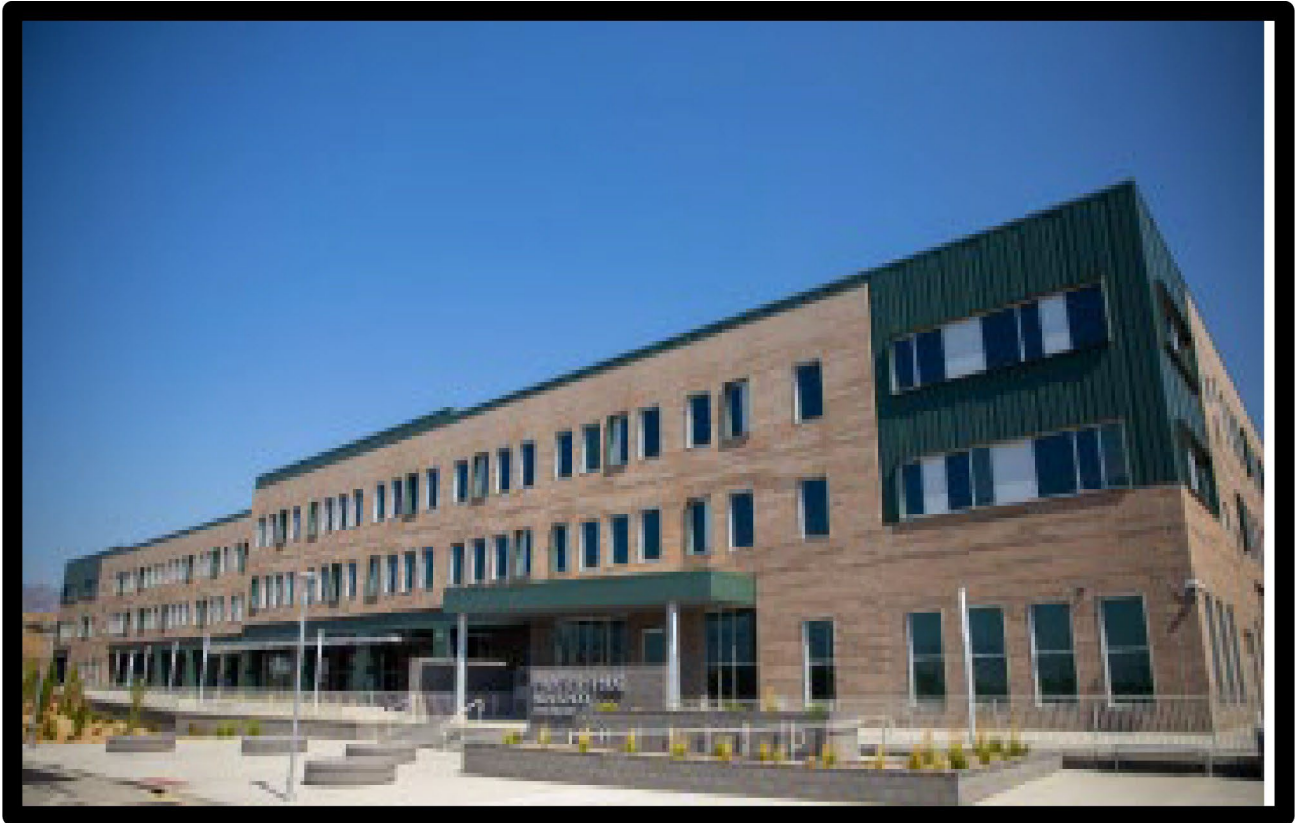


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# 2024-2025 Hug High School Course Catalogue





# WASHOE COUNTY SCHOOL DISTRICT

## WASHOE COUNTY SCHOOL DISTRICT

P.O. Box 30425 • 425 East Ninth Street • Reno, Nevada 89520

[www.washoeschools.net](http://www.washoeschools.net)

### **Interim Superintendent**

Dr. Kristen McNeil

### **Area Superintendent, Area 7**

Tiffany McMaster

Phone:(775)789-4657

### **Board of Trustees**

#### **District A:** South, Southwest, Including Incline Village

Name: Jeffrey Church, Member

Email: [Jeffrey.Church@washoeschools.net](mailto:Jeffrey.Church@washoeschools.net)

#### **District B:** Sparks, Including South Half of Sun Valley

Name: Colleen Westlake

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#### **District C:** North Valleys, Northern Half of Sun Valley, and Spanish Springs

Name: Joseph Rodriguez, Clerk

Email: [Joseph.rodriguez@washoeschools.net](mailto:Joseph.rodriguez@washoeschools.net)

#### **District D:** Southeast Reno, Old Southwest Reno

Name: Elizabeth Smith, President

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#### **District E:** Northeast Reno, Northwest Reno, Verdi, Mogul

Name: Alex Woodley

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#### **District F:** Eastern part of Washoe County from Spanish Springs to Geiger Grade

Name: Adam Mayberry

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#### **District G:** West Half of Washoe County from Cold Springs to Washoe Valley

Name: Diane Nicolet, Vice President

Email: [DNicolet@washoeschools.net](mailto:DNicolet@washoeschools.net)



# HUG HIGH SCHOOL INFORMATION

## Procter Hug High School

3530 Sullivan Ln. Sparks, NV 89432

775-321-3200

[www.washoeschools.net/HUG](http://www.washoeschools.net/HUG)

### PROCTOR R. HUG HIGH SCHOOL ADMINISTRATION

**Interim Principal** – Tristan McElhany

**Assistant Principal** – Jason Aytes - Athletics, Facilities/Activities, Campus Safety

**Assistant Principal** - Tara O'Brien - Behavior, Registration & Family Engagement

**Assistant Principal** – Karen Perisho - Special Education, MTSS & Wrap Around Services

**Assistant Principal** – David Sayer - Testing, Attendance

**Assistant Principal** – Susan Schraeder - Curriculum and Instruction

**Dean of Students** - Crys Jackson

**Dean of Students** - Jeffrey Pierce

**Athletics & Activities Director** - Chris Magrum

### DEPARTMENT LEADERS

**Career & Technical Education** – Melissa Osterhage

**Counseling** – KC Miller

**English** – Lauren Rachel

**Library** – Marilyn Bennett

**Math** – Carol Mischel

**Physical Education** - Anthony Doucette

**Science** – Genevieve Dierenga

**Social Studies** – Renee Martin

**Special Education** – Jen Meier

**World Languages/Visual Performing Arts** – Zulema Zamudio

### COUNSELORS

Marie Block

Andrea DeMichieli

Ziara Diaz

Cassidy Farenholtz

Libier Martinez

KC Miller

Monica Vega

Nicole Shimabuku



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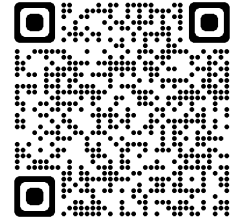


# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

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 4<sup>th</sup> mathematics or 3<sup>rd</sup> science credit during the school year in their remaining school years before graduation. Determination of whether a student can earn the 4<sup>th</sup> mathematics and/or 3<sup>rd</sup> science credit will be made jointly in a conference with the student, parent, counselor, and principal or assistant principal within 10 days of enrollment.
3. If the student, the parent or legal guardian of the student and an administrator or a counselor at the school in which the student is enrolled mutually agree to a modified course of study for the student and that modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.

## REQUIRED NUMBER OF CLASSES

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

## CREDITS

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have a passing grade. Students who withdraw from a class after the 11<sup>th</sup> week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within 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.



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

## 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 <sup>Δ</sup>	4.0 <sup>Δ</sup>
Science	2.0	2.0	2.0	3.0	3.0	3.0 <sup>†</sup>	3.0 <sup>†</sup>
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
<b>TOTALS</b>	<b>23.0</b>	<b>23.0</b>	<b>23.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>
# 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)

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

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

\* Two credits in the same world language

\*\* Flex 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 4<sup>th</sup> year of mathematics Algebra 2 or higher, a 3<sup>rd</sup> year of science or a 4<sup>th</sup> 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.





# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

## **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.





# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

**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 22<sup>nd</sup> birthday.

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



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

## 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 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



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

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://washoenvironment.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 11<sup>th</sup> week of the semester. Audit is not an option for home school, private school, or charter school students who are accepted to participate in a course at the high school. Whether or not a school allows students to audit courses is a site de



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

## WITHDRAWING FROM CLASS

A student withdrawing from a class during the first 11 weeks of the semester will receive no credit. After the 11<sup>th</sup> week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadline dates for the 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 11<sup>th</sup> and 12<sup>th</sup> 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



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

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):





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- 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, take end of course



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

examinations each May. These examinations are written and scored by external IB examiners. Exams are scored on a 1(lowest) to 7 (highest) scale. Because each college (and often each department within a college or university) has its own IB policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available.

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

## **CTE College Credit**

CTE College Credit is free college credit that can be earned by completing 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/](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





# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

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/](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.



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

## HUG HIGH SCHOOL INFORMATION, POLICIES, AND PROCEDURES

This course guide lists all courses offered through the instructional program at Hug High School. The curriculum is designed to meet the needs of individual students as they prepare for college bound and/or career pathways.

This course guide is designed to help students find vital information concerning the content of each course, as well as the credits awarded.

**ACCREDITATION:** Hug High School is accredited by the Northwest Association of Schools and Colleges. Hug High School is a four-year public high school in the Washoe County School District. The student population of HUG is approximately 2300.

## **SCHOOL SCHEDULE:**

The school year is 180 days in length, comprised of two semesters. The school schedule for the 2024-2025 school year can be located on the HUG High School website at <https://www.washoeschools.net/HUG> or in your student's handbook.

A Days 1st period - 4th period				B Days 5th period - 8th period				Wednesdays			
Period	From	To	Minutes	Period	From	To	Minutes	Period	From	To	Minutes
1st	7:45	9:16	91	5th	7:45	9:16	91	1st/5th	7:45	9:04	79
Passing	9:16	9:21	5	Passing	9:16	9:21	5	Passing	9:04	9:09	5
2nd	9:21	10:52	91	6th	9:21	10:52	91	2nd/6th	9:09	10:28	79
Lunch	10:52	11:22	30	Lunch	10:52	11:22	30	Lunch	10:28	10:58	30
passing	11:22	11:27	5	passing	11:22	11:27	5	passing	10:58	11:03	5
3rd	11:27	12:58	91	7th	11:27	12:58	91	3rd/7th	11:03	12:22	79
passing	12:58	1:03	5	passing	12:58	1:03	5	passing	12:22	12:27	5
4th	1:03	2:34	91	8th	1:03	2:34	91	4th/8th	12:27	1:43	79

## **FEES:**

All fees go through the bookkeeper or are paid online. For questions or to check on fees, please visit the following link: [https://webstores.activenetwork.com/school- software/hug\\_high\\_school\\_online/](https://webstores.activenetwork.com/school- software/hug_high_school_online/) or contact the Hug bookkeeper. Students may be assessed the following fees:

**BOOK DEPOSIT:** A one-time book deposit of \$20 is required for all freshmen and new incoming students. The book deposit remains on file for your student all four years. The fee is refundable to the student when he/she graduates or withdraws provided all books and materials are returned in good condition.

**CLASS OR LAB FEES:** Many courses require a lab/material/workbook fee. See individual course descriptions for details. All lab fees are used to help cover the cost of supplies and materials or workbooks given to or used by students in their own projects or assignments.

**STUDENT ACTIVITY FEE:** An annual student activity fee of \$25 offers the following privileges: free entry to home athletic events, reduced rates to all away athletic events, reduced rates to attend school activities.

**YEARBOOK:** Yearbooks are also available for purchase during the school year. Please check the Webstore for pricing, [https://webstores.activenetwork.com/school- software/hug\\_high\\_school\\_onli/](https://webstores.activenetwork.com/school- software/hug_high_school_onli/). They will go up during the year, so buy early for the best price. Contact the yearbook advisor for more information.



# WASHOE COUNTY SCHOOL DISTRICT POLICIES AND PROCEDURES

**INFINITE CAMPUS PARENT PORTAL:** WCSD uses Infinite Campus for their student information system to communicate with parents about their student's progress at school. If you need login information or help logging in, please contact Hug's Family and Community Engagement liaison, located in the Family Resource Center at Hug. Call Hug's main office to be connected.

**ATTENDANCE:** The Washoe County School District attendance policy in its entirety can be found at <https://www.washoeschools.net/attendance>. To report your student's attendance, please call HUG High School's attendance office at (775) 321-3200



# CAREER AND TECHNICAL EDUCATION

## Government and Public Administration - Military Science

This Career Cluster® is focused on planning and performing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

### **MILITARY SCIENCE I**

**Course #10413-10414**

One year = 1 credit

Level 1

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.

### **MILITARY SCIENCE II**

**Course #10415-1041**

One year = 1 credit

Level 2

**Prerequisite:** Military Science I

This course is a continuation of Military Science I. This course provides military 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 (H)**

**Course #10417-1041**

One year = 1 credit

Level 3 Completer (L3C)

State Testing

**Prerequisite:** Military Science II

This course is a continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts and the 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.

### **MILITARY SCIENCE IV**

**Course #10419-10420**

One year = 1 credit

Level 4 (AS)

**Prerequisite:** Military Science III

This course is a continuation of Military Science III. This course provides advanced military science students the ability to further their skills and knowledge levels. Areas of emphasis include advanced leadership, management and specific branch topics. 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.



# CAREER AND TECHNICAL EDUCATION

## Information and Media Technologies –Computer Science

This Career Cluster® is focused on building linkages in information technology occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

### **ADVANCED COMPUTER SCIENCE I**

**Course #36101-36102**

One year = 1 credit                      Level 1 (L1)

**Prerequisite:** *None (successful completion of Computer Science Principles is recommended but not required)* 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.

### **ADVANCED COMPUTER SCIENCE II (Option A) (H)**

**Course #36103-36104**

One year = 1 credit                      Level 2 Completer (L2C)                      State Testing

**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 (Option B)**

**Course #36105-36106**

One year = 1 credit                      Level 2 Completer (L2C) State Testing or Level CC

**Prerequisite:** *Computer Science I*

This course follows The College Board Advanced Placement (AP) 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                      Level CC

**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.

### **INDUSTRY-RECOGNIZED CREDENTIAL – ADVANCED COMPUTER SCIENCE Course # 36161-36162**

One year = 1 credit                      Level CC

**Prerequisite:** *Completion of Advanced Computer Science Program of Study*



# CAREER AND TECHNICAL EDUCATION

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Advanced Computer Science Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

## Skilled and Technical Sciences – Advanced Manufacturing

This Career Cluster® is focused on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

### **ADVANCED MANUFACTURING TECHNOLOGIES I**

**Course #38101-38102**

One year = 1 credit                      Level 1 (L1)

**Prerequisite:** None

The Advanced Manufacturing Technologies I course introduces the students to the fundamental advanced manufacturing skills such as measuring techniques, mathematic operations, 3D modeling, and the materials used in manufacturing. The fundamentals of power systems, control devices and various manufacturing processes will be investigated in this course. The use of robotics in Advanced Manufacturing will also be introduced.

### **ADVANCED MANUFACTURING TECHNOLOGIES II (H)**

**Course #38103-38104**

One year = 1 credit                      Level 2 Completer (L2C)                      State Testing

**Prerequisite:** *Advanced Manufacturing Technologies I*

This course is a continuation of Advanced Manufacturing Technologies I. This course expands on the fundamental advanced manufacturing skills such as utilizing schematics and technical drawings, investigating the engineering design process, 3D modeling, and the materials used in manufacturing. Continuing the identification and use of power systems, control devices, sensors, actuators, and programmable logic controllers. Various manufacturing processes will be demonstrated in this course. The use of robotics in Advanced Manufacturing will also be continued.

### **ADVANCED MANUFACTURING TECHNOLOGIES II LAB**

**Course #38141-38142**

One year = 1 credit                      Level CC

**Prerequisite:** *Concurrent enrollment in Advanced Manufacturing Technologies II*

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 their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.



# CAREER AND TECHNICAL EDUCATION

## Health Service Academy Programs Culinary Arts

This Career Cluster® is focused on management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.

### **CULINARY ARTS I**

**Course #34601-34602**

One year = 1 credit

Level 1 (L1)

**Prerequisite:** None

This course provides students with an introduction to the principles and techniques of commercial food production and the exploration of career and technical student organizations. The classroom is patterned after industry with emphasis on food related careers. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. The appropriate use of technology and industry standard equipment is an integral part of this course.

### **CULINARY ARTS II (H)**

**Course #34603-34604**

One year = 1 credit

Level 2 Completer (L2C)

State Testing

**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.

### **CULINARY ARTS ADVANCED STUDIES**

**Course #34621-34622**

One year = 1 credit

Level CC

**Prerequisite:** Completion of Culinary Arts 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.

### **INDUSTRY-RECOGNIZED CREDENTIAL – CULINARY ARTS**

**Course # 34661-34662**

One year = 1 credit

Level CC

**Prerequisite:** Completion of Culinary Arts Program of Study

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Culinary Arts Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### **CTE WORK EXPERIENCE- HOSPITALITY AND TOURISM**

**Course #34531-34532**

One year = 1 credit

Level WK

**Prerequisite:** Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.





# CAREER AND TECHNICAL EDUCATION

## Sports Med - Health Science & Public Safety

This Career Cluster® is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### **PRINCIPLES OF HEALTH SCIENCE**

**Course #34201-34202**

One year = 1 credit                      Level 1 (L1)

**Prerequisite:** *None*

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### **SPORTS MEDICINE (H)**

**Course #34211-34212**

One year = 1 credit                      Level 2 Completer (L2C)                      State Testing

**Prerequisite:** *Principles of Health Science*

This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will demonstrate skills in first aid and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of the course.

### **SPORTS MEDICINE ADVANCED STUDIES**

**Course #34221-32422**

One year = 1 credit                      Level CC

**Prerequisite:** *Completion of Sports Medicine 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.

### **MEDICAL TERMINOLOGY (H)**

**Course #8549-8550**

One Year = 1 credit

This course is designed to introduce students to the vocabulary, knowledge, and skills required for entry into health-related occupations. Students receive instruction in the vocabulary of human anatomy and physiology, basic health care skills, first aid, cardiopulmonary resuscitation (CPR), and healthcare practices. Students' medical, ethical, and legal responsibilities pertaining to future careers in the health field will be integrated into the course. Students will also be introduced to health-related occupational skills required in the world of work.

### **CTE WORK EXPERIENCE - HEALTH SCIENCE**

**Course #34031-34032**

One year = 1 credit                      Level WK

**Prerequisite:** *Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulation/s.



# CAREER AND TECHNICAL EDUCATION

## Human and Social Services - Human Services

This Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

### **HUMAN AND SOCIAL SERVICES I**

**Course #35301-35302**

One year = 1 credit

Level 1 (L1)

**Prerequisite:** None

This course provides students with an introduction to Human Services professions. This course addresses the roles and responsibilities, skills, behaviors, and knowledge needed to provide services in a variety of careers. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will begin to develop a career portfolio.

### **HUMAN AND SOCIAL SERVICES II (H)**

**Course #35303-35304**

One year = 1 credit

Level 2 Completer (L2C)

State Testing

**Prerequisite:** *Human and Social Services I*

This course is a continuation of Human and Social Services I. Students will continue to develop skills and strategies for social services-based careers. Project-based learning experiences will include planning and implementing activities following requirements of a variety of workplace environments. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will expand their career portfolio.

### **HUMAN AND SOCIAL SERVICES ADVANCED STUDIES**

**Course #35321-35322**

One year = 1 credit

Level CC

**Prerequisite:** *Completion of Human and Social Services Program of Study*

This course is offered to students who have achieved 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.

### **INDUSTRY-RECOGNIZED CREDENTIAL – HUMAN AND SOCIAL SERVICES**

**Course #35361-35362**

One year = 1 credit

Level CC

**Prerequisite:** *Completion of Human and Social Services Program of Study*

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Human and Social Services Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### **CTE WORK EXPERIENCE- HUMAN SERVICES**

**Course #35031-35032**

One year = 1 credit

Level WK

**Prerequisite:** *Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.



# HUG HIGH SCHOOL ENGLISH

## English Pathway

9 <sup>th</sup> Grade Freshman Course Options		
English 1-2	Course #1201-1202	Full year = 1 credit
English 1-2 (H)	Course #1203-1204	Full year = 1 credit (Honors)
10 <sup>th</sup> Grade Sophomore Level Course Options		
English 3-4	Course #1211-1212	Full year = 1 credit
English 3-4 (H)	Course #1213-1214	Full year = 1 credit (Honors)
11 <sup>th</sup> Grade Junior Level Course Options		
English 5-6	Course #1231-1232	Full year = 1 credit
English 5-6 (H)	Course #1233-1234	Full year = 1 credit (Honors)
AP English Language	Course #1243-1244	Full year = 1 credit (Advanced Placement)
Science Fiction-Myth & Monsters	Courses #1503-1511	Full year = credit
12 <sup>th</sup> Grade Senior Level Course Options		
English 7-8	Course #1251-1252	Full Year = 1 credit
Psychology in Literature (H)	Course #1515-1516	Full year = 1 credit
AP English Literature	Course #1263-1264	Full Year = 1 credit (Advanced Placement)
Dual Credit		One semester .5 credit / One Semester .5 credit



# HUG HIGH SCHOOL ENGLISH

## ENGLISH

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

**Course #7749-7750**

Full Year = 1 credit

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

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

**Course #7751-7752**

Full Year = 1 credit

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.

### **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.



# HUG HIGH SCHOOL ENGLISH

## 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



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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 5-6 (H)**

**Course #1233-1234**

Full Year = 1 credit

**Prerequisite:** Admission into English 5-6 (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.

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.

## **AP English Literature**

**Course #1263-1264**

Full Year = 1 credit (Advanced Placement)

Advanced Placement Literature and Composition is an intensive course for the highly motivated student designed to parallel introductory literature and composition courses on the university level. The course focuses on skills and strategies in reading, writing, speaking, listening, research, vocabulary, and usage. AP senior English is a survey of British literature—an examination of tragedy, short fiction, novel, and poetry—from the Old English period to the 20th century. The writing assignments focus on, but are not limited to, literary analysis. The two primary goals of AP English Literature are to prepare students for the Advanced Placement examination and for the academic rigors of university life. Students will need the approval of the instructor or the recommendation of the previous teacher to enroll in Advanced Placement Literature and Composition. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

## **AP English Language**

**Course #1243-1244**

Full Year = 1 credit (Advanced Placement)

This advanced placement, college-level course centers on the study of the craft of writing. Students will analyze the rhetoric and style of a variety of texts, including novels, memoirs, literary essays, contemporary articles, speeches, drama, and historical, political, and philosophical texts. The course emphasizes argumentative, expository, and analytical writing as well as personal and reflective writing. The primary goals of the course are to prepare students for the AP Language and Composition Exam and the rigors of college writing across the curriculum. A passing score on the exam may qualify the student for up to one year of credit or





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advanced placement in college composition classes. This rigorous course assumes a high level of competence and confidence in reading and writing skills and is designed for the highly motivated student. Students must have either permission of the AP instructor or the recommendation of the previous English instructor to enroll in this course. Students are required to take the AP Exam in May. All AP exams have a cost associated with them.

## **AP Support**

**Course #25116**

One semester = .05 credit

This course is intended as a practical, hands-on guide to help you improve your study habits and enhance your prospects for AP academic success, now and in the future.

*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.*

## **Writing through Film (H)**

**Course #1501-1512**

Full Year = 1 credit (Honors)

This 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. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students learn to understand and appreciate films as literature, while the course stresses visual as well as verbal literacy. Students will gain literary and cultural knowledge and 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 analysis – as well as using writing to comprehend text. 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 should 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.

## **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 (H)**

**Course #1515-1516**

Full year = 1 credit (Honors)

This is a course that examines the psychological aspects, relationships, and value in works of fiction. It provides opportunities for students to explore behaviors and mental processes in themselves, their environment, and the fictional characters, issues, and worlds read in selected literary works. This course is designed for the passionate writer, who can appreciate composition for both its technique and aestheticism. The course will introduce basic methodology pertaining to fiction, the personal essay, and perhaps a little poetry. Students will be expected to write in their journals profusely, critique their peers regularly, and complete various exercises that drive imagination and polish writing skills. While final drafts are extremely important, the supporting assignments are just as imperative. Participation and enthusiasm are the key ingredients to success in this course, so let's build relationships and create an amazing community of writers.





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## 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.

### Elective Credit under English

## Adventures In Literature

Course #1345

One semester = .5 credit **Elective credit only**

Students in this literature-based class explore a variety of short stories and several novels while sharing and communicating their ideas both in groups and in personal written responses. During the semester, students focus on reading strategies, vocabulary building and applying literary terms. Students should expect to create and take approximately five writing assignments through the seven-step writing process. Upon completion of this course, students will earn one-half credit toward Nevada's high school graduation requirement. (This course will not meet the University of Nevada's English entrance requirement.)

## Creative Writing **Elective credit only**

Course #1327-1328

Full Year = 1.0 credit

Creative Writing - This course is open to students in grades 9 -12 who are serious about writing and have a sincere desire to write for and produce a literary magazine. The course will focus on creative writing using a workshop approach. Students will receive instruction on various writing techniques and produce, edit, and revise their own pieces of writing. Students will learn to accept constructive criticism through an extensive peer editing/evaluation process. Emphasis will be on individual improvement. One significant project is required each semester in addition to ongoing individual effort.

## Sports Literacy

Course #1502

One semester = .5 credit **Elective credit only**

Sports Literature - This course is designed for those students who enjoy reading and writing about sports. Students explore the varieties of sports literature, including short stories, essays, poetry, autobiographies, and novels. Students will be encouraged to follow sporting events. Topics studied include the effects of sports in our culture and on one's life, the business of sports, the communication age and sports, the superstar, professional sports vs. amateur sports, careers in sports (other than as an athlete), and the use of drugs in sports. Students continue to improve basic language skills, spelling, reading and writing. Writing for various audiences and purposes will be part of the required work, along with a research paper.

## Literacy to Action

Course #1359-1360

Full Year = 1.0 credit **Elective credit only**

Literacy to Action is a course in which scholars engage in a book or text study in a topic of interest. Scholars will engage in deep learning around their topic of interest then plan a project to impact the community around this topic.

## Journalism

Course #1409-1410

Full year = 1.0 credit **Elective credit only**

Journalism - Students will study basic techniques of journalistic writing including Associated Press style, interviewing, story construction, editing, and proofreading, layout and design concepts, photography, budgeting and ad sales, computer/desktop publishing basics. Students will also be expected to study and report on current events and sell advertising for the paper. Limited space is available for students who wish to serve as illustrators, photographers or technical staff only. This is not a creative writing class.



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## **Business writing**

**Course #8521**

**One semester = .5 credit** **Elective credit only**

This course will explore business writing projects such as descriptive process, formal observations, emails, press releases, marketing, and advertisement. Students will complete this course with a portfolio of real-world business communication skills that can be useful in the work place.

## **Intro to Entrepreneurship**

**Course # 8522**

**One semester = .5 credit** paired with business writing

**Elective credit only**

This course will explore business writing projects such as an executive summary, strategic planning plan, advertising, and marketing in order to prepare students for real world business applications. We will look at professional examples and practice with applied projects. Students will complete this course with a portfolio of real-world business organization and strategic planning outcomes that can be helpful in starting a business.

## **Gate Courses**

### **ACCEL English1-2/AP Literature**

**Course #1273-1274**

Full Year = 1 credit (Advanced Placement)

Comprehensive combination course for GT students for English credit. This course is designed for qualified students to meet the requirements for the EOC and participate in the AP Literature exam simultaneously. Students taking this course are entering a progression of combination English/AP courses culminating towards an AP capstone diploma.

### **ACCEL English 3-4/AP Language**

**Course #1275-1276**

Full Year = 1 credit (Advanced Placement)

Comprehensive combination course for GT students for English credit. This course is designed for qualified students to meet the requirements for the EOC and participate in the AP Language Exam simultaneously. Students taking this course are entering the second year of a progression of combination English/AP courses culminating towards an AP capstone diploma.

### **ACCEL English5-6/AP Seminar**

**Course #1277-1278**

Full Year = 1 credit (Advanced Placement)

Comprehensive combination course for GT students for English credit. This course is designed for qualified students to meet the requirements for the EOC and participate in the AP Seminar Exam simultaneously. Students taking this course are entering the third year of a progression of combination English/AP courses culminating towards an AP capstone diploma.

### **ACCEL English7-8/AP Research**

**Course #1279-1280**

Full Year = 1 credit (Advanced Placement)

Comprehensive combination course for GT students for English credit. This course is designed for qualified students to meet the requirements for the EOC and participate in the AP Research Exam simultaneously. Students taking this course are completing the progression of four classes of English/AP courses culminating towards an AP capstone diploma.



# HUG HIGH SCHOOL ENGLISH

## Special Education English Classes

### **Foundations in English 1-8**

**Course #7729, 7730, 7751, 7752, 7755, 7756, 7787, 7788**

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

## EL Reading and English Classes

### **EL Beginning English**

**Course #7611-7612 Full Year = 1**

English credit (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 #7621-7622**

Full Year = 1 elective credit

**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 Intermediate English**

**Course #7613-7614**

Full Year = 1 English credit (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.



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## **EL Intermediate Reading/Composition**

**Course #7625-7626**

Full Year = 1 elective credit

**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 Mainstream Support**

**Course # 25108**

Full Year = .5 credit

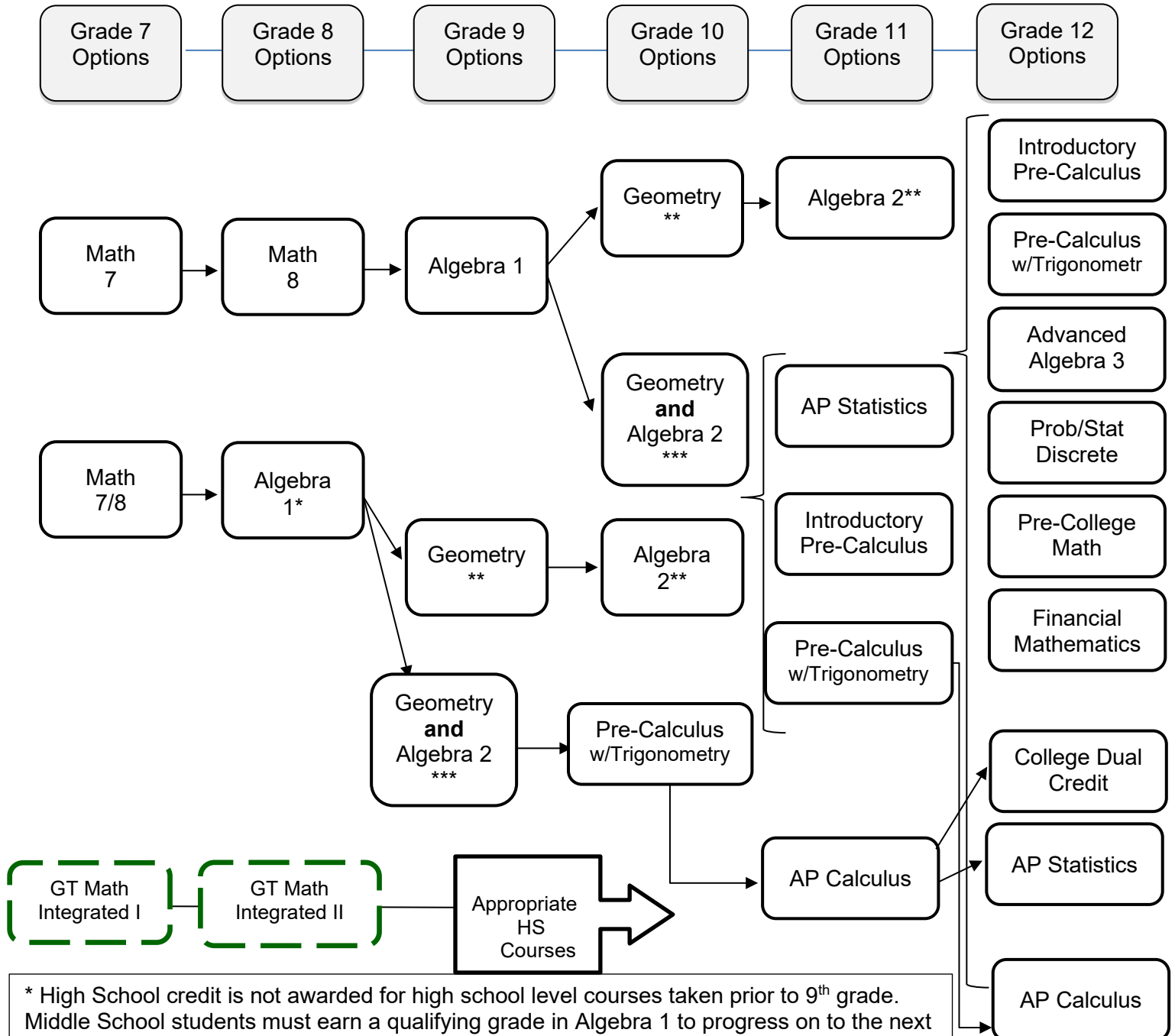
ELL Mainstream Support - ELL Mainstream Support provides assistance to ELLs enrolled in two or more academic mainstream classes. The course offers tutoring or additional support to address specific language and content difficulties for ELLs enrolled in academic classes. Specific objectives for this course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



# HUG HIGH SCHOOL MATH

## MATHEMATICS COURSE SEQUENCE

*This indicates the most common pathways and is not exhaustive*





# HUG HIGH SCHOOL MATH

## MATHEMATICS

### **Algebra 1**

**Course #2201-2202**

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

**Course #7769-7770**

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.

### **Math Support**

**Course #2023-2024**

Full Year = 1 credit

**Prerequisite:** Teacher recommendation and/or test scores. Concurrent enrollment in Algebra 1

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

### **Geometry**

**Course #2211-2212**

#### **Foundations in Geometry**

**Course #7771-7772**

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**

**Course #2215-2216**

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), 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





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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.

## **Introductory Precalculus**

**Course #2049-2050**

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. At this time this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

## **Precalculus with Trigonometry**

**Course #2231-2232**

Full year = 1 credit (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.

## **Advanced Algebra 3**

**Course #2241-2242**

Full Year = 1 credit

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

This is a one-year non-honors level course designed to build upon the concepts presented in Algebra 2. Students will apply Algebra 2 concepts in real-life contexts to strengthen and expand problem solving, numerical literacy and application skills in preparation for post-secondary choices including the world of work, college, technical training or the military. Mathematics topics that will be imbedded into the modules include: Functions (Linear, Quadratics, Exponentials, Logarithms, Rational, and Polynomial); Geometry and Measurement, Linear Programming, Probability and Data Analysis. Financial Math is a strong second semester focus. Graphing Calculators are required.





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## **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.

## **Statistical Reasoning In Sports**

**Course #2425-2426**

Full Year = 1.0 credit

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

Successful completion of all semesters of Algebra 1, Geometry and Algebra 2

This class offers a unique and powerful way to introduce the principles of statistical reasoning. Statistical Reasoning in Sports make statistics exciting with high interest sports (and life) examples that show how statistics is a part of everyday life. Statistical Reasoning in Sports examines fascinating questions about sports and life by investigating the underlying statistical questions and creating a fun atmosphere in the classroom in which students perform simulations, analyze data, and use simple randomization processes to develop an understanding of statistics.

## **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.

## **AP Statistics**

**Course #2271-2272**

Full Year = 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.

## **AP Calculus AB**

**Course #2255-2256**

Full Year = 1 math 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.



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## AP Calculus BC

Course #2257-2258

Full Year = 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.

## Special Education Classes

### 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.

### Foundations in Algebra 1-2

Course # 7769-7770

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete Algebra 1, but need to be in a smaller class environment. 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. At the completion of this course, students will be prepared to take the district final for Algebra 1 and the Math I End of Course exam.

### Math Skills

Course #7763-7764

One Year = 1.0 credit

This course is for the first- or second-year high school student receiving special education services and may be repeated one time for credit (total 2 credits). It will focus on basic skills in operations, place value, fractions, decimals, percentages, problem solving, money, time, measurement, charts, graphs, word problems, basic geometry and may include an introduction to basic algebraic concepts.

### Transitions Math

Course #7765-7766

One Year = 1.0 credit

This course is for the third and/or fourth year high school student receiving special education services and may be repeated once for credit (total 2 credits). This course is designed to cover a wide number of mathematical topics/concepts over a two-year period. In the even-numbered years (e.g. 2016-17, 2018-19, etc.) the curriculum will focus on consumer applications, including earning money, buying food, shopping, household budgeting, car maintenance/repair costs, home improvement, travel, personal budgeting, banking and investing, paying taxes, and career preparation. In the odd-numbered years (e.g. 2017-18, 2019-20, etc.) the curriculum will focus on the world of work, including skills students need on the job such as wages, benefits, kinds of businesses, human resource departments, business travel, corporate banking, operating expenses, business management, casualty insurance, government regulations, risks for business owners, sales and marketing, and mail-order businesses.



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## **Foundations in Geometry**

**Course #7771-7772**

One year = 1.0 credit

This course is designed for Special Education students who have the skills to complete Geometry but need to be in a smaller class environment. This is a one-year course that will cover the following topics with an emphasis of axioms, postulates and theorems introduced through student exploration activities: plane geometric figures; right triangles; constructions; congruence and similarity; geometric formulas; three-dimensional geometry; converting between metric and customary systems; circles; coordinate and transformational geometry; inductive and deductive reasoning; precision and error; and probability applied to geometry. Development of deductive reasoning skills will be emphasized. Students will also review algebraic techniques, work on realistic problems, and use technology as much as possible. Students planning careers in any occupation will benefit from this class. At the completion of this course, students will be prepared to take the district final for Geometry and the Math II End of Course exam.

## **GATE Classes**

### **ACCEL INT Math III**

**Course #2417-2418**

Full Year = 1 math credit

96This is a one-year accelerated integrated course that will cover topics from Algebra 2 & trigonometry preparing scholars for Calculus the following year. The following Algebra 2 Honors topics will be covered: Parent functions; complex numbers; quadratic functions; polynomial functions; rational functions; function operations, inverses & radical equations; exponents & logarithms; systems; statistical data; and trig functions. In addition to the Algebra 2 concepts, this course will cover angles and radian measure; trig functions; vectors; laws and graphs of trig functions; polar coordinates and their graphs; and trig identities and equations. This course will strengthen the student's problem solving and algebraic skills in preparation for advanced mathematics courses. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, applying learned concepts to new problems



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## SCIENCE COURSE SEQUENCE

Not all science classes are offered at every school

Course Title	Course #
<b>9<sup>th</sup> Grade *</b>	
Biology (not optional)	3141/3142
Biology (H)	3143/3144
Oceanography (optional)	TBA
<b>10<sup>th</sup> Grade</b>	
Chemistry	3201/3202
Chemistry (H)	3203/3204
Physical Science	3101/3102
Earth Science	3131/3132
Oceanography	TBA
<b>11<sup>th</sup> Grade/12<sup>th</sup> Grade</b>	
Environmental Science	3111/3112
Forensic Science	3231/3232
Human Anatomy & Physiology (H)	3261/3262
Conceptual Physics	3235/3236
Physics (H)	3241/3242
Astronomy	3267/3268
Zoology 1-2	3163/3164
Earth Science (H)	3133/3134
<b>Advanced Placement Science Classes:</b> Curriculum for AP classes is regulated by College Board. AP courses can be taken after successfully meeting the prerequisite(s) as stated in the course catalog.	
AP Biology	3149/3150
AP Chemistry	3211/3212
AP Environmental Science	3115/3116
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 8<sup>th</sup> grade will not count as one of the required science courses for graduation or the honors diploma.



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#### **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 = 1.0 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.

#### **Oceanography**

**Course #TBA**

Full Year = 1.0 credit

This oceanography course provides students with a comprehensive exploration of Earth's oceans. Students will gain a profound understanding of ocean circulation, waves, tides, marine ecosystems and the intricate relationships between living organisms and their ocean habitats. This course also covers human impacts such as pollution, overfishing and climate change. By the end of the course students will have applied critical thinking skills and developed a solid foundation in oceanography, enabling them to appreciate these vital ecosystems.

#### **Physical Science 1-2**

**Course #3101-3102**

Full year = 1 credit

This one-year laboratory course is intended to develop an understanding of fundamental concepts in physical science and is intended as a second-year science course. This course meets the Nevada Academic Content Standards for Science. The Disciplinary Core Ideas to be studied are: 1) *Motion and Stability: Forces and Interactions*; 2) *Waves and Their Applications in Technology for Information Transfer*; 3) *Earth's Place in the Universe as it Relates to Physics*; and 4) *Chemistry: Matter and its Interactions*. The performance expectations for high school physical science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of physical science. In this course, students will use basic mathematical computations and read and write critically to analyze investigations.

#### **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



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## SCIENCE

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.

### **Honors Earth Science 1-2**

**Course #3133-3132**

Full year = 1.0 credit

This one-year honors laboratory science course is intended to build a deeper understanding of the concepts of earth science. Emphasis is placed on developing critical-thinking skills through research and advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: *1) Earth's Systems; 2) Human Impacts; 3) History of Earth; 4) Weather and Climate; and 5) Space Systems.* Performance expectations for this course blend the core ideas with scientific and engineering practices and crosscutting concepts that can be applied across disciplines. Students will use advanced mathematical computations, critically read scientific text, analyze data, and prepare formal written laboratory reports following investigations. This course meets high school graduation requirements for science and college entrance requirements for laboratory science.





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### **Astronomy 1-2**

**Course #3267-3268**

Full Year = 1 credit

**Prerequisite:** Completion of 2 years of science or completion of 1 year of science with teacher recommendation; completion of Algebra 1.

Astronomy is a one-year laboratory science course intended to introduce students to the observations and investigations of the universe from the ancients through classic cosmology. The course investigates life cycles of stars, evolution of the universe, and its structure. The performance expectations for high school space science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how humans study the universe. Students will evaluate measurements of cosmic systems and develop models to explain current phenomena. This course is intended for students who express an interest in space exploration and Earth's place in the universe.

### **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 emphasize 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.

### **Zoology 1-2**

**Course # 3163-3164**

Full Year = 1 credit

**Prerequisite:** Successful completion of two years of science, including one year of Biology 1-2.

This one-year advanced level laboratory science course is intended for third- and fourth-year students who are interested in exploring the diversity of organisms in the animal kingdom. The course provides an educational opportunity through the infusion of 21st century learning techniques. It is designed to build on prior knowledge of biology and chemistry with an added emphasis on animal taxa, evolutionary relationships, comparative anatomy and physiology of structural and functional adaptations of animals as well as their role and impact on the environment. A high level of understanding in problem solving and the scientific methods is necessary for success. Learning is shaped through a combination of classroom activities, including critical reading and writing, dissection, hands-on experiments, projects, lecture (sometimes from local experts), small and large group discussion, field trips, and the integration of technology.



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### Forensic Science 1-2

Course #3231-3233

Full Year = 1 credit

**Prerequisite:** Successful completion of two years of science.

In this one-year laboratory science course, students will learn and practice evidence gathering and analysis techniques. Topics include the study refractive index of glass, soil chemistry, DNA analysis, arson, ballistics, fingerprinting, chemical analysis, toxicology, and chromatography among many other topics.

### 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 Environmental Science

Course #3115-3116

Full Year = 1 credit (Advanced Placement)

**Prerequisite:** Successful completion of two years of science; students will be best prepared for the course if they have successfully completed Biology 1-2 and completion of or concurrent enrollment in Chemistry 1-2.

AP Environmental Science is a one-year laboratory science course designed so students use their knowledge of scientific principles and methodologies to understand the interrelationships of the natural world, identify and analyze environmental problems, evaluate the risks associated with current environmental problems, and examine alternative solutions for resolving and/or preventing additional problems. Course goals are focused on environmental issues that have a global impact from the scientific, political and sociological viewpoints. Coursework includes rigorous laboratory and field experiences utilizing the tools of the discipline. 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.



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### 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.



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## 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 World History: Modern**

**Course #4111-4112**

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

This course is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate the cultural, economic, political, and social developments that have shaped the world from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides nine thematic units that students explore throughout the course in order to make connections among historical developments in different times and places: the Global Tapestry, Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global Conflict, Cold War and Decolonization, and Globalization. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

#### **World Geography**

**Course #4117-4118**

Full Year = 1 World History/World Geography credit

This course is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. Designed within the guidelines set forth in the National Geography Standards, its subject matter is Earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. Students will analyze significant events, individuals, developments and demographics across the world from the perspective of multiple and varied voices for a vivid and complex picture of cultural geography. Students will be encouraged to examine and understand the inter-connectedness of the world around them. The course will focus on major world regions, including: the United States, Canada, Latin America, Europe, the former Soviet Union, Asia, Africa and Oceania. The content of this course meets the World History requirement for graduation.

#### **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.



# HUG HIGH SCHOOL

## SOCIAL STUDIES

### 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.

#### **AP US History**

**Course #4145-4146**

Full Year = 1 US History credit (Advanced Placement)

This course is aligned to a two-semester introductory college U.S. history survey course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course framework organizes U.S. history into nine periods and presents key conceptual understandings that students should explore in that period. The framework also organizes U.S. history into eight themes, or large-scale topics of historical inquiry that students explore throughout the course, including: American and National Identity; Politics and Power; Work, Exchange, and Technology; American Regional Culture; Social Structures; Migration and Settlement; Geography and the Environment; and America in the World. These themes help students connect the historical content they study to broad trends and processes that have emerged over centuries. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### 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.



# HUG HIGH SCHOOL

## SOCIAL STUDIES

### **AP US Government & Politics**

**Course #4171-4172**

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

This class satisfies both the American Government and Economics requirements

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The AP U.S. Government and Politics course is organized around five units, which focus on major topics in U.S. government and politics. The units are Foundations of American Democracy, Interaction Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **American Government We The People (H)**

**Course #4173-4174**

Full Year = 1.0 credit

Amer Govt 1 "We The People" - The "We the People" instructional program provides students with a course of instruction on the historical development of our Constitution, the Bill of Rights and the basic principles of constitutional democracy. The program is designed to foster civic responsibility through the development of an understanding of the Constitution, the Bill of Rights and the fundamental principle and values they embody. The program also helps the student gain an understanding of the rights and responsibilities of citizens in our constitutional democracy. The "We the People" curriculum examines the following topics at levels appropriate for senior students at the high school/college level: Political Philosophy, history and experience, writing the Constitution, establishing the government, protection of basic rights, and responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution, the Bill of Rights and will be giving oral presentations before a panel of three judges from the community. Students will be required to do research work in the school library and at UNR. Students will also be required to give unit presentations before other classes, community organizations, and community professionals. This class will be limited to 25-30 students and must have permission of the instructor to enroll.

### **Arts/Humanities/Electives within Social Studies**

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

**Course #4257-4258**

One Semester = 0.5 elective credit

Full Year = 1 credit

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

### **Psychology 1-2**

**Course #4245-4246**

Full Year = 1 Arts/Humanities credit

Can be used to satisfy the Flex credit graduation requirement

This course begins with a review of the ways people have sought to explain human behavior from ancient times through today and provides an overview of the major principles and concepts of psychology, including the brain, human development, personality, learning, cognition, and the scientific method. Students will participate in dozens of activities and real-life situations designed to bring the content alive and help them apply the material to their own lives. Magazines, book excerpts, and movies will also play a role in our search for knowledge. Emphasis will be placed upon fostering feelings of empathy for others—particularly those who are mentally ill. A sociocultural approach will be explored as a means for understanding a variety of cultures and how social aspects impact us as individuals. Students will leave the class with insights into the causes of human behavior as well as a better understanding of themselves.





# HUG HIGH SCHOOL

## SOCIAL STUDIES

### AP Support

Course #25116

One semester = .05 credit **Elective Only**

This course is intended as a practical, hands-on guide to help you improve your study habits and enhance your prospects for AP academic success, now and in the future.

### Senior Seminar

Course #7133-7134

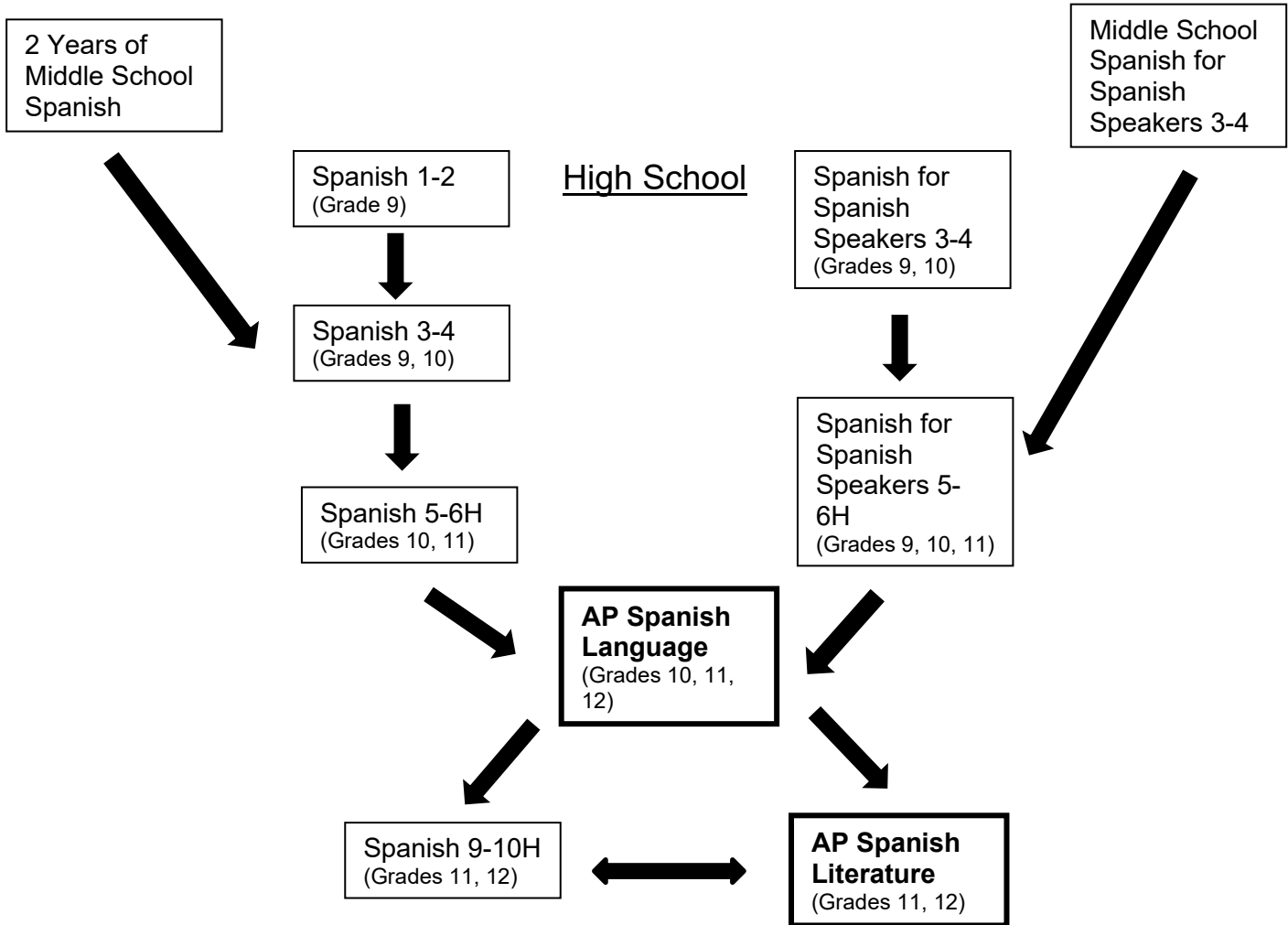
Full Year = 1.0 credit **Elective Only**

This is an elective course designed to assist students in meeting the requirements for high school graduation. The development of personal and academic skills necessary for educational success will be stressed. The course will also prepare and inform seniors of the post-secondary options that are open to them upon high school graduation.



# HUG HIGH SCHOOL WORLD LANGUAGE

## SPANISH PATHWAYS





# HUG HIGH SCHOOL WORLD LANGUAGE

## WORLD LANGUAGE

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

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

Full Year = 1 credit

French 1-2 – Course #4551-4552

Spanish 1-2 – Course #4611-4612

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).

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

Full Year = 1 credit

French 3-4 – Course #4553-4554

Spanish 3-4 – Course #4613-4614

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).

### **World Language Level 5-6 Honors Courses**

Full Year = 1 credit (Honors)

French 5-6 (H) – Course #4555-4556

Spanish 5-6 (H) – Course #4615-4616

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



# HUG HIGH SCHOOL WORLD LANGUAGE

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.

## **AP Spanish Literature**

**Course #4643-4644**

Full Year = 1 credit (Advanced Placement)

AP Spanish Literature is a culmination of increased skills in speaking, listening, reading, and writing. The student will read Spanish literature and contemporary writings with the aid of a dictionary. Vocabulary development will be increased greatly, and knowledge of Spanish culture and history will be emphasized. They will become increasingly proficient in written and spoken Spanish and will be able to use Spanish to discuss literature and current events. All classroom instruction will be in Spanish. Students will be required to use the language exclusively in class. Reading assignments, oral practice, and essay writing will be emphasized, as well as grammar and vocabulary exercises. 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.

## **AP French Language & Culture**

**Course #4581-4582**

Full Year = 1 credit (Advanced Placement)

The Advanced Placement French Language and Culture course is designed to prepare French students for the AP French Language and Culture exam. The goal of AP French is to develop students' communicative ability in the three modes of communication (Interpersonal, Interpretive and Presentational) through the use of authentic materials. This course will develop students' listening comprehension and reading skills using different kinds of authentic texts and aural materials. AP French will hone students' ability to express themselves in both written and oral French at the level of intermediate to pre-advanced range. These skills will be practiced through the study of cultural aspects of the French and francophone world in six major categories set by the College Board. 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.



# HUG HIGH SCHOOL WORLD LANGUAGE

## **Spanish Literacy 5-6 (Spanish for Spanish Speakers 5-6)**

Full Year = 1 credit (Honors)

**Course #4655-4656**

This course is designed to promote the development of writing and reading skills, as well as to enhance the student's awareness of geography, history, art, and Latin American and Iberian literature. Students will be required to read a wide variety of stories, poems, magazine articles and books in Spanish; therefore, intermediate to advanced levels of Spanish skills are required. Students will continue to expand their vocabulary, reading comprehension, speaking, and writing skills involving the use of paragraphs, essays, creative writing, and business communication. This class will prepare students for the AP Language and/or Literature exam. Spanish for Spanish Speakers 5-6 qualifies for World Language or Humanities credit. Students can elect to take the Advanced Placement (AP) Spanish Language and Culture Exam at the end of this course.



# HUG HIGH SCHOOL PHYSICAL EDUCATION

## Physical Education

### **Life Sports**

Full Year = 1 credit

This course is designed for students at all grade levels. Students are exposed to lifetime, team, and individual activities. Each semester will begin and end with individual activities while students undergo fitness testing. During fitness testing, students will give their best attempt at various activities typically including the mile run, "Beep" fitness test, sit ups, and push-ups. Daily classes will begin with various activities to warm up students while increasing strength, flexibility, and endurance to improve general health and ultimately to improve fitness testing results. Each semester students are introduced to a variety of team sports in three to five-week units. First semester activities typically include soccer, volleyball, floor hockey, and basketball. Second semester activities typically include lacrosse, badminton, tennis, and kickball. Student grades will be based on daily participation, proper dress, the final exam and completion of all fitness tests.

**Course #5131-5132**

**Course #5133 (semester)**

### **Power Walking**

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.

**Course #5141-5142**

### **To the Max**

Full Year = 1 credit

This class is designed for the student who is interested in fitness, exercise, nutrition, and personal wellness. Students will learn to evaluate evaluating the balance of diet, over-all wellness, and exercise to lead a healthy lifestyle for a lifetime. This class will focus on a combination of yoga, free-weights training, powerwalking, body strength training, cardio training, resistance training, etc. This course requires a student who is focused on an individual fitness and personal wellness program that will develop an importance of self-discipline, self-motivation and the establishment of a lifetime routine of healthy diet and exercise. Materials Needed: Yoga Mat, Notebook, and the appropriate physical education uniform.

Recommended uniform: yoga pants for cooler days and shorts for warmer weather.

**Course #5161-5162**

**Course #5163 (semester)**

### **Basketball Conditioning**

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.

**Course #5203-5204**

**Course #5202 (semester)**

### **Volleyball**

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.

**Course #5191-5192**

**Course #5193 (semester)**

### **Athletic Conditioning/Weight Training**

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.

**Course #5215-5216**





# HUG HIGH SCHOOL PHYSICAL EDUCATION

## **Conditioning/ Weight Training**

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.

**Course #5217-5218**

**Course #5219 (semester)**

## **Football Conditioning/Fundamentals**

Full Year = 1 credit

This course is designed to be both mentally and physically challenging. It offers both in and out of season conditioning programs that include weight training and conditioning movement work. Students take part in an advanced weight training and conditioning program to improve strength, agility, speed, explosiveness, balance, coordination, flexibility, and injury prevention. Instructional approval recommended.

**Course #5223-5224**

**Course #5225 (Semester)**

## **Soccer & Conditioning**

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.

**Course #5236-5237**



# COMPUTER AND HEALTH And ELECTIVE CHOICES

## COMPUTER LITERACY

### **Computer Science & Applications**

**Course #8344 or 8345**

One Semester = 0.5 credit

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

### **AP Computer Science Principles**

**Course #8389-8390**

One year = 1 credit

Note: Semester 1 earns elective credit and Semester 2 earns computer literacy credit. Students must take the entire year to satisfy the requirement.

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

## 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.

## CAREER PATHWAYS EXPLORATION

### **Career Pathways**

**Course #8603**

One Semester = 0.5 credit

This course is designed to introduce students to different career pathways, based on student Interest. Students will study the choices they may want to pursue in education and careers. Using an interest inventory, students will explore careers and career clusters that align with their interests as well as the education and training needed to pursue a career in their desired field. The instructor will stress self-knowledge, educational and occupational exploration, and career paths. Students will set goals and develop plans of action. Students will also work on self-esteem, improving communication, identifying leadership qualities, improving their ability to work with others, and setting goals for the future.

### **Library Assistant**

**Course # 8096-8097**

One full year = 1.0 credit

Students will learn and practice library skills, bibliographic searching, research techniques, and various computer programs; they will also do general library work (shelve books, scan for inventory etc.). Course requirements include good attendance, cooperation, confidentiality, and skill development. Students may not register for this course without the approval of the school librarian.



# COMPUTER AND HEALTH And ELECTIVE CHOICES

## **Freshman Advisory**

One semester = 0.5 credit

This year long course is designed to help incoming freshmen manage the academic rigor and social issues of high school. This course covers various study skills, note-taking strategies, test preparation techniques, research procedures, and reading and writing strategies. Students will learn and practice organizational skills and receive a daily agenda to use in all of their classes.

**Course #7131 - 7132**



# HUG HIGH SCHOOL

## FINE ARTS

### 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. AP/Honors students are encouraged to take approved/pertinent classes at the Nevada Museum of 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.



# HUG HIGH SCHOOL

## FINE ARTS

### **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 proficiency and knowledge. Students will create a body of exhibition quality work and will be required to exhibit their work.

### **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.

### **Digital Arts 1-2**

**Course #9481-9482**

One Year = 1 credit

This course will introduce students to the use of digital media techniques to create art and will introduce students to computer manipulation of photographs. Students will study art theory concepts such as the elements of art, principles of design, typography, composition, and color theory and will learn to use software programs such as Adobe CC to create their art in place of paints, pencils, paper and canvas. Students will learn to edit and adjust photographs, create original photo manipulations, original illustrations, and commercial art. This course is designed for students interested in developing art from a digital perspective as well as students looking to learn about graphic design.

### **Digital Arts 3-4**

**Course #9483-9484**

One Year = 1 credit

This course builds on the skills developed in Digital Arts I & II and is designed to provide students with more advanced techniques in designing and creating digital art in Adobe CC. Students will continue to use tools digital and learn advance techniques to edit and adjust photographs, create original photo manipulations, original illustrations, and create commercial art. Students will learn techniques for creating advanced composites, digital illustrations, storyboards, 2D animations and begin to explore moving arts. In this course, the expectation is for students to develop their own portfolios focused on developing art from a digital perspective.



# HUG HIGH SCHOOL

## FINE ARTS

### 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.

#### **Technical Theater**

**Course #6509-6510**

One Year = 1 credit (repeatable)

Overview of theater history with a specific focus on performing spaces and conventions used between primitive and contemporary eras. Concepts of design and techniques of construction for scenery, props, lighting, costumes, make-up and masks. Shop safety and manual skills in carpentry, electricity, painting, sewing and drafting. Students will learn to read, analyze, and interpret dramatic literature. They will apply their interpretations into renderings, blueprints and models that could, or will, be synthesized into a unified scheme for an actual production. Course includes lectures and demonstrations, guided practice in laboratory situations, cooperative projects, peer critiques, and written evaluations of local theatrical productions.

#### **Playwriting**

**Course #6475**

One semester = 0.5 credit

**Prerequisite:** Successful completion of English 1-2 and English 3-4

This class is designed to teach students the process of playwriting in a practical step-by-step framework. In preparation, students will explore scene structure, action, events, voice, and dialogue in storytelling through the examination of existing published playscripts. Students infer and discuss in groups the process of writing a play and explore material in a variety of mediums which focus on the writing process of working playwrights. Students apply their knowledge by completing writing exercises that complement each step of the process through monologues, effective and efficient scene writing, character development, conflict profile, theatricality and staging. This class's emphasis is on process, risk-taking, and finding one's own voice, vision, style & genre.





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## FINE ARTS

### Film

Course #6104

#### One semester = 0.5 credit

Film and the Arts - This is a course for the student interested in studying movies. The course will cover the history of filmmaking, from Thomas Edison and the Lumiere Brothers to the present as well as individual unit studies on various aspects of filmmaking, including story and theme, characterization, product design, cinematography, editing, directing, style, etc. Different genres of movies, such as Action pictures, Westerns, Comedies, Musicals, Epics, Horror and Suspense, etc. will be included in these units. Studies will focus on the nuts and bolts of filmmaking, including how movies are made, the different careers associated with filmmaking, film criticism and developing a judicial eye in watching popular entertainment. Grading will be based on exams, quizzes, participation and heavy emphasis on essay writing. The curriculum of this course is aligned with national, state, and district academic standards.

### Visual and Performing Arts: Music

### Music Appreciation

Course #6599-6600

#### One Year = 1 credit

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

### Digital Music

Course #6622

#### One Semester = 0.5 credit

This class is an introduction to digital recording concepts. We will cover the basics of sound adjusting, acoustics, frequency measurement, digital file management and DAW workstation basics. Through this course we will also cover general music theory and composition.

### Introduction to Commercial Music

Course # 6629

#### One Semester = 0.5 credit

Commercial Music and Sound Production is a hands-on music technology course that emphasizes collaborative, project-based learning with a focus on real-world projects and applications. While working on music and sound production projects, students develop proficiency in the Nevada Standards for Music Technology, including Creating, Performing, Responding, and Connecting. In this course, students are introduced to employable skills used in the music and sound recording industries, such as live and studio sound production, sound recording, mixing, mastering, Foley art production, digital music production, advertising, booking, and music publication. Project-based instruction is supported with theoretical and practical instruction in topics such as acoustics, copyright, business, and entrepreneurship. In alignment with the Nevada State Standards for Music Technology, students may be required to participate in co-curricular rehearsals and performances beyond the school day to receive credit for this class. This course satisfies the prerequisite requirement for Commercial Music and Sound Production.

### Commercial Music

Course #6623-6624

#### One Year = 1 credit

**Prerequisite:** Digital Music OR Introduction to Commercial Music, or instructor approval.

Commercial Music and Sound Production is a hands-on music technology course that emphasizes collaborative, project-based learning with a focus on real-world projects and applications. While working on music and sound production projects, students develop proficiency in the Nevada Standards for Music Technology, including Creating, Performing, Responding, and Connecting. In this course, students develop employable skills used in the music and sound recording industries, such as live and studio sound production, sound recording, mixing, mastering, Foley art production, digital music production, advertising, booking, and music publication. Project-based instruction is supported with theoretical and practical instruction in topics such as acoustics, copyright, business, and entrepreneurship. In alignment with the Nevada State Standards for Music Technology, students may be required to participate in co-curricular rehearsals and performances beyond the school day to receive credit for this class.



# HUG HIGH SCHOOL

## FINE ARTS

### **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.

### **Beginning Mariachi**

**Course# 6693-6694**

One Year = 1 credit (repeatable)

This course is designed for students to perform in an ensemble which has a selected membership and specializes in performing beginning level Mariachi ensemble literature. The place of music in the Mariachi musical heritage and the importance of sustained group and individual effort are stressed. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course is appropriate for grades nine through twelve and may be repeated.

### **Advanced Mariachi**

**Course#6695-6696**

One Year = 1 credit (repeatable)

This course is designed to develop skills beyond those outlined in the Beginning Mariachi course. This course includes further development of those skills necessary to become independent as a musician. The place of music in the Mariachi musical heritage and the importance of sustained group and individual effort are stressed. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course is appropriate for grades nine through twelve and may be repeated.

### **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.



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### **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.

### **Advanced Jazz Band**

**Course #6709-6710**

One Year = 1 credit

This ensemble is for students who wish to further their musical knowledge and skill through the study of Jazz. Membership in this ensemble is by audition only. The focus of the Jazz Ensemble will be on the performing of various jazz styles, articulation, and improvisation of jazz.

### **Band: Beginning Percussion**

**Course #6713-6714**

One Year = 1 credit

This course is designed for students who wish to develop individual and group skills in the performance and study of percussion instruments. Students are expected to participate in performances outside of school time. Both marching and concert percussion idioms will be addressed in this course.

### **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

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



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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.

### **Ukulele 1**

**Course #6724**

One Semester = 0.5 credit

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

### **Ukulele 2**

**Course #6725**

One Semester = 0.5 credit

This course is designed for students who have basic skills in playing the ukulele and wish to progress to an intermediate level of skill. Areas of concentration include review of basic playing techniques, advanced strumming patterns, advanced rhythmic notation and mixed meters, basic song-writing and chord functions, advanced aural skills, musical literature for the instrument, and small and large ensemble playing experiences.

### **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.

### **A Capella/Jazz 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.

### **Advanced Choir**

**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.

### **AP Music Theory**

**Course #6605-6606**

Full Year = 1.0 credit (Advanced Placement)

AP Music Theory - 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 ultimate goal of an AP



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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 the

