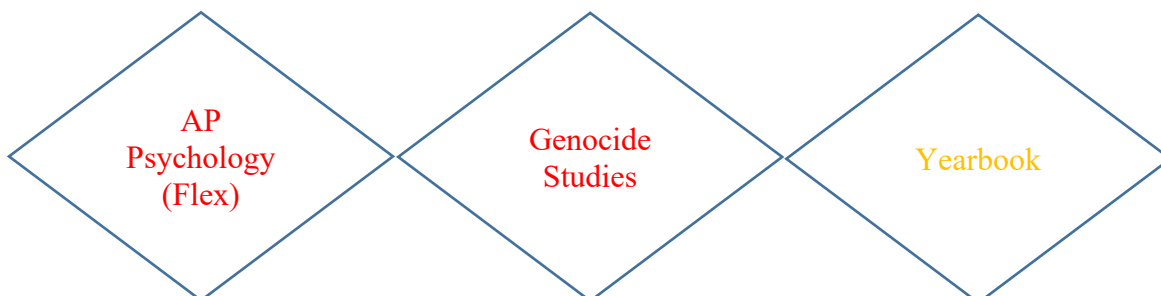
NOTICE OF NON-DISCRIMINATION

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.

ENGLISH



Elective Credits offered by English Teachers



Foundations in English 1-2**Course #7751-7752**

Full Year = 1 credit

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.

Foundations in English 3-4**Course #7755-7756**

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete English 3-4 but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will continue to develop 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 grade-appropriate, 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 to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. 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.

Foundations in English 5-6**Course #7755-7756**

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete English 5-6, but need to be in a smaller class environment. This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics of American literature, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. 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 to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. 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.

Foundations in English 7-8**Course #7755-7756**

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete English 7-8, but need to be in a smaller class environment. This Nevada Academic Content Standards (NVACS) aligned, one-year course will reflect the culmination of skills in reading, writing, speaking, and listening necessary for college and career readiness in a twenty-first century, globally competitive society, and reflects the integration of the Nevada Academic Content Standards and student learning outcomes from Early College English. The course will focus on both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--necessary to prepare students for college-level writing. Additionally, writing will be generated from the critical reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction primarily focused

on British and world authors. Students will continue to gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students will continue to build an extensive vocabulary. 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

Course #1201-1202

Full Year = 1 credit

This one-year course will provide the fundamentals of communication skills – reading, writing, speaking, and listening—using the Nevada Academic Content Standards (NVACS) to guide and focus instruction. Through the 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 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 in both reading and writing. Teacher recommendation, current reading level, writing samples, and standardized test scores may be considered; however, a student’s motivation and desire to participate in upper-level English courses should be the primary consideration.

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 short text from a variety of sources as well as 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.

English 3-4

Course #1211-1212

Full Year = 1 credit

This one-year course will continue to develop the fundamentals of communication skills – reading, writing, speaking, and listening—using the Nevada Academic Content Standards (NVACS) to guide and focus instruction. Through close reading of a variety of grade-appropriate, 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 to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. 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 3-4 (H)

Course #1213-1214

Full Year = 1 credit (Honors)

Prerequisite: Admission into English 3-4 (H) will be based on the student’s previous performance in high school English. Teacher recommendation, current reading level, writing samples, and standardized test scores may be

considered; however, a student's motivation and desire to participate in upper-level English courses should be the primary consideration.

This one-year course, designed for the highly motivated student, focuses on skills and strategies in reading, writing, speaking, listening, research, vocabulary, grammar, and usage. Students will read at least five literary forms: short story, autobiography, novel, drama, and poetry. Student writing will be varied, including personal narrative, literary analysis, creative writing, poetry, and research. The course will include a variety of teaching techniques from direct instruction to small group work.

English 5-6

Course #1231-1232

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics of American literature, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. 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 to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. 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 7-8

Course #1251-1252

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society, and reflects the integration of the Nevada Academic Content Standards and student learning outcomes from Early College English. The course will focus on both short and long-term writing assignments in three main genres—argument, informative/explanatory, and narrative—necessary to prepare students for college-level writing. Additionally, writing will be generated from the critical reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction primarily focused on British and world authors. Students will continue to gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students will continue to build an extensive vocabulary. 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.

Dual Credit English 101 (UNR)

Course #14151-14152

Full Year = 1 credit (Advanced Placement)

Prerequisite: Students will need the approval of the instructor or the recommendation of the previous teacher to enroll in English 101/102. C grade or higher in Honors English; A or B in General English.

In 101, be prepared to explore rhetorical processes, emphasizing audience, purpose, and occasion of writing. You will learn how to adapt your writing in different genres for different audiences. You will also receive an extensive background in strategies of planning, drafting, and revising.

Dual Credit English 102 (UNR)

Course #14159-14160

Full Year = 1 credit (Advanced Placement)

Prerequisite: Students will need the approval of the instructor or the recommendation of the previous teacher to enroll in English 101/102. C grade or higher in Honors English; A or B in General English.

English 102 builds on foundational writing habits provided in our earlier courses and asks students to engage with contemporary rhetorical situations or problems by immersing themselves in the research practices, methods of analysis and genres of writing necessary for engaged discussion in a public conversation. Students are introduced to ongoing

debates through various perspectives, including scholarly, public and popular genres, in order to map rhetorical conversations.

Site Specific English Courses

Beginning with the Grad class of 2019, the following English classes will only replace themselves (or a course with an identical name). Note: If a student fails one of these courses it is allowable to take English 5-6 or 7-8 to replace the grade.

Creative Writing

Course #1325-1326

Full Year = 1 credit

In this course students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts to analyze key details and author's purpose. Through the study of craft and structure, students will produce clear and coherent writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Science Fiction

Course #1503

One Semester = .5 credit

This course will strengthen and expand students' skills in 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 grade-appropriate, high-quality contemporary works in Science Fiction students will explore current social and scientific problems as they are reflected in novels and short stories set in the future. The class will focus on such issues as population growth, the struggle for power, genetic engineering, automation, space travel, alien beings, and nuclear war. Students will engage in both short and long-term writing assignments in three main genres – argument, informative/explanatory, and analysis – as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. 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.

Psychology in Literature

Course #1504

One Semester = .5 credit

Psychology in Literature will begin with a brief introduction to psychology and an investigation of some of the theories of psychology, emphasizing such terms as identity, defense mechanism, and perception. The remainder of the course will be devoted to investigating many of these theories as they appear in literature. Students are expected to participate in group projects, seminar discussions, research and extensive writing assignments. This course will continue the weekly SAT/ACT vocabulary study and standardized test preparation. The course will be taught using a variety of teaching techniques from direct instruction to small group work and will prepare students for post-graduation. The writing strand will integrate with the listening, speaking and research strands.

Myth & Monsters

Course #1511

One Semester = .5 credit

Myths and Monsters is a study of the historical relationships of gods, heroes, and monsters in ancient and modern myths, as they are reflected in novels, short stories, and in films. Students will look at the ageless fascination with the unknown and humanities attempt to give shapes, names, and explanations to unknown events. Students are expected to participate in group projects, seminar discussions, research, and extensive writing assignments. The course will be taught using a variety of teaching techniques from direct instruction to small group work and will prepare students for post-graduation. This course will adhere to the Nevada State Standards and will include writing, listening and speaking skills in addition to reading. This course will include SAT and ACT vocabulary, ACT test preparation, and ACT test writing preparation.

Dramatic Literature

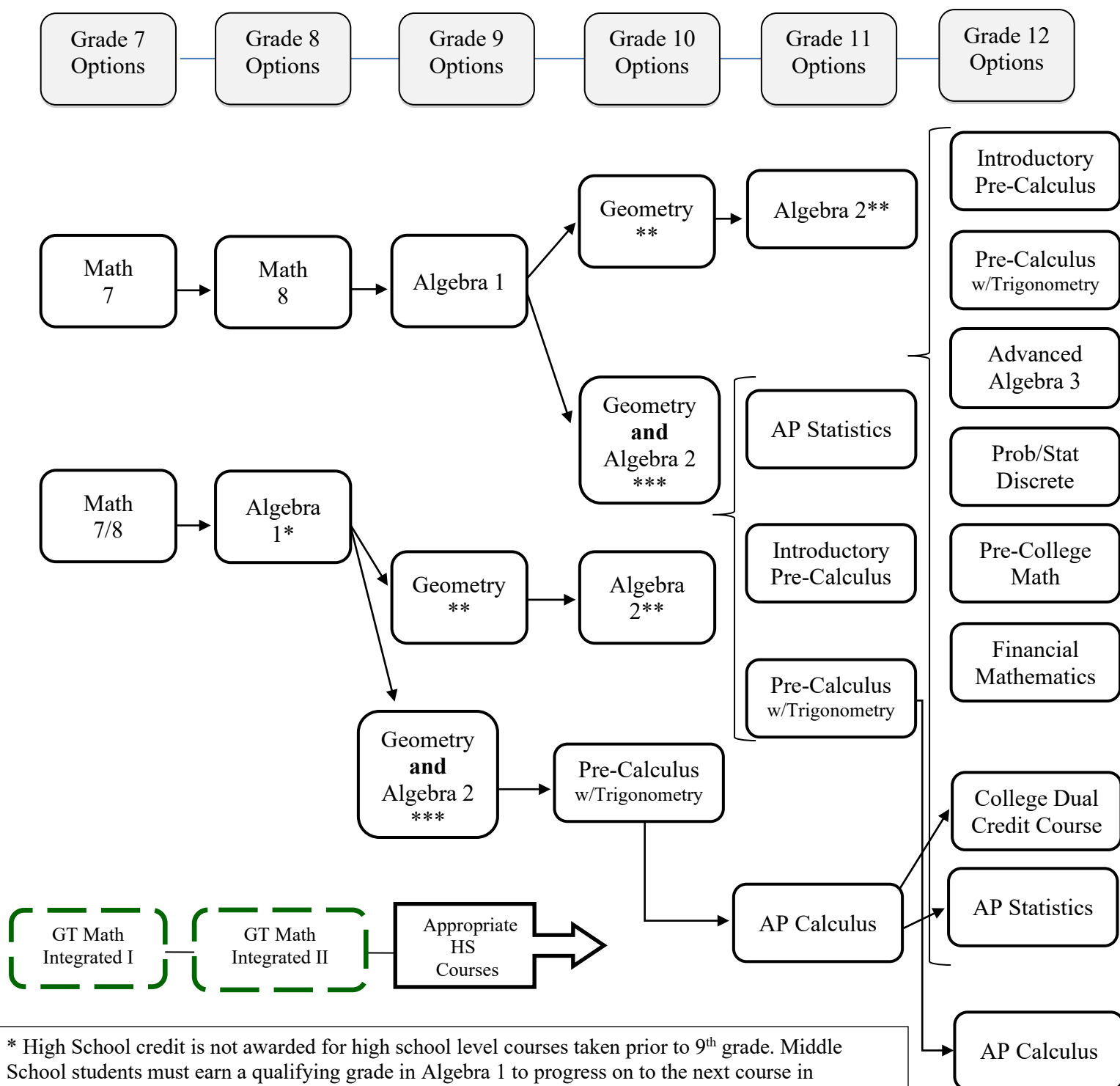
Course#1346

One Semester = .5 credit

Imagine a class that combines your love of language with your love of theatre. Students in the Dramatic Literature class will learn just how drama makes the journey from page to stage by studying all kinds of plays, from the Greek classics to award winning playwrights today. Students can expect to try their hand at writing, performing and will gain a more educated, critical perspective through which to view popular entertainment. This course will adhere to the Nevada Academic Content Standards and will include writing, listening, and speaking skills in addition to reading. The course will include vocabulary study and standardized test preparation.

MATHEMATICS COURSE SEQUENCE

This indicates the most common pathways and is not exhaustive



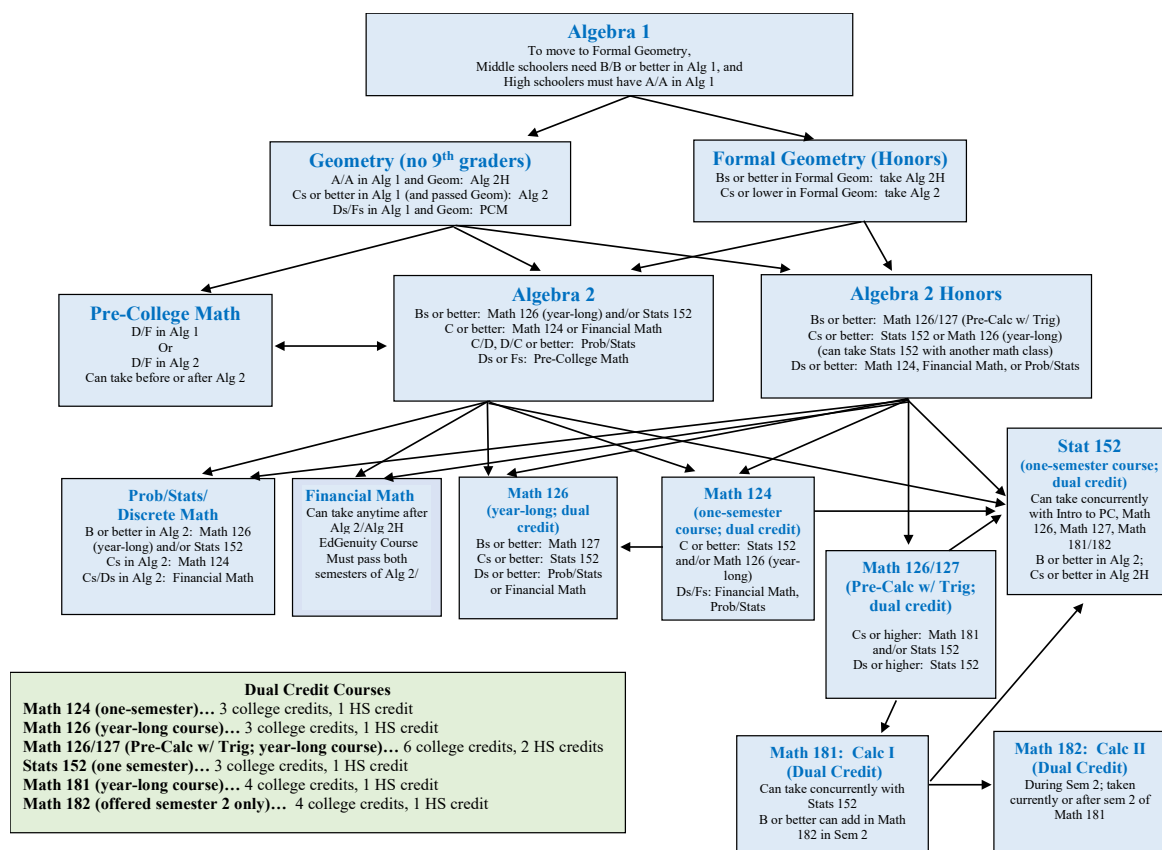
* High School credit is not awarded for high school level courses taken prior to 9th grade. Middle School students must earn a qualifying grade in Algebra 1 to progress on to the next course in sequence.

** Students choose from two class options to fulfill this requirement – Geometry or Formal Geometry (H) and Algebra 2 or Honors Algebra 2 (H)

***Students can concurrently enroll in Formal Geometry and Honors Algebra 2 for acceleration.

All students must earn credits in Algebra 1, Geometry and Algebra 2 before enrolling in any of the senior level courses. Some senior level courses have other pre-requisites (see the Course Descriptions).

MATHEMATICS



Algebra 1

Full Year = 1 credit

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.

Geometry

Foundations in Geometry

Full Year = 1 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.

Formal Geometry

Full Year = 1 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),

Course #2201-2202

Course #2211-2212

Course #7771-7772

Course #2215-2216

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.

Algebra 2

Course #2221-2222

Foundations in Algebra 2

Course #7779-7780

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 1 and Geometry or Formal Geometry.

This is a one-year course, which strengthens and expands on the techniques and concepts learned in Algebra 1. This course will reinforce the student's problem solving and algebraic skills in preparation for advanced mathematics courses. 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.

Algebra 2 (H)

Course #2227-2228

Full Year = 1 credit (Honors)

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

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 challenging mathematical problems.

Dual Credit Math 124 (WNC)

Course #14253

One Semester = 1.0 credit

Prerequisite: Seniors with successful completion of Algebra 2 in both semesters.

Covers equations and inequalities; relations and functions; linear, quadratic, polynomial, exponential, and logarithmic functions; systems of linear equations.

Dual Credit Math 126 (WNC)

Course #14251/14252

Full Year = 1.0 credit

Prerequisite: Seniors with successful completion of Algebra 2 in both semesters.

This is a one-year course designed to follow Algebra 2. The major topics of semester one of study are polynomials and rational functions, exponential and logarithmic functions, domain and range of advanced functions, the use of notation in set, interval and inequality, composition of functions, complex numbers, powers and roots, polynomial equations and inequalities, rational equations and inequalities. The major topics of semester two are matrix operations and applications, system of linear equations in two and three variables, conic sections, sequences and series, probability, and limits.

Dual Credit Math 126/127 (WNC)

Course #14226-14227

Full year = 2 credits (Honors)

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

This is a one-year course designed to teach the fundamentals of pre-calculus with trigonometry. The course begins with a review of the basics of functions, polynomial functions and equations, radical and rational functions and

equations and exponential and logarithmic functions. Trigonometry topics are trigonometric functions; applications of trigonometric functions, trigonometric identities, polar coordinates, graphs of polar equations, complex numbers, powers and roots. Additional topics are vectors, sequences and series, conics, inverse and composition of functions, and limits. 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.

Probability, Statistics and Discrete Mathematics

Course #2243-2244

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 1, Geometry and Algebra 2.

This is a one-year course designed to provide students with opportunities to explore concrete concepts, probability, statistics and discrete mathematics. The first semester consists of studying set theory, probability, statistics, experimental design, sampling techniques, distributions, measures of center, spread and position. Students are provided with opportunities to collect and analyze data relevant to students and draw conclusions based on this analysis. The second semester will involve hypothesis testing, confidence intervals, correlation, and linear regression, finance, and number representations. Throughout the course, emphasis will be given to providing students with numerous opportunities to model problem situations using hands-on materials, graphing calculators, and computers. Students need to have completed the first semester of Probability, Statistics and Discrete Mathematics in order to continue into the second semester.

Financial Mathematics

Course #2423-2424

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 2.

This one-year course connects practical mathematical concepts to personal and business settings. This course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions. The primary instructional material for this class is the Edgenuity online platform.

Dual Credit Statistics 152 (WNC)

Course # 14225

One Semester = 1 credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Algebra 2.

This is a one-year course designed to offer Statistics to those students wishing to study the topic at or on par with the university level. The major topics of study are Inferential and Descriptive Statistics, Data Collection and Analysis, Data Distributions, Probability, and Experimental Design. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Dual Credit Math 181 (WNC)

Course #14161-14162

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Pre-Calculus with Trigonometry.

Advanced Placement Calculus AB is a one-year course designed for those students wishing to study mathematics on the collegiate level. The major topics of study are functions, limits and continuity, derivatives and applications of the derivative, integrals, techniques of integration, and applications of the integral, and inverse functions. This is for students who have completed the equivalent of four years of college preparatory mathematics. Students apply skills and information acquired in previous math courses. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Dual Credit Math 182 (WNC)

Course #14232

One Semester = 1 credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Pre-Calculus with Trigonometry.

Advanced Placement Calculus BC is a one-year course designed for those students who have completed the equivalent

of four years of college preparatory mathematics and have working knowledge of functions: linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined. The major topics of study are functions, graphs and limits including parametric, polar and vectors, derivatives and applications of derivatives, integrals, applications of integrals, and fundamental Theorem of Calculus, anti-differentiation and applications of anti-differentiation, and polynomial approximations and series. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

College Readiness Classes

Pre-College Math

Course #2229-2230

Full year = 1 credit

Prerequisite: Students who enroll in Pre-College should have their credits in Algebra 1 and Geometry. This course is for Juniors or Seniors that need additional time in developing their fundamental skills in math before moving on to upper-level mathematics courses.

This is a two-semester mathematics course designed for students to learn more mathematics before taking Pre-Calculus w/Trigonometry or for seniors that do not qualify for Math 095. Topics covered include the 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.

Bridge to Algebra

Course #7767-7768

Full Year = 1 credit

This course is for the first-year high school student receiving special education services. The curriculum will introduce algebraic expressions and linear equations; applied through a review of operations on integers, fractions, decimals, percentages, and radicals. Students explore proportional relations using equations, tables, and graphs. After successful completion of Bridge to Algebra a student may proceed to Algebra 1, or equivalent.

Two-Year Algebra 1

Course #7824-7825

Two-Full Years = 2 credits

Course #7826-7827

Prerequisite: Successful completion of all semesters of Math 7 and Math 8 or Math 7/8 or Bridge to Algebra.

This is a two-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 five 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.

SCIENCE COURSE SEQUENCE

Not all science classes are offered at every school

Course Title	Course #
9th Grade *	
Biology	3141/3142
Biology (H)	3143/3144
10th Grade	
Chemistry	3201/3202
Chemistry (H)	3203/3204
Physical Science	3101/3102
Earth Science	3131/3132
11th Grade/12th Grade	
Environmental Science	3111/3112
Forensic Science	3231/3232
Human Anatomy & Physiology (H)	3261/3262
Conceptual Physics	3235/3236
Physics (H)	3241/3242
Microbiology (H)	3171/3172
Astronomy	3267/3268
Zoology 1-2	3163/3164
Earth Science (H)	3133/3134
Advanced Placement Science Classes: 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
AP Physics 1	3263/3264
AP Physics 2	3265/3266
AP Physics C: Mechanics	3247/3248
AP Physics C: Electricity & Magnetism	3259/3260

* Students who have successfully completed HS Honors Biology as part of the GATE MS Magnet program may start high school in Chemistry or 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 8th grade will not count as one of the required science courses for graduation or the honors diploma.

2024-2025 Science Flow Chart

Wanted: Science Peer Tutors

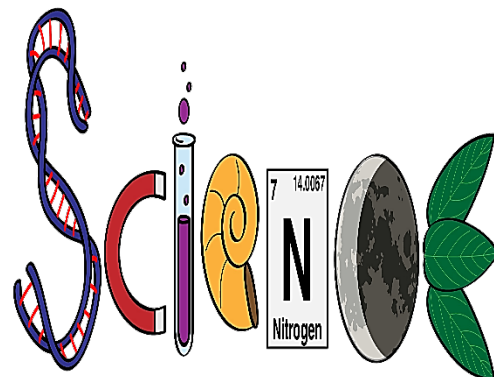
Want to help students be successful in biology and chemistry classes AND earn ½ credit?

Sign up to be a science peer tutor!
Ask your counselor today!

9th Grade Biology

\$10.00 Lab Fee

- Co-taught
- Regular
- Honors



Middle School student with Biology

Wanted: Lab Tech

Want to help teachers with lab set up and earn credit?

Sign up to be a Lab Tech!
Ask your counselor today!

10th Grade Chemistry

\$10.00 Lab Fee

- Regular
- Honors

Please note: Many upper-level classes require teacher and counselor approval as well as an appropriate

11th and 12th Grade Class Options

Regular

- Earth (R): (\$10.00 Lab Fee) One (1) year of science, credit earned in Algebra 1
- Environmental Science (R): (\$10.00 Lab Fee) Two (2) years of science and successful completion of Algebra

Honors

- Earth (H): (\$10.00 Lab Fee) Successful Completion of Biology and Chemistry
- Human Anatomy and Physiology (H) (\$10.00 Lab Fee) Successful completion of Biology, Chemistry, Geometry
- Microbiology (H): (\$10.00 Lab Fee) Successful completion of Biology and Chemistry
- Physics (H): (\$30.00 Lab Fee) Successful completion Chemistry and Geometry

Advance Placement Classes (AP)

- AP Biology: (\$15.00 Lab Fee) Successful completion of Biology and Chemistry
- AP Chemistry: (\$90.00 Lab Fee) Completion of Chemistry 1-2 and completion of or concurrent enrollment in Algebra 2.
- AP Physics 1: (\$30.00 Lab Fee) Successful completion of Chemistry, Algebra 2, or Formal Geometry
- AP Physics 2: (\$30.00 Lab Fee) Successful completion of H. Physics and Algebra 2 or concurrent enrollment in Precalculus or Calculus

Biology 1-2**Course #3141–3142**

Full Year = 1 credit

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 Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations.

Biology 1-2 (H)**Course # 3143-3144**

Full Year = 1 credit (Honors)

This one-year laboratory science course is intended to build a deeper understanding of the fundamental concepts of biological science. Emphasis is placed on developing critical-thinking skills through greater analysis, more complete explanations, using multiple sources when engaging in argument from evidence, and planning and carrying out advanced laboratory investigations. 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 Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. Students will use advanced mathematical computations, critically read and analyze biological text, and learn from complex biological investigations. To be successful in this rigorous and challenging course, students should be able to work independently on activities and projects as well as read advanced text.

Chemistry 1-2**Course #3201-3202**

Full Year = 1 credit

Prerequisite: Successful completion of Biology 1-2 and Algebra 1.**Requisite:** Concurrent enrollment in Geometry or higher.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of chemical science. 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 Processes*. The performance expectations for high school chemical science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of chemistry. Students will use mathematical computations, read scientific text, and write critically to analyze data in chemical investigations. To be successful in this rigorous and challenging course, students should be able to work independently on activities and projects as well as read advanced text.

Chemistry 1-2 (H)**Course # 3203-3204**

Full Year = 1 credit (Honors)

Prerequisite: Successful completion of Biology 1-2 and Algebra 1.**Requisite:** Concurrent enrollment in Geometry or higher.

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 by solving more complex problems and participating in 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*. The performance expectations for high school chemistry blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of chemistry. Students will use advanced mathematical computations, critically read scientific text, analyze chemical data, and prepare formal written laboratory reports following investigations.

Environmental Science 1-2**Course #3111-3112**

Full Year = 1 credit

Prerequisite: Two years of science and successful completion of Algebra 1.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of environmental science. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Ecosystems: Interactions, Energy and Dynamics*; 2) *Biological Evolution: Unity and Diversity*; 3) *Energy*; 4) *Earth's Place in the Universe*; 5) *Earth's Systems*; and 6) *Earth and Human Activity*. Performance expectations for this course blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how humans interact with the environment. Students will understand the complex and significant interdependencies between humans and the rest of Earth's systems by reading scientific text and writing critically to analyze data.

Earth Science 1-2**Course #3131-3132**

Full Year = 1 credit

Prerequisite: One year of science; credit earned in Algebra 1.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: 1) *Earth's Systems*; 2) *Human Impacts*; 3) *History of Earth*; 4) *Weather and Climate*; and 5) *Space Systems*. The performance expectations for high school Earth science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how the Earth's key systems interact and result in conditions that vary in complex yet predictable ways. In this course, students will use basic mathematical computations and read and write critically to analyze earth science investigations.

Earth Science 1-2 (H)**Course # 3133-3134**

Full Year = 1 credit (Honors)

Prerequisite: Successful completion of Biology 1-2 and Chemistry 1-2.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science while delving into the interactions of water with rocks, minerals, and components in the atmosphere. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: 1) *Earth's Systems*; 2) *Human Impacts*; 3) *History of Earth*; 4) *Weather and Climate*; and 5) *Space Systems*. The performance expectations for high school Earth science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how the Earth's key systems interact and result in conditions that vary in complex yet predictable ways. In this course, students will use advanced mathematical computations, critically read and analyze earth science text, and prepare written explanations following earth science investigations.

Physics 1-2 (H)**Course #3241-3242**

Full Year = 1 credit (Honors)

Prerequisite: Successful completion of two years of science, Algebra 1 and Geometry.**Requisites:** Concurrent enrollment in Algebra 2 or higher.

This one-year laboratory science course is intended as a third-year science course which covers the study of motion and energy as well as time and space. The course includes concepts in kinematics, dynamics, energy, static, electricity, wave theory and modern physics. Upon successful completion of Physics, students will: 1) develop curiosity and involvement with phenomena in their natural environment; 2) develop appreciation for the contribution of science to daily living; 3) understand and utilize the close relationship between mathematics and physics; and 4) deepen their scientific and mathematical thinking.

This course is designed to emphasis critical thinking and problem-solving using math skills which include algebra, geometry, and trigonometry. Students will participate in a wide range of activities including discussions, demonstrations and laboratory investigations. This course will require advanced skills in reading comprehension, mathematics, and problem-solving techniques.

Human Anatomy and Physiology 1-2 (H)**Course #3261-3262**

Full Year = 1 credit (Honors)

Prerequisite: Successful completion of Biology 1-2 and Chemistry 1-2 and successful completion of Algebra 1 and Geometry.

This one-year advanced level laboratory science course will cover an introduction to the structural and functional aspects of the human body. This course is for students interested in medical fields or biological science. The course is designed to cover the structure and function of cells, tissues, organs, and an in-depth look at body systems.

Demonstrations and laboratory investigations, including dissections, are an integral part of the teaching of this course.

Upon successful completion of Human Anatomy and Physiology, students will develop: 1) an understanding of the methods and techniques used to study the human body; 2) knowledge of the structure of all systems in the body; 3) an understanding of the functions of all the systems of the human body; 4) an understanding of the role of each body system in maintaining the homeostatic balance of the human body; 5) an awareness of relevant pathologies associated with human body systems; and 6) an awareness of the professional opportunities and requirements in the health sciences and related fields.

Microbiology 1-2 (H)**Course #3171-3172**

Full Year = 1 credit (Honors)

Prerequisite: Successful completion of Biology 1-2 and Chemistry 1-2.

This one-year advanced level laboratory science course is a challenging and exciting course that extends the study of biology by emphasizing the study of microorganisms. The course is designed for students interested in pursuing careers in medicine, biology, environmental science, and health related occupations. It is lab based and “hands on,” so student participation is a must. Students will be performing many of the classic microbiology labs including simple stain, gram stain, negative stain, isolation of pure cultures, testing antibiotics, and more. This course will include an in-depth study of bacteria, viruses, protozoans, the immune system, antibiotics, disease processes, microscopy, and many of the human diseases caused by organisms.

AP Biology**Course #3149-3150**

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of Biology 1-2 and completion of or concurrent enrollment in Chemistry 1-2.

This one-year laboratory science course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year. AP Biology builds upon the introductory high school biology course by using a college level textbook, increasing the depth and range of topics covered, and presenting advanced laboratory investigations all of which require additional time and effort from students. Successfully completing the AP Biology exam may allow students to receive advanced placement, college credit, or both, upon entering college. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Chemistry**Course #3211-3212**

Full Year = 1 credit (Advanced Placement)

Prerequisite: Completion of Chemistry 1-2 and completion of or concurrent enrollment in Algebra 2.

AP Chemistry is a one-year laboratory science course that reinforces the basic concepts covered in general chemistry and deals with additional topics not covered previously. After a brief review of concepts learned in general chemistry, topics covered will include electron structure, Lewis structures, molecular structure and shape, thermochemistry, equilibrium chemistry, kinetics, and electrochemistry. Students must also register for AP Chemistry Lab if it is offered separately; please check with your school’s counseling department to determine if the lab is part of the regular class or if students must register for a separate course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics 1**Course #3263-3264**

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of Geometry and Algebra 2 or concurrent enrollment in Algebra 2.

This one-year laboratory science course is the equivalent of a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and

power; mechanical waves and sound. It will also introduce electric circuits. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics 2

Course #3265-3266

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of Geometry and Algebra 2 or concurrent enrollment in Algebra 2.

This one-year laboratory science course is the equivalent of a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics C: Mechanics

Course #3247-3248

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of Trigonometry/Pre-Calculus and AP Calculus or concurrent enrollment in AP Calculus.

AP Physics C: Mechanics is a one-year course. The subject matter of the course is mechanics and will include topics such as motion in one or two dimensions, energy, momentum, gravity, and rotational motion. This course is predominantly a problem-solving course. Laboratory experiments will be selected for various purposes, which should add to the competence, knowledge, and skills of science students. The student will understand that physics is more than a body of knowledge. It is a way of thinking, a highly successful method of solving problems. The course will expose students to a thought process that might well serve the lawyer, the physician, the politician, or anyone else who needs to think through problems. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics C: Electricity and Magnetism

Course #3259-3260

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of Trigonometry/Pre-Calculus and AP Calculus or concurrent enrollment in AP Calculus.

AP Physics C: Electricity and Magnetism is a one-year, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

SOCIAL STUDIES

World History/World Geography Options

1 credit required

World History 1-2

Course #4101-4102

Full Year = 1 World History/World Geography credit

This course focuses on World History from approximately the mid-1300s to the modern day. Students will examine important concepts in geography, history, and culture pertaining to regions around the globe. Students will analyze significant events, individuals, developments and processes across the world from the perspective of multiple and varied voices for a vivid and complex picture of history. This course is global in nature, with a multicultural, rather than Eurocentric, approach. Students will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: the Middle Ages, the Renaissance and Reformation, global expansion, empires and kingdoms of the world, the Enlightenment and revolutions, the rise of nation states, imperialism, industrialization, WWI, 20th Century revolutions, global depression, WWII, decolonization, the Cold War, globalization, and modern issues.

AP Human Geography

Course #4181-4181

Full Year = 1 World History/World Geography credit (Advanced Placement)

This course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course is organized around seven units that students explore throughout the course: thinking geographically, population and migration patterns and processes, cultural patterns and processes, political patterns and processes, agriculture and rural land-use patterns and processes, cities and urban land-use patterns and processes, and industrial and economic development patterns and processes. The curriculum reflects the goals of the National Geography Standards (2012). Students are required to take the AP exam in May. All AP exams have a cost associated with them.

US History Options

1 credit required

US History 1-2

Course #4131-4132

Full Year = 1 US History credit

This course focuses on the history of the United States from the turn of the century to the present day. American founding documents and democratic principles will provide for the foundation referenced throughout this course while maintaining focus on the multicultural history, economics, civics, and geography of the modern era. This course includes multiple and varied voices and perspectives for a vivid and complex picture of U.S. History. Students in the course will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: Nativism/Populism, Imperialism, the Gilded Age/Industrial Revolution, Progressivism, WWI, the 1920s, the Great Depression, WWII, the Civil Rights Movement, the Cold War, the rights movements of the 1970s, globalism, terrorism, and modern issues.

Dual Credit American History 101/102 (TMCC)

Course #14019-14022

Full Year = 1 US History credit (Advanced Placement)

Survey of U.S. political, social, economic, diplomatic, and cultural development from colonial times to 1877. Satisfies the United States Constitution requirement.

Survey of U.S. political, social, economic, diplomatic, and cultural development from 1877 to the present. Includes examination of the Nevada Constitution and satisfies the Nevada Constitution requirement.

American Government/Economics and Personal Finance Options

.5 credit American Government / .5 credit Economics and Personal Finance required

American Government

Course #4161

One Semester = 0.5 American Government credit

Productive civic engagement requires knowledge of the historical foundations and principles of American democracy, understanding the unique processes of local, state, and national institutions, and the skills necessary to apply civic dispositions and democratic principles. In this semester long course, students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. Content will include multiple historical eras and the various changing perspectives in America's past, as well as connections between historical events. Some of the topics of study will include, but are not limited to, the following: founding documents, the federal system, the legislative process, the judicial system, the executive branch, elections, political parties, interest groups, rights and responsibilities of citizens, international relations, public policy, economic policies, media literacy, and contemporary issues.

Economics and Personal Finance

Course #4205

One Semester = 0.5 Economics credit

The Economics and Financial Literacy course is grounded in knowledge about how people access and choose to use resources. Economic decision making involves setting goals and identifying the resources available to achieving those goals. Students will examine concepts and tools necessary to foster an economic way of thinking to better understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Some of the topics of study will include, but are not limited to, the following: supply and demand, financial institutions, labor markets, globalization, standard of living, economic indicators and policy, financial decision-making, saving and spending, credit and debt, and college and career preparedness.

Dual Credit Political Science 101/Dual Credit Econ 101 (TMCC)

Course #14026-14100

Full Year = 1 American Government credit/Economics and Personal Finance (Advanced Placement)

A survey of American national, state and local governments. Includes Nevada's constitution, government, and contemporary issues. Fulfills US and Nevada Constitution requirements.

An introduction to economics and financial literacy. Topics covered include exchange and markets; national and global economics; financial decision-making, savings, spending, credit, debt, insurance, investing, and college and career preparedness

Arts/Humanities/Electives within Social Studies

Holocaust and Genocide Studies (H)

Course #4059-4060

Full Year = 1 elective credit (Honors)

Can be used to satisfy the Flex credit graduation requirement

The purpose of this course is to teach students why, how, what, when, and where the Holocaust took place, including the key historical trends and antecedents that led up to and culminated in the “final solution”. Learning about the Holocaust demonstrates the fragility of all societies and institutions that are supposed to protect the security and rights of all, and how these institutions can become monopolized and manipulated by those who seek control and power.

Examining the Holocaust historically enforces the mentality that all civilians, and especially those in leadership positions, must reinforce humanistic values that protect a free and just society. Examining the Holocaust helps demonstrate to students the dangers of prejudice, discrimination, and dehumanization to deepen their reflection about contemporary issues that affect societies around the world, such as the power of extremist ideologies, propaganda, the abuse of official power, and group-targeted hate and violence.

Dual Credit Psychology 101 (UNR)

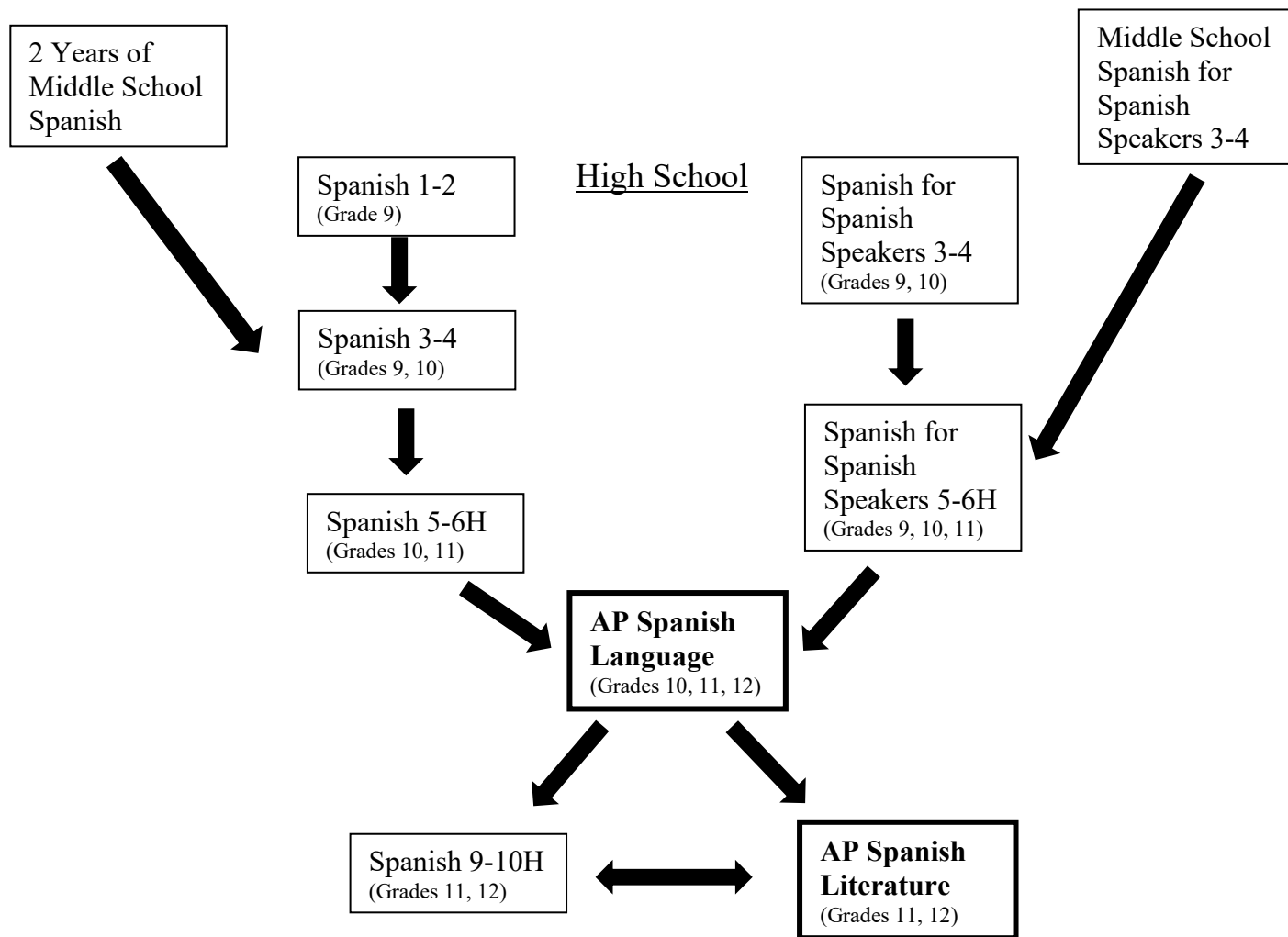
Course #14153-14154

Full Year – 1 Arts/Humanities credit (Advanced Placement)

Can be used to satisfy the Flex credit graduation requirement

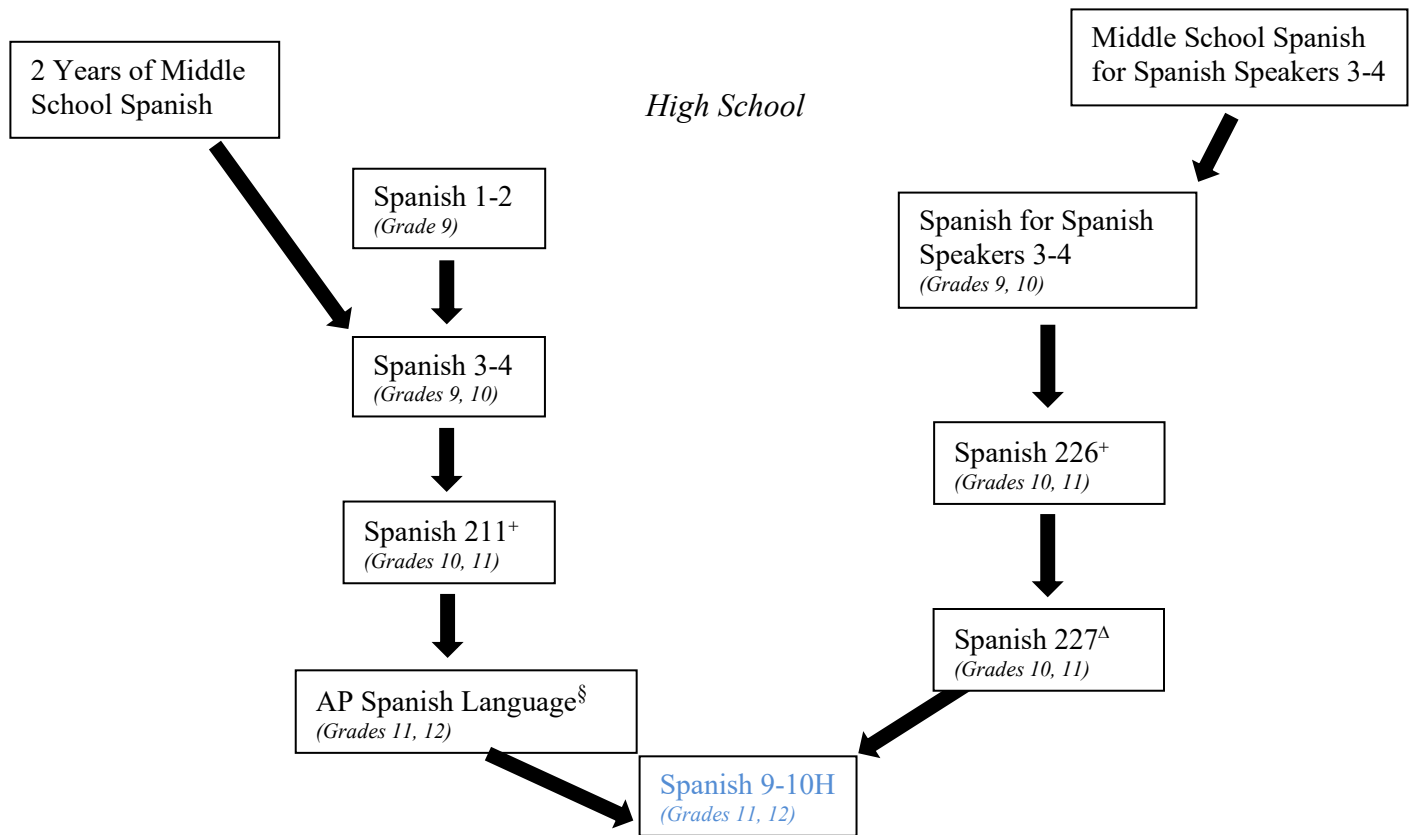
Presents psychology as a science concerned with the actions of organisms in a social and cultural context.

SPANISH PATHWAYS



DAMONTE RANCH SPANISH PATHWAYS

2024 – 2025



Students who graduate with Concurrent Enrollment credit with University of Nevada, Reno will be on a path to earn a minor* in Spanish.

⁺Student must complete a level 3-4 class in a high school classroom before continuing onto Span 211 or Span 226

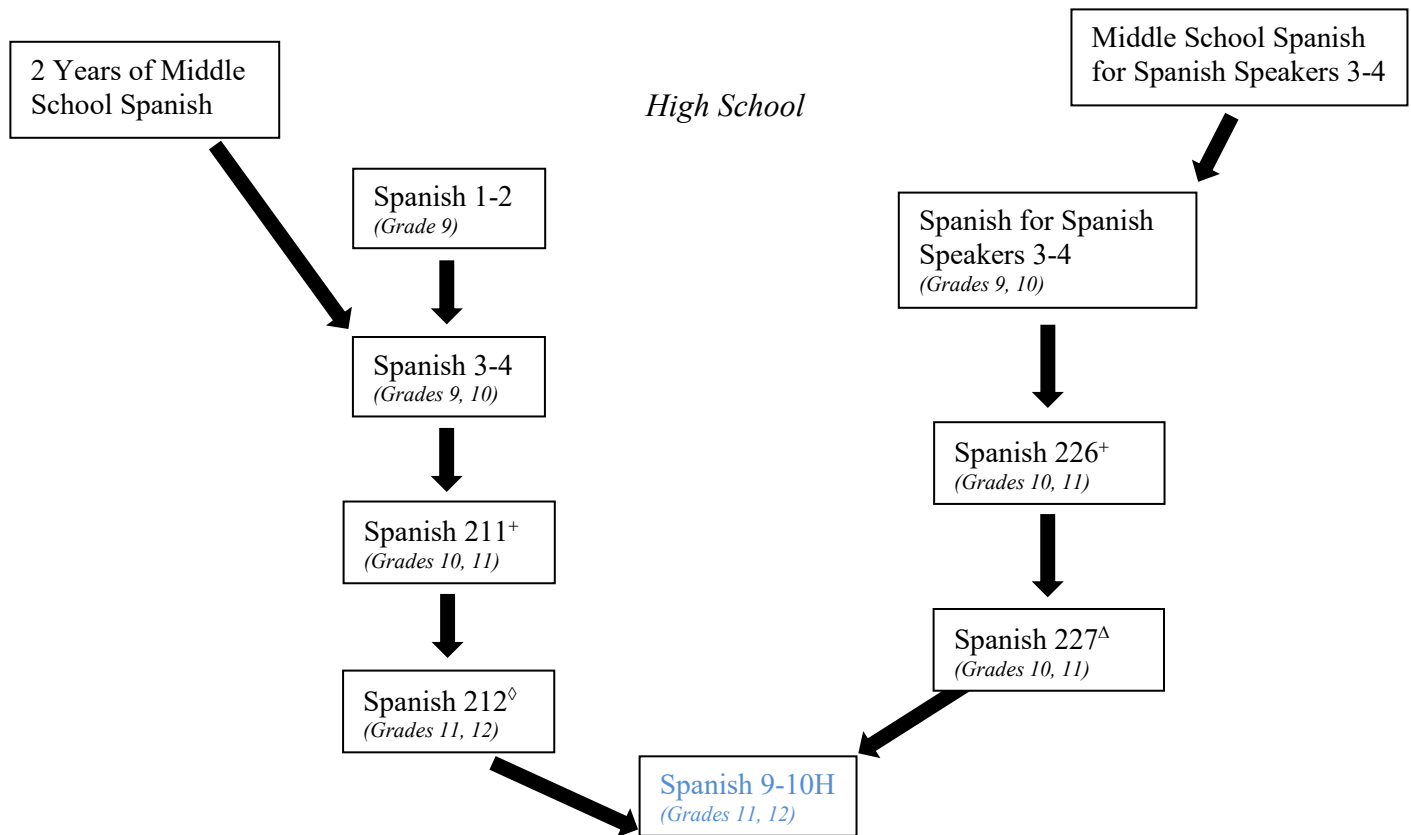
[§]AP is being phased out

^ΔStudent must successfully complete Span 227 before being permitted to enroll

*21 credits (seven classes) are required for a minor, of which, six credits (two classes) must be completed at the University of Nevada, Reno campus.

DAMONTE RANCH SPANISH PATHWAYS

2025 – 2026



Students who graduate with Concurrent Enrollment credit with University of Nevada, Reno will be on a path to earn a minor* in Spanish.

⁺Student must complete a level 3-4 class in a high school classroom before continuing onto Span 211 or Span 226

[◇]Student must successfully complete Span 211 before being permitted to enroll

^ΔStudent must successfully complete Span 227 before being permitted to enroll

*21 credits (seven classes) are required for a minor, of which, six credits (two classes) must be completed at the University of Nevada, Reno campus.

Minor Tracks at The University of Nevada, Reno

Spanish (Media)

A. FOR SECOND LANGUAGE LEARNERS (9 UNITS) <ul style="list-style-type: none"> Span 212 - Second Year Spanish II (3 units) Span 305 - Spanish Composition I (3 units) Span 306 - Spanish Composition II (3 units) 	B. FOR HERITAGE SPEAKERS (9 UNITS) <ul style="list-style-type: none"> Span 227 - Spanish for Heritage Speakers II (3 units) Span 306 - Spanish Composition II (3 units) Span 307 - Writing for Spanish Heritage Speakers (3 units)
C. CULTURE (3 UNITS) <ul style="list-style-type: none"> Span 321 - Spanish Culture and Civilization (3 units) SPAN 322 - Spanish American Culture and Civilization (3 units) Span 323 - Chicano/U.S. Latino Culture (3 units) 	
D. SPANISH MEDIA (9 UNITS) <ul style="list-style-type: none"> Jour 306 - Latinas/os Through The Eyes of The Media (3 units) Jour 442 - Advanced Strategic Communications (3 units) (when offered in Spanish) OR Jour 465 - Noticiero Movil (3 units) Span 313 - Spanish in the U.S. (3 units) Span 415 - Spanish Stylistics (3 units) Span 441 - Seminar in Linguistic Studies (3 units) Span 451 - Seminar in Hispanic Theoretical and Applied Linguistics (3 units) 	

Spanish Language, Culture and Literature

<ul style="list-style-type: none"> SPAN 212 - Second Year Spanish II (3 units) OR SPAN 227 - Spanish for Heritage Speakers II (3 units) 	
For Second Language Learners <ul style="list-style-type: none"> Span 305 - Spanish Composition I (3 units) Span 306 - Spanish Composition II (3 units) 	For Heritage Language Learners <ul style="list-style-type: none"> Span 307 - Writing for Spanish Heritage Speakers (3 units) One Span 300 and above elective not already counted (3 units)
<ul style="list-style-type: none"> SPAN 321 - Spanish Culture and Civilization (3 units) OR SPAN 322 - Spanish American Culture and Civilization (3 units) OR SPAN 323 - Chicano/U.S. Latino Culture (3 units) 	
<ul style="list-style-type: none"> SPAN 350 - Introduction to the Study of Hispanic Literature (3 units) 	
<ul style="list-style-type: none"> Spanish courses numbered 300-499 (6 units) 	

Spanish through the Professions

A. WRITING COMPONENT (6 UNITS)	
For Second Language Learners: <ul style="list-style-type: none"> Span 305 - Spanish Composition I (3 units) Span 306 - Spanish Composition II (3 units) 	For Heritage/Native Speakers <ul style="list-style-type: none"> Span 307 - Writing for Spanish Heritage Speakers (3 units) Any 300-level (or above) Spanish Course (3 units)
B. CULTURAL COMPONENT (3 UNITS) <ul style="list-style-type: none"> Span 321 - Spanish Culture and Civilization (3 units) Span 322 - Spanish American Culture and Civilization (3 units) Span 323 - Chicano/U.S. Latino Culture (3 units) 	
C. LITERATURE COMPONENT (3 UNITS) <ul style="list-style-type: none"> Span 350 - Introduction to the Study of Hispanic Literature (3 units) 	
D. REQUIRED COMPONENT (3 UNITS) <ul style="list-style-type: none"> Span 318 - Spanish for the Professions (3 units) 	
E. TRANSLATION/INTERPRETATION COMPONENT (6 UNITS) <ul style="list-style-type: none"> Span 315 - Introduction to Translation (3 units) Span 316 - Business Spanish (3 units) Span 317 - Interpretation I (3 units) Span 412 - Advanced Translation (3 units) Span 413 - Interpretation II (3 units) Span 415 - Spanish Stylistics (3 units) Span 422 - Special Topics in Translation (3 units) 	

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).

Spanish 1-2

Course#4611-4612

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 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).

Spanish 3-4

Courses#4613-4614

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).

Dual Credit Spanish 211 (UNR)

Course #14239-14240

Full Year = 1 credit (Advance Placement)

Prerequisite: Successful completion of Spanish 3-4 or Spanish Literacy 5-6 in high school.

This Honors level course is a continuation of world language level 3-4. 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 (Intermediate-Low to Intermediate-Mid Range). Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

AP Spanish Language & Culture

Course #4641-4642

Full Year = 1 credit (Advanced Placement)

The Advanced Placement Spanish Language course is designed for those students interested in broadening their knowledge of Spanish at a pre-college level. The goal of AP Spanish Language is to develop students' communicative ability in the three modes of communication: interpersonal, interpretive, and presentational. Students will participate in

daily prompts that emphasize listening, speaking, reading, and writing. Extensive reading in the language is required. Written compositions and essays are assigned regularly, and oral work is required. A complete review of grammar is included. Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

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

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.

Dual Credit Spanish 226 (UNR)

Course #14155-14156

Full Year = 1 credit (Honors)

Intended for students who have a Spanish language background but little or no formal training. Emphasis on writing skills, grammar, and vocabulary enrichment.

Concurrent Enrollment Spanish 227 (UNR)

Course #14155-14156

Full Year = 1 credit (Advanced Placement)

Intended for students who have a Spanish language background but little or no formal training. Emphasis on writing skills, grammar and vocabulary enrichment. Upon completion of this course, students will be able to recognize dialectal variances in order to use formal and informal varieties of Spanish, oral and written articulation and expression of ideas in an academic context, critically apply concepts central to the interpretation of literary texts, expand understanding of Spanish orthography, compare and contrast the linguistic and grammatical aspects of academic Spanish and English, and demonstrate a deepened understanding of Hispanic culture in Latin America while connecting it with Latino culture of in the United States.

PHYSICAL EDUCATION

Power Walking

Course #5141-5142

Full Year = 1 credit

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.

Team Sports

Course #5171-5172

Full Year = 1 credit

Team Sports is designed for student/athletes to increase skills in their respective sport and/or fitness levels. Our mission is to help direct student athletes to focus on their individual sports goals, improve intrinsic motivation, and to pursue a healthy and active lifestyle. Lastly, our goal is to give our students the knowledge and experience to make informed decisions about proper nutrition and exercise outside the school walls.

Basketball Conditioning

Course #5203-5204

Full Year = 1 credit

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.

Conditioning/ Weight Training

Course #5217-5218

Full Year = 1 credit

This course is designed for students who have a serious interest in beginning, intermediate and advanced weight training as well as physical conditioning. Students will learn to demonstrate safe and proper lifting techniques in a variety of lifting exercises that emphasize strength and power training. Emphasis will be placed on total body development through strength training, running, and speed and agility drills. Students interested in this course should have achieved above average grades in previous physical education courses as this course will be more physically demanding. The curriculum of this course is aligned with Nevada Academic Content Standards.

Athletic Conditioning/Weight Training

Course #5215-5216

Full Year = 1 credit

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 computerized strength-training program. Instructor approval recommended.

Soccer & Conditioning

Course #5236-5237

Full Year = 1 credit

This course introduces the student to the fundamental skills and philosophy of soccer. Students considering this class should be able to execute the 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**

Full Year = 1 credit

This course will include the basic skills of volleyball: passing, setting, serving, attaching, and rules of the game. Also, other net sports will be included such as tennis, badminton, and volley-tennis. Emphasis will be on team and skill-building techniques.

Beginning Dance**Course #5245-5246**

Full Year = 1 credit

This class is designed for students who have limited experience with dance. The introduction of basic dance technique, proper warm ups, vocabulary, performance presentation and choreography will be presented through various dance styles including jazz, ballet, hip hop, lyrical, musical theater and cultural. All choreography and material presented will be at the skill and interest level of the students. The curriculum of this course is aligned with Nevada Academic Content Standards for Physical Education.

Lifetime Fitness**Course #5253-5254**

Full Year = 1 credit

This course designed to introduce the student to different lifelong fitness programs. Emphasis on total body conditioning through P90X, aerobic activities, resistant training using hand weights, body weight, and core ball are just a few exercises offered. Each activity will include a warm up and cool down. Major fitness concepts will be discussed through the course of the semester/year.

JOBS FOR NEVADA’S GRADUATES (J4NG)

J4NG Nevada is a private, nonprofit organization whose mission is to ensure that Nevada’s students are set up for success and graduate work ready. JAG Specialists assigned to participating schools assist students with challenges that may be in their way and show them the way towards a bright future.

J4NG provides a multi-year model where struggling students are identified by a school team that includes an administrator, counselor and teachers. Students are presented with the opportunities provided through J4NG electives and once enrolled, have the opportunity to continue participating in the program through graduation.

J4NG courses may only be offered at a school where JAG programming is provided.

J4NG ELECTIVE G10

Course #8424-8425

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

This course prepares class participants for the workforce using Jobs for Nevada’s Graduates certified curriculum. The first semester focuses on the 37 Core Competencies of J4NG to optimize employment preparedness. The second and subsequent semester(s) build on mastery of the 37 competencies and includes instruction on Competencies 38-87.

Course may include field trips, job shadowing and other employment related activities.

J4NG ELECTIVE G11

Course #8426-8427

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

This course prepares class participants for the workforce using Jobs for Nevada’s Graduates certified curriculum. The first semester focuses on the 37 Core Competencies of J4NG to optimize employment preparedness. The second and subsequent semester(s) build on mastery of the 37 competencies and includes instruction on Competencies 38-87.

Course may include field trips, job shadowing and other employment related activities.

J4NG ELECTIVE G12

Course #8417-8418

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

This course prepares class participants for the workforce using Jobs for Nevada’s Graduates certified curriculum. The first semester focuses on the 37 Core Competencies of J4NG to optimize employment preparedness. The second and subsequent semester(s) build on mastery of the 37 competencies and includes instruction on Competencies 38-87.

Course may include field trips, job shadowing and other employment related activities.

COMPUTER LITERACY

Computer Science & Applications

Course #8344 or 8345

One Semester = 0.5 credit

This course is an introductory survey of computers and their role in the modern world. Students will explore digital thinking concepts by (1) mastering digital work flow by experiencing a fully digital class using online collaborative tools, (2) learning to use key applications through long term performance based tasks and projects focused on the creation of meaningful technology projects, (3) explore the fundamentals of computing through direct experience, (4) develop and awareness of computer science through a self-paced introductory coding unit, (5) learn and apply digital citizenship skills for living and working in an online world, and (6) develop 21st century competencies through regular alignment of learning activities.

HEALTH

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.

ROBOTICS

Robotics Engineering

Course # 7115-7116

One Semester = 1 Elective credit

Explore the exciting world of robotics in this hands-on high school course! Dive into the basics of building and programming robots while understanding the principles of mechanics and electronics. From assembling your first robot to coding its movements, this class provides a solid foundation in robotics. Get ready to unleash your creativity, problem-solving skills, and teamwork as you embark on thrilling robotic challenges. No prior experience required – just a curiosity for technology and a passion for innovation!

VISUAL AND PERFORMING ARTS

Unless otherwise notated these fine arts courses fulfill the
“Arts” requirement as part of “Arts/Humanities/CTE/HSROTC 5-6/7-8”

Visual and Performing Arts: Visual Arts

Art 1-2

Course # 6111-6112

One Year = 1 credit

Art 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 Standards for visual arts. Units in drawing on the right side of the brain, elements and principles of design, color theory, painting and multi-media may be explored. 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. Students will demonstrate the use of the elements and principles of design, study the historical context of art, and develop their critiquing skills. Various drawing and painting materials and techniques will be used.

Art 3-4

Course # 6113-6114

One Year = 1 credit

Prerequisite: Successful completion of Art 1-2

In this second-year art course students will further develop their skills and techniques to create works with depth and volume. Various media will be incorporated to further student’s knowledge in developing individual expression and ideas. The human figure will be explored through various media including the area of three-dimensional drawings. Students will examine the human form, learn proportion and mass of the figure. Self-expression and creative interpretation will be a focus. Art history will also be a key component in the curriculum.

Art 5-6 (H)

Course # 6113-6114

One Year = 1 credit (Honors)

Prerequisite: Successful completion of Art 3-4

This third-year art course is for the advanced student seeking further enrichment through personal expression and self-evaluation. A focus on community awareness in the visual arts will be stressed. Students will be asked to demonstrate a personal theme and will develop a higher level of ability through self-motivation and direction. Students will be able to display their work within their school environment through personal or group shows. Culmination of the semester will have students submitting a portfolio and artist statements. Students will also submit artwork to the national Scholastic Arts competition.

Art 7-8 (H)

Course # 6117-6118

One Year = 1 credit (Honors)

Prerequisite: Successful completion of Art 5-6

This class is for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in visual communications or fine art.

Ceramics 1-2

Course # 6131-6132

One Year = 1 credit

This introductory course focuses on the skills and knowledge that students need to create ceramic sculpture and pottery. Students will become familiar with the entire ceramic process from making clay to firing and glazing their work as well as the geology and chemistry of clay and glazes. Several important hand-building techniques will be taught including pinch building, coil building, slab building, and a brief introduction to wheel thrown pottery. Students will also become familiar with the elements and principles of art, as well as the work of some important ceramists and other modern sculptors.

Ceramics 3-4

Course # 6133-6134

One Year = 1 credit

Prerequisite: Successful completion of Ceramics 1-2 and/or recommendation of instructor

Ceramics 3 will focus heavily on advanced hand building and wheel throwing. Students will work with different clays and decorative methods. Clear use of the elements and principles of design will be stressed. Historical uses of clay and ceramics will be incorporated with all projects. Critiques will be used to evaluate student work and that of others. Ceramics 4 is an in-depth three-dimensional design study. Sculptural forms and advanced independent projects in sculpture, throwing, and hand building will be assigned. A high level of the use of the elements and principles of design will be stressed. Historical uses of clay and ceramics will be incorporated with all projects. Critiques will be used to evaluate student work and that of others.

Ceramics 5-6 (H)

Course # 6135-6136

One Year = 1 credit (Honors)

Prerequisite: Successful completion of Ceramics 3-4 and/or recommendation of the instructor

In Ceramics 5-6 students will continue to expand on their knowledge of ceramic and glaze chemistry while continuing to refine their hand built and wheel thrown techniques. Students will study and research important technical and artistic developments in the history of Ceramics and its uses worldwide as well the work of important contemporary Ceramic artists.

Ceramics 7-8 (H)

Course # 6137-6138

One Year = 1 credit (Honors)

Prerequisite: Successful completion of Ceramics 5-6 and/or recommendation of the instructor

In Ceramics 7-8 students will have the opportunity to pursue and refine their artistic voice using the ceramic medium and the continued study of important historic and contemporary Ceramic artist. It is expected that students will demonstrate a high level of technical

AP Studio Art: Drawing

Course #6261-6262

One Year = 1 credit (Advanced Placement)

Prerequisite: Completion of the 3-4 level Art Courses with a B or better and/or instructor approval.

This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The course is designed to prepare students to submit portfolios to the College Board's advanced placement Art Portfolio in drawing. This studio class will focus on drawing media. Students enrolled in AP studio Art are required to submit a portfolio. This portfolio will consist of 5 matted pieces of their best quality work and twenty-four images of work showing a breadth of media and a concentration of one area of study. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Studio Art: 2D Design

Course #6263-6264

One Year = 1 credit (Advanced Placement)

Prerequisite: Completion of the 3-4 level Art Courses with a B or better and/or instructor approval.

This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The course is designed to prepare students to submit portfolios to the College Board's advanced placement Art Portfolio in 2D-design. Students enrolled in AP studio Art are required to submit a portfolio. This portfolio will consist of 5 matted pieces of their best quality work and twenty-four images of work showing a breadth of media and a concentration of one area of study. All AP exams have a cost associated with them.

Advanced Studio Art

Course #6277-6278

One Year = 1 credit

In this course, advanced art students research and create portfolio quality works based on the style and medium of their choosing. Students will write artist statements expanding on their works, their meaning, and the processes behind their creation. Students will curate their portfolios with applications to design careers or art universities in mind. This is an open studio course with guidance from the instructor, but focusing on independent study on the part of the student.

Visual and Performing Arts: Theatre

Theatre Arts 1-2

Course #6501-6502

One Year = 1 credit

This course is designed for the beginning theatre student who is interested in learning the fundamentals of theatre arts. Instruction will include theatre etiquette, script analysis and critical response, improvisation, pantomime & movement, voice, interpretation, scene work, solo acting, and theatrical production. Course work will also include written critical analysis, playwriting, careers in theatre, theatre history, and performance projects. Student participation in co-curricular performances is required for successful completion of the course.

Theatre Arts 3-4

Course #6511-6512

One Year = 1 credit

Prerequisite: Successful completion of Theatre Arts 1-2

This course is an intermediate level drama course in acting, movement, physical theatre, playwriting, and play production. Instruction will include challenging units in character development and script analysis while preparing for performances of monologues and scenes. Students also may expect to learn basic stage makeup application, mask and puppetry performance techniques, stage combat, and production elements for a one-act play. Student participation in some co-curricular rehearsals and performances is required for successful completion of the course.

Advanced Theater Arts

Course #6503-6504

One Year = 1 credit (repeatable)

Prerequisite: Successful completion of Theatre Arts 3-4

This course is designed to challenge upper-level actors with a variety of sophisticated approaches to scene work and monologues, including an emphasis on theory and world theatre. Instruction will focus on deepening student understanding of role development, critical analysis, film, playwriting and devising, dramaturgy, and improvisation. Study will be centered on both classical and contemporary plays. Student participation in co-curricular rehearsals and performances is required for successful completion of the course.

Theater Performance

Course #6505

One Semester = 0.5 credit (repeatable)

Prerequisite: Audition and Casting or Instructor Approval

This course is for students interested in participating in the mainstage production. Students will be officially enrolled in the course following successful audition and casting of the mainstage, co-curricular production. Students are expected to attend all rehearsals and performances as outlined in the show-specific rehearsal schedule.

Acting and Writing for the Screen

Course #6542

One Semester = 0.5 credits

Prerequisite: Successful completion of English 1-2, English 3-4

This arts elective focuses on creating content for the large and small screens, with an emphasis on acting for camera, writing screenplays for film, acting and auditioning for commercials, establishing a video blog concept, and producing a short film for competition submission. Students can expect to create written analyses of film clips, storyboards and shot lists, and production schedules. Students will also investigate various careers in the film industry.

Dual Credit Theatre 209 (TMCC)

Course #14235

One Semester = 1 credit (Advanced Placement)

An advanced course for serious students of theatre who want to pursue acting, directing, and play production in depth. The course culminates with a public performance. Rehearsal hours are arranged and announced at the beginning of the semester.

Visual and Performing Arts: Dance

Jazz/Hip-Hop

Course #6527-6528

One Year = 1 credit

This class offers students practical experience in basic jazz technique through discussion and movement. Emphasis is on the development of coordination, flexibility and proper body awareness and body alignment required to dance the combinations and routines. Hip-Hop emphasizes the importance of energy, style and rhythmic accuracy. Choreography and performance are also covered for both jazz and hip-hop.

Tap Theatre Dance

Course #6531-6532

One Year = 1 credit

This course provides the student with practical experience in basic tap dance techniques. Emphasis is on foot dexterity, coordination, and rhythm including learning tap combinations of steps and routines. Theatre dance is based on musical theatre, movie musicals and Broadway shows. Students will learn choreography that uses a combination of song and dance and stage movement and character styles that provide skills and knowledge necessary for musical theatre.

Ballet/Contemporary

Course #6533-6534

One Year = 1 credit

This class will introduce students to ballet and contemporary dance. The fundamentals of ballet technique will emphasize correct body alignment, strength and control, while building upon technical skills with the development of musicality, confidence and artistry. Contemporary basic will include a focus on movement progressions, energy contrasts, coordination, and flexibility.

Visual and Performing Arts: Music

AP Music Theory

Course #6605-6605

One Year = 1 credit (Advancement Placement)

A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Visual and Performing Arts: Music/Instrumental

Concert Orchestra

Course #6641-6642

One Year = 1 credit

Prerequisite: Middle School Advanced Orchestra or instructor approval

Concert Orchestra offers progressing level instruction for 9th grade students on violin, viola, cello, and double bass. Students who are in the 10th, 11th, and 12th grade may enroll and repeat this course for credit. Students will solidify their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on expanding technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify.

Chamber Orchestra

Course #6643-6644

One Year = 1 credit (repeatable)

Honors credit available for 10th-12th graders who complete additional requirements

Prerequisite: Instructor approval and Concert Orchestra or Sinfonia Orchestra

Chamber Orchestra will focus on increased technical and musical fluency for 10th grade, 11th grade, and 12th grade students on violin, viola, cello, and double bass. Acceptance for advancement to Chamber Orchestra will be based upon application (which includes a performance audition). Students will refine their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on refining technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify.

Sinfonia Orchestra

Course #6645-6646

One Year = 1 credit (repeatable)

Honors credit available for 10th-12th graders who complete additional requirements

Prerequisite: Instructor approval or Concert Orchestra

Sinfonia Orchestra offers advancing level instruction for 10th grade, 11th grade and 12th grade students on violin, viola, cello, and double bass. Students will extend their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on expanding technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify.

Symphonic Orchestra

Course #6681-6881

One Year = 1 credit (repeatable)

Honors credit available for 10th-12th graders who complete additional requirements

Prerequisite: 10th grade, 11th grade, 12th grade who have completed Concert Orchestra or instructor approval. 9th grade with concurrent enrollment in Concert Orchestra.

Symphonic Orchestra is a year-long course for 10th graders, 11th graders, and 12th graders. This course is also available for all 9th grade students simultaneously enrolled in Concert Orchestra. Students are encouraged to enroll concurrently in a second orchestra ensemble. Students will perform a variety of large ensemble orchestral literature of diverse genres and instrumentation. Students will also be expected to prepare solo études, orchestral excerpts, and to study music history components of music literature from varied time periods. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify. Other instruments may join per instructor approval. This course is offered concurrently with Symphony Orchestra: Symphonic Winds and Percussion.

Marching Band

Course #6701-6702

One Semester = 0.5 credit

The Marching Band is open to any student regardless of being enrolled in a bands or music class. Band offers all students a comprehensive music and visual program on the highest level of excellence in modern marching band music, technique, performance, and practice. The responsibilities of the Marching Band may include performing as a pep band at football games, as well as performing for various school, civic performances such as pep rallies, assemblies, and parades. Students must participate in after school rehearsals and performances. The Marching Band may compete in field shows during the fall season. Students in the Marching Band may be required to attend a band camp held in the summer prior to school starting. The Marching Band will rehearse after school and on various Saturdays. Please see syllabus for detailed rehearsal and performance schedule. Students who meet the requirements of marching band will earn a .5 PE Waiver per Marching Band season.

Concert Band**Course #6703-6704**

One Year = 1 credit

This course is designed to provide instrumentalists with an experience in all aspects of the modern wind band technique. The Concert Band will consist of students who are at a playing level of beginner to intermediate and will perform appropriate standard wind band repertoire. Most rehearsal will take place during required classroom time. There may be after school rehearsals and performances throughout the school year. All members of the Concert Band are eligible to audition and participate in the Washoe County Honor Band, Nevada All-State Honor Band, and Solo and Ensemble Festivals. All members of the Concert Band may be required to participate in the HS Marching Band.

Jazz Band**Course #6707-6708**

One Year = 1 credit

This group is for students who wish to further their musical knowledge and skill through the study of Jazz. Membership in this ensemble may be by audition. Members of the Jazz Band may be required to enroll in Concert Band, Wind Ensemble, or Marching Band, unless by special permission of the director. The focus of the Jazz Band will be on the performing of various jazz styles, articulation, and improvisation. The Jazz Band performs at various concerts as well as festivals and competitions in and around the Reno/Sparks area.

Wind Ensemble**Course #6711-6712**

One Year = 1 credit

This course is designed to provide instrumentalists with an experience in all aspects of the modern wind band technique. The Wind Ensemble will consist of students who are at a playing level of upper intermediate to advanced level and will perform appropriate standard wind band repertoire. Exploration of various styles, theory, and techniques of wind instrument performance will be offered. There may be required after school rehearsals and performances throughout the school year. All members of the Wind Ensemble are eligible to audition and participate in the Washoe County Honor Band, Nevada All-State Honor Band, and Solo and Ensemble Festivals. All members of the Wind Ensemble may be required to participate in the HS Marching Band.

Band: Percussion**Course #6715-6716**

One Year = 1 credit

This class will provide the percussion students with a comprehensive study of all aspects of percussion music and performance. Studies will include snare drum, mallets, drum set, auxiliary instruments, and styles of percussion from world music to jazz. There may be required after school rehearsals and performances throughout the school year. All members of the Percussion Ensemble are members of the band program and are expected to perform at all band performances. All members of the Percussion Ensemble may be required to participate in marching band. Students in the Marching Band may be required to attend a band camp held in the summer prior to school starting. This is an intermediate to advanced level band class. Students earning credit in the course may also earn a .5 credit PE waiver during the fall semester.

Beginning Guitar**Course #6719**

One Semester = 0.5 credit

This semester course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences.

Intermediate Guitar**Course #6720**

One Semester = 0.5 credit

Prerequisite: Beginning Guitar or Audition

This semester course is designed for students with intermediate experience on guitar. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture,

note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences.

Advanced Guitar

Course #6722

One Semester = 0.5 credit (repeatable)

Prerequisite: Beginning/Intermediate Guitar or audition

This course is designed for the experienced guitar student. Knowledge of music basics is required. Students should be able to sight read melodies in first position on all strings. Knowledge of open chords and barre chords is required. Students should have knowledge of keys, have experience in ensemble playing, and be able to read traditional notation as well as tablature. Student participation in co-curricular activities and performances is required. Students may need to supply their own 6-string acoustic guitar in good working condition in the first week of class. This course may be repeated for credit.

Visual and Performing Arts: Music/Choir

Concert Choir

Course #6801-6802

One Year = 1 credit

Concert Choir is a course open to all students interested in vocal performance. This course involves the study of and participation in vocal performance, training in proper vocal technique, and refinement of musicianship skills such as sight-reading, ear training, musical interpretation and expression. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

Mixed Choir

Course#6805-6806

One Year = 1 credit

This is an intermediate choir class. This course is designed to focus on the development of healthy vocal techniques, sight singing skills and ensemble performance skills. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

Advanced Choir (Piu Mosso)

Course #6803-6804

One Year = 1 credit

This course is open to all advanced choir students interested in continuing the development of singing skills, multi-part singing, sight reading, and other musicianship skills. With this training, students will be eligible to audition for Treble Choir or another advanced choir, as well as for Washoe County School District Honor Choir and Nevada All-State Choir. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

A Capella/Jazz Choir (Lunch Choir)

Course #6811-6812

One Year = 1 credit

This course is designed for the advanced vocal student and will develop solo as well as ensemble singing. Students continue to refine vocal skills to further the student's musicianship through the performance of more advanced literature. An appropriate treble/bass balance will be maintained. Audition is required. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

ELECTIVES

CAREER AND TECHNICAL EDUCATION

The course titles, course numbers, and descriptions listed below are approved by the Nevada Department of Education and are to be used exactly as written in this catalog. This is especially important since it is those course numbers that will populate the System for Accountability Information in Nevada (SAIN). Each school site is allowed to add to the course description, but you must use the below description as part of the write-up in your catalog. Courses approved by the Nevada Department of Education can be found at http://www.doe.nv.gov/CTE/Program_Resources_Documents_Page/.

Courses that Qualify as CTE: Only courses that are approved by the Nevada Department of Education and are offered as part of a program of study are eligible to use the CTE course numbers (a 10000 or 30000 series number). In several cases, there is a non-CTE course number (an 8000 number) available for schools that are offering individual courses outside of the scope of a CTE program of study.

CTE Participation: 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.

Honors Credit: As of the 2019-20 school year, all Level 2 courses AND Level 3 courses receive honors (H) credit. This is all courses designated as “L2” or “L3”. Labs, Advanced Studies and Work Experiences courses are not eligible for honors credit.

Common Semester Finals: In cases where a level 1 or level 2 course are taught at more than one school, a year-by-year curriculum map and common semester finals have been developed by the program instructors to ensure that students have access to the same curriculum content throughout the District. Teachers are required to follow these curriculum maps, administer the common final in a test setting, and apply the results of the final as a pre-determined percentage of the grading. Tests are administered and graded using the SchoolCity system.

End of Program Assessments: The Nevada Department of Education requires that all students completing a program of study (level 2C & 3C) sit for the state Technical Skills and Employability Assessments. These assessments are considered “high-stakes” and must follow all testing protocols. These assessments are given electronically and must be proctored by someone other than the CTE teacher. Test administration training is required for a school administrator and the CTE Department Chair each spring.

CTE Work Experience: For schools using this number for CTE students participating in a job shadow or work experience, students must meet the criteria and requirements approved by the Nevada Department of Education. Course teachers should contact the WCSD SACTE Office for syllabus requirements. Please note: To be enrolled in a Work Experience course, the student must have completed or be concurrently enrolled in the level 2 course. The CTE teacher of record must be the teacher of the related program of study or the student must be enrolled in a district group internship class aligned with the program of study.

If there is a course in the Nevada CTE Catalog that you need and it is not in this document or you have any questions, please contact Kathie Smith, CTE Coordinator, at kksmith@washoeschools.net.

CAREER AND TECHNICAL EDUCATION

Forensic Science I

Full Year = 1 credit

Prerequisite: None

This course introduces the principles and procedures employed in criminal and civil investigations. Areas of study include history of forensic science, types of evidence, careers, legal and ethical issues, and exploring crime scenes. Emphasis will be put on gathering information that is used to collect evidence, practice unbiased testimony, crime scene photography, and crime scene procedures. The appropriate use of technology and industry-standards equipment is an integral part of this course.

Course #37301-37302

Forensic Science II (Honors)**Course #37303-37304**

Full Year = 1 credit

Prerequisite: Forensic Science I

This course is a continuation of Forensic Science I. This course allows for students interested in the forensic science field to develop their knowledge and skills in principles and procedures related to laboratory fundamentals and forensic disciplines. Areas of study include biological and chemical hazards, utilization of lab equipment, lab accreditation, examination of evidence, and fingerprinting processes. The appropriate use of technology and industry-standards equipment is an integral part of this course.

Culinary Arts I**Course #34601-34602**

Full Year = 1 credit

Prerequisite: None

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in this program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Culinary Arts II (Honors)**Course #34603-34604**

Full Year = 1 credit

Prerequisite: Culinary Arts I

This course is a continuation of Culinary Arts I. This course prepares culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, and service. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Foods & Nutrition III (Honors)**Course #10333-10334**

Full Year = 1 credit

Prerequisite: Foods II

This course is a continuation of Foods and Nutrition II. This course provides advanced foods and nutrition students with instruction in advanced techniques and processes. Students will continue to develop all skills learned in Foods and Nutrition I and II. The appropriate use of technology and industry-standard 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.

Advanced Computer Science I**Course #36101-36102**

Full Year = 1 credit

Prerequisite: None

This course will introduce students to the essential concepts of computer science and show how computing and technology can influence the world. This course focuses on using technology and programming to solve computational problems and find creative solutions that reduce bias and equity deficits. Topics include classic algorithmic design, control structures, decomposition, modularity, abstraction, hardware and software, data analysis, developing programs, and troubleshooting. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Advance Computer Science II (Honors)**Course #36103-36104**

Full Year = 1 credit

Prerequisite: Advanced Computer Science I

This course is a continuation of Advanced Computer Science I. Topics to be explored include, advanced algorithms, conditional controls, recursion, the use of libraries, data collection and visualization tools, societal impacts of computing, basic networking and cloud computing, cybersecurity issues, and artificial intelligence. The students will continue to develop all skills learned in Advanced Computer Science I. The appropriate use of technology and industry-standard 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.

AP Computer Science A**Course #36105-36106**

Full Year = 1 credit

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science exam. This course provides advanced computer science students with instruction in advanced topics that include problem solving, design strategies and methodologies, data structures, algorithms, analysis of potential solutions and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students will learn to write, run, and debug solutions in the Java programming language, utilizing standard Java library classes. The appropriate use of technology and industry-standard 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.

Advanced Computer Science Advanced Studies**Course #36121-36122**

One year = 1 credit

Prerequisite: Completion of Advanced Computer Science Program of Study

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Theatre Tech I**Course #32501-32502**

Full Year = 1 credit

Prerequisite: None

This course will introduce the student to the craft and technical skills of a theatrical production. Students will be instructed in an overview of the theatre, design process, theatre safety, set construction, stage lighting, sound, and various roles in theatre. The appropriate use of technology and industry-standard tools and techniques is an integral part of this course.

Theatre Tech II (Honors)**Course #32503-32504**

Full Year = 1 credit

Prerequisite: Theater Tech I

This course is a continuation of Theatre Technology I. This course provides intermediate theatre technology students with instruction in advanced techniques and processes. Areas of study include lighting, sound, and set construction, as well as stage management. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Theater Tech III (Honors)**Course #10855-10856**

Full Year = 1 credit

Prerequisite: Theatre Tech II

This course is a continuation of Theater Technology II. This course provides advanced theater design technology students with instruction in advanced techniques and processes. Areas of study include lighting, sound, stage, and set design. Students will be expected to design, construct and apply theatre production skills for all school productions. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field.

Theater Tech AS**Course #32521-32522**

Full Year = 1 credit

Prerequisite: Theatre Tech III

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as

internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Military Science I

Course #33901-33902

Full Year = 1 credit

Prerequisite: None

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 (Air Force, Army, Marine Corps, or Navy).

Military Science II (Honors)

Course #33903-33904

Full Year = 1 credit

Prerequisite: Military Science I

This course is a continuation of Military Science I. This course provides military science students the ability to further their skills and knowledge levels. Areas of emphasis include personal growth, basic leadership, military careers, military branch core values, and communications. Students will also gain experience in specific branch topics related to their program (Air Force, Army, Marine Corps, or Navy). The appropriate use of technology and industry-standard equipment is an integral part of this course

Military Science III (Honors)

Course #33905-33906

Full Year = 1 credit

Prerequisite: Military Science II

This course is continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts, and principles as described in the classroom instruction. Areas of emphasis include intermediate leadership and financial planning. Students will also gain experience in specific branch topics related to their program (Air Force, Army, Marine Corps, or Navy). The appropriate use of technology and industry-standard equipment is an integral part of this course.

Naval Science (Honors)

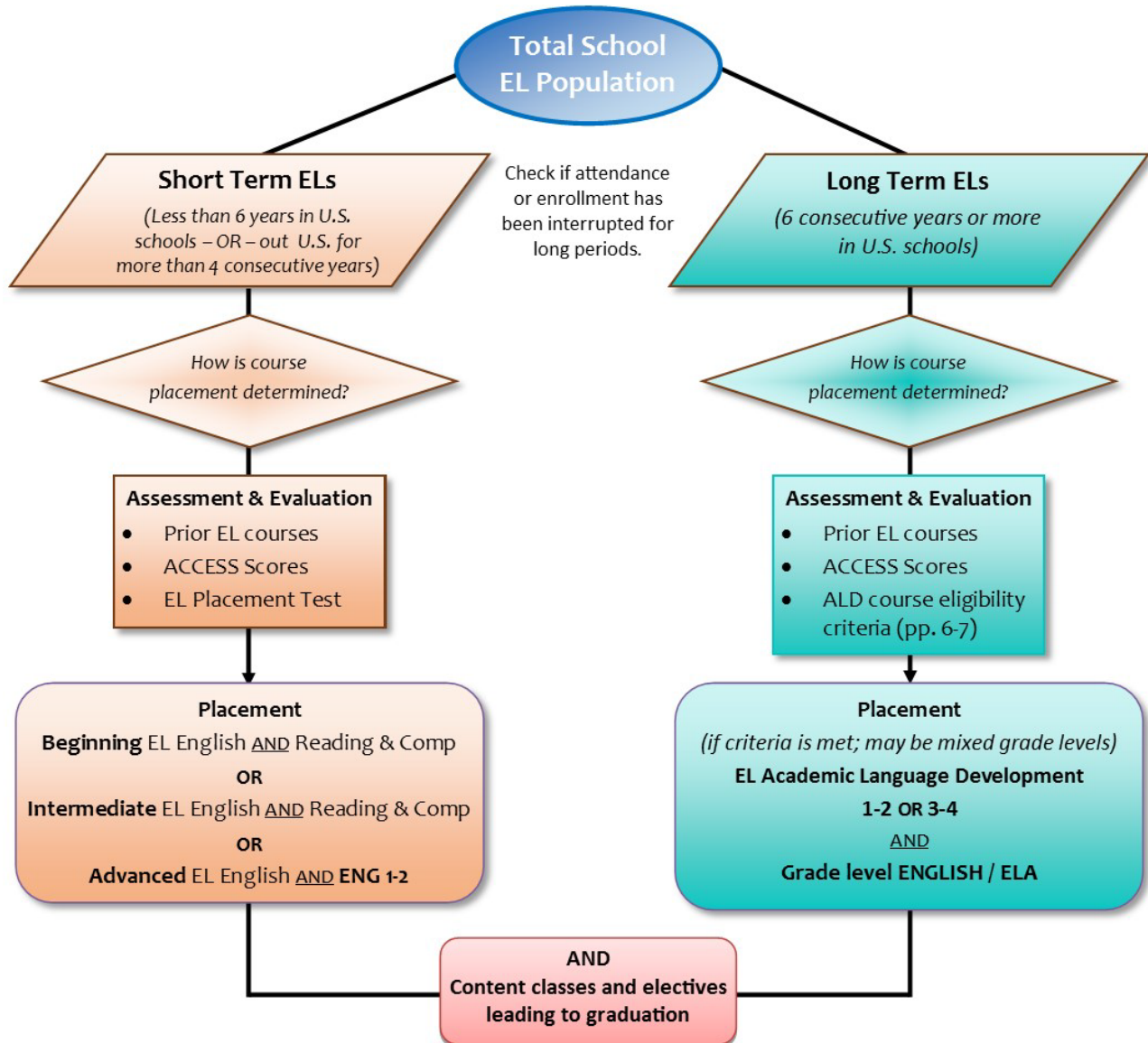
Course #33901-33902

Full Year = 1 credit

Prerequisite: Selection by Naval Science Instructor

The fourth-year course expands on the first, second, and third year courses and involves a comprehensive study of leadership skills through theoretical and practical applications, drills, command and ceremony. Fourth year students are Senior Management, run all of the day-to-day operations of the unit, and coordinate all extracurricular activities to include: community service, academic competitions, athletic competitions, drill meets, parades, and color guards for various school and community events. Taken with Naval Science 8

HIGH SCHOOL EL PROGRAM and COURSE PLACEMENT



Notes:

- Content classes leading to graduation may include both short-term and long-term ELs, and should include non-ELs.
- English credit toward graduation may be earned through EL English and Academic Language Development courses; see p. 3 ff.
- EL English courses are NOT intended to provide content for passing ELA End-of-Course (EOC) Exams.

Short-Term ELs are new to the country or have attended U.S. schools for less than 6 years. Short term ELs are typically developing social and academic language in all four language domains (reading/writing/listening/speaking).

Long-Term ELs have been in U.S. schools for 6 years or more. Long-term ELs may be fluent in social language and/or approach oral fluency criteria in English, but typically are still developing literacy in academic English. For many long-term ELs, English is the dominant language, and most were born in the U.S.

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

Language Acquisition Goals for Short-Term ELs

BEGINNER

- **ELD Focus:** Developing **basic grammatical structures** and **social-instructional language**
- **Proficiency growth:** PL 1 (Entering) through PL 2 (Emerging)
- **Placement:** In most cases, newcomer Els with a composite proficiency level of **2.0 or less** should be placed in Beginning/Newcomer courses.

INTERMEDIATE

- **ELD Focus:** Developing **organization** and **coherence** in discourse.
- **Proficiency growth:** PL 2 (Emerging) to PL 3 (Developing)
- **Placement:** In most cases, newcomer Els with a composite proficiency level of **2.1 – 3.0** should be placed in these courses.

ADVANCED

- **ELD Focus:** Developing academic language around the **cognitive demands of content**.
- **Proficiency growth:** PL 2-3 (Developing) to high PL 3 or low PL 4 (Expanding)
- **Placement:** In most cases, newcomer Els with a composite proficiency level of **3.1 – 4.0** should be placed in these courses.

Newcomer Program

The **WCSD NEWCOMER PROGRAM** (**Beginning EL courses, EL Cultures and Communities, and EL Literacy Skills**) is typically offered only at the following high school Newcomer sites: Hug High School, Sparks High School, Wooster High School, North Valleys High School, and Incline High School (as need demands).

If a student qualifies for newcomer services and/or Beginning EL, they should attend the appropriate Newcomer site; contact the Department of ELD for assistance.

* **NEW (2018-19) FOR NEWCOMER STUDENTS:**

*In consultation with the Departments of Student Accounting and Curriculum and Instruction, the Department of English Learners Administrative Procedure 6708 (revised May 2018) states that **for students enrolled in EL Beginning English and EL Beginning Reading/Composition**, the course instructor(s) may determine – through diagnostic procedures and conferencing – that a student’s course enrollment should be changed to either **EL Fundamentals of English, EL Fundamentals of English Literacy, or both** (see subsequent pages) in order for them to be able to repeat Beginning courses (rather than fail them) yet still earn elective credit for seat time spent in language development courses.*

*If the student lacks fundamental literacy in his/her first language, **EL Literacy Skills** may be taken instead of or in addition to either EL Beginning Reading/Comp or EL Fundamentals of English Literacy.*

Prior to changing a student’s schedule, a graduation plan must be developed to establish a target graduation date, and a conference must take place with the counselor, student and parents/guardians in order to ensure that all parties understand the timeline and potential necessity for extra semesters in high school beyond the prescribed 4 years.

EL Beginning English**Course Number: 7611-7612**

Full Year: 0.5 English credit per semester

(Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: EL assessment results
Instructor approval

This one-year course provides an introduction to English language structure and communication. The course addresses language skills such as commonly used vocabulary and syntax to help students understand basic conversations. Students will be expected to apply this knowledge when asking or answering questions and in oral and written assignments. Students will have the opportunity to practice oral communication in different educational and social settings. Students will read short selections and answer oral and written questions to practice basic writing skills. The vocabulary development in this course includes frequently used words in content-area classes as well as expressions and high frequency words in daily conversation.

EL Beginning Reading/Composition**Course Number: 7621-7622**

Full Year: 0.5 elective credit per semester

Prerequisite: EL assessment results
Instructor approval

This one-year course provides instruction to develop reading and composition skills in English. This course is intended to be taken in conjunction with 7611-7612, EL Beginning English. The central focus is to integrate reading and writing as important academic skills. Emphasis is placed on reading a variety of simple reading selections and to respond in writing. Different aspects of writing are presented including word order, organization, sequencing, and basic mechanics and spelling. Writing at this level will incorporate vocabulary development and will include describing, giving directions, responding to simple fiction and non-fiction reading selections, and composing simple multi-paragraph stories.

EL Fundamentals of English Language [NEW IN 2018-19]*Course Number: 7663-7664**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required

This course will precede EL Beginning English* in some students' EL course sequence. The purpose of this course is to provide certain students, as determined by EL staff, with additional time for acquiring sufficient English to advance to Intermediate EL English and beyond. **In most cases, students will remain in the same classroom and period and study the same curriculum as EL Beginning English**, but will receive elective credit and may be graded on a growth rather than mastery basis. Students who demonstrate accelerated English acquisition may be moved to EL Beginning English or EL Intermediate English at the appropriate time as determined by assessment results and the instructor.

EL Fundamentals of English Literacy [NEW IN 2018-19]*Course Number: 7665-7666**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required

This course will precede EL Beginning Reading/Composition* in some students' EL course sequence. The purpose of this course is to provide certain students, as determined by EL staff, with additional time for acquiring sufficient English to advance to Intermediate EL English and beyond. **In most cases, students will remain in the same classroom and period and study the same curriculum as EL Beginning Reading/Composition**, but will receive elective credit and may be graded on a growth rather than mastery basis. Students who demonstrate accelerated English acquisition may be moved to EL Beginning Reading/Composition or EL Intermediate Reading/Composition at the appropriate time as determined by assessment results and the instructor.

EL Literacy Skills*Course Number: 7623-7624**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required
May be repeated for a second year

This course may take the place of or precede EL Beginning Reading/Composition or may be taken concurrently with EL Fundamentals of English Literacy or EL Beginning English and EL Beginning Reading/Composition.

EL Literacy Skills is intended for incoming English Learners (1) whose native language does not use the Roman (English) alphabet and/or (2) students who have low academic and/or literacy skills in the native language due to limited or interrupted formal education in their home country. The focus of this course is on foundational literacy skills, including print concepts, phonological awareness, phonics and word recognition, and fluency (decoding), as well as foundational writing skills such as pencil grip, letter formation, mechanics, spelling, and simple sentence structures. Reading selections and vocabulary development will include both social and academic content in order to expand students' background knowledge in preparation for grade level academic course work.

EL Cultures & Communities [NEW NAME AND COURSE DESCRIPTION 2018-19]**Course Number: 7651**

One Semester: 0.5 credit

Prerequisites: Intended for EL newcomers (new arrivals to the country)
Instructor approval

The purpose of this course is to orient ELs who are new arrivals to the country, regardless of English proficiency, to U.S. and local social and cultural norms and traditions, and provide a basis for addressing specific issues newcomers may face when adjusting to U.S. schools. The course introduces students to school procedures, academic practices, and extracurricular opportunities to help them feel connected to the school, and develops an understanding of Nevada and U.S. history in order to facilitate future studies in these areas as well as an understanding of current events. Multimedia, the Internet, project-based learning, field trips, and other types of experiential learning will increase student awareness of different aspects of U.S. culture and history, as well as introduce them to learning activities and instructional styles that may be different from those they experienced in their home countries. Upon completion of the course, student will have gained social, instructional, and academic knowledge that will facilitate their integration into the school and the community.

EL Intermediate English**Course Number: 7613-7614**

Full Year: 0.5 English credit per semester

(Students may earn a maximum of 2 English credits from EL English courses)

Prerequisites: EL assessment results
Instructor approval

This one-year course focuses on expanding and improving basic English language skills including a variety of communication and comprehension strategies. The focus is on using more elaborate word order structures and more complex verb tenses. The expanded vocabulary will include more specific and specialized words commonly used in the content area and mainstream classes. Students will be introduced to a variety of fiction and non-fiction and will respond to questions orally as well as in writing. The course also introduces students to basic note-taking skills including summarizing main ideas. Students will be expected to participate in classroom discussions and to ask and answer questions for clarification.

EL Intermediate Reading/Composition**Course Number: 7625-7626**

Full Year: 0.5 elective credit per semester

Prerequisites: 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 Els who are enrolled in EL 7613-7614. 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 Advanced English**Course Number: 7615-7616**

Full Year: 0.5 English credit per semester

(or .5 elective credit per semester if a student has accumulated the maximum 2 English credits from previous EL English classes. Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: 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.

Students with IEPs: Students with IEPs are not precluded from taking ALD courses. English Learners receiving Special Education services should be served through their IEPs, which should be developed in consultation with an EL teacher or other educator with expertise in language acquisition. SE and EL teachers should collaborate to assess language development and determine if placement in an EL ALD course is appropriate for any given student.

EL Academic Language Development (ALD) 1-2

Course Number: 7619-7620

Full Year: 0.5 elective credit per semester

*Students may earn a maximum of 1 (one) English credit from **either** EL ALD 1-2 or EL ALD 3-4. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below

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. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

NOTE: This course is not designed to supplant a student's grade level ELA requirements or prepare them for statewide assessments.

IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"> Has been in U.S. schools 6 years or more
EL (LEP) status	<ul style="list-style-type: none"> Has active EL (LEP) status – <i>OR</i> – Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)
Academic Performance	<ul style="list-style-type: none"> Has not progressed on ELPA over last 3 years in 2 or more domains Does not meet state/district standards on core content assessment; <i>and/or</i> Does not meet most recent grade level reading/writing standards; <i>and/or</i> Does not meet SBAC reading/writing standards (if applicable)
CONCURRENT ENROLLMENT CRITERIA	
ELA classes	<ul style="list-style-type: none"> Student MUST be concurrently enrolled in a grade level English course.
EL classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs)
ELA support classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.

EL Academic Language Development (ALD) 3-4

Course Number: 7627-7628

Full Year or Semester: 0.5 elective credit per semester

*Students may earn a maximum of 1 English credit from **either** EL ALD 1 or EL ALD 2. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below
Instructor approval

The focus of this course is to continue 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. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

NOTE: This course is not designed to supplant students' grade level ELA requirements or prepare them for statewide assessments.

IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"> Has been in U.S. schools 6 years or more
EL (LEP) status	<ul style="list-style-type: none"> Has active EL (LEP) status – <i>OR</i> – Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)
Academic Performance	<ul style="list-style-type: none"> Has not progressed on ELPA over last 3 years in 2 or more domains Does not meet state/district standards on core content assessment; <i>and/or</i> Does not meet most recent grade level reading/writing standards; <i>and/or</i> Does not meet SBAC reading/writing standards (if applicable) Has completed EL Academic Language Development 1 or 1-2 (MS or HS) <u>with evidence of growth</u> (e.g., progress tests, semester final, writing assessment) *
Instructor Approval	<ul style="list-style-type: none"> EL teacher recommends a second year of EL Academic Language Development (if applicable)
CONCURRENT ENROLLMENT CRITERIA	
ELA classes	<ul style="list-style-type: none"> Student MUST be concurrently enrolled in a grade level English course.
EL classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs) Student MAY or MAY NOT have previously taken EL ALD 1
ELA support classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.
* Exceptions may be made if EL Academic Language Development 1-2 was or is not available in the master schedule; all other course criteria must be followed.	

EL Mainstream Support
Course Number: 7661-7662

Full Year: 0.5 elective credit per semester

Prerequisites: Enrollment in two or more ACADEMIC mainstream classes
Instructor approval
May be repeated as needed

EL Mainstream Support is intended to address difficulties with language and/or study skills that may be impacting short- and long-term Els' access to ELA, Math, Science, Social Studies, and other academic content. Specific learning goals in this course will vary based on students' individual linguistic needs, academic skills, and mainstream course content; following identification of needs, the instructor must develop a syllabus and final exam based on Nevada English Language Development Standards; grade-level Nevada Academic Content Standards may also be appropriate. Note that while students may be required to bring assignments and texts from their mainstream classes, the course may not consist of simply study hall and tutoring.

Schools may also choose to offer sections of the course based on specific mainstream courses or disciplines (e.g. EL Mainstream Support [Biology] or EL Mainstream Support [Math]); in such cases, the instructor of the course may be a general education teacher in the discipline who holds a TESL/ELAD endorsement.

EL Peer Tutor

Course Number: 7655-7656-7657

Full Year or Semester: 0.5 elective credit per semester

Prerequisites: EL and mainstream instructor approval
Tutor must have good academic standing

This course is intended for non-Els who are interested in tutoring English language learners. However, Els on monitoring status and with good academic standing may also apply for this course. Peer tutors must have the skills necessary for assisting Els with academic content. Each peer tutor will be assigned to one or more Els, and will provide language and content assistance to facilitate academic success. The course also aims to increase cultural awareness and to facilitate EL participation in class and school activities. Peer tutoring may be implemented in a variety of ways and may include direct assistance in the mainstream academic classroom, after-school tutoring, or help with academic assignments. The mainstream teacher and the EL teacher will guide the EL peer tutor in identifying tutoring objectives. Student evaluation and grade assignment for this class will be determined by the mainstream and/or EL teacher based on the contributions the tutor made towards assisting the EL in academic classes.

FRESHMEN SEMINAR

MISSION: Ensure academic and social success for all incoming freshmen.

COURSE DESCRIPTION:

Freshman seminar is required for all 9th grade students. It is a credit bearing course designed to help transition all incoming freshman into the high school setting and to develop within each student the positive self-discipline, self-learning and self-advocacies which will transfer to their future years in instructional center (IC) and other academic environments. The class will help jump start a successful four years at Damonte Ranch High School and prepare them for the world beyond high school. It will include strategies to enhance academic achievement, increase problem-solving abilities, learn how to establish a positive attitude toward self and others, cut down on attendance issues, learn about career possibilities, increase participation in co- and extra-curricular activities, enhance reading, writing and listening skills, math skills, instructional center, and build relationships with classmates, teachers and parents. Students will leave this class with excellent organizational, academic, and personal skills to tackle the remainder of their high school career with the expertise and knowledge for success and credits required to become a sophomore.

INSTRUCTIONAL CENTER

The Instructional Center (IC) is a program for students in grades 10-12. The IC for Damonte Ranch High School will allow:

- Students and teachers more time during the day to meet one on one
- Students more in-depth instruction in the core academic courses
- Students more exposure to elective classes
- More student involvement in decision-making regarding use of time
- Teachers and administrators to create educational instructional techniques that support a differentiated approach to instruction.

Instructional Center: Students in grades 10-12 will have a period within their class schedules when they are assigned to an instructional center. This period is referred to as independent study time. Students will be able to determine their learning goal for the day and decide to get assistance in (English, science, social studies, or math). Students may also access the Library, Career Center, Computer Lab, the Counseling Center, and the administration.

All 10th, 11th, and 12th grade students will be assigned an Instructional Center. Students will have the opportunity to meet regularly with teachers during this time to seek help in a subject or for the clarification of assignments. This time may also be used for conferences. The goal of the Instructional Center is to support students in taking responsibility and playing an active role in their learning. Students will develop self-reliance and effective personal time management as they establish and execute formal and informal plans of study by setting learning goals, and then monitoring, evaluating, and managing their own progress.

SSTS

Student Success/Transition Support - In order to be enrolled in a SSTS class student receiving special education services must be concurrently enrolled in at least three regular education courses (not including PE). 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.

CONCURRENT ENROLLMENT COURSES

***These courses are on campus Dual Credit Courses at Damonte Ranch High School**

English 101 (English)	Course #14151-14152
English 102 (English)	Course #14159-14160
History 101 (Elective)	Course #14233
History 102 (American History)	Course #14234
Political Science 101 (American Government)	Course #14228
Economics 101 (Economics and Personal Finance)	Course #14102
Math 124 (Mathematics)	Course #14253
Math 126 (Mathematics)	Course #14226
Math 127 (Mathematics)	Course #14227
Math 181 (Mathematics)	Course #14161-14152
Math 182 (Mathematics)	Course #14232
Statistics 152 (Mathematics)	Course #14225
Psychology 101 (Arts/Humanities)	Course #1453-14155
Spanish 226 (World Language)	Course #14155-14156
Theatre 209 (Arts/Humanities)	Course #14235

CAREER AND TECHNICAL EDUCATION

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