

2024-2025

Galena High School



Course Offering Book

Revised 1/6/23



GALENA HIGH SCHOOL

WASHOE COUNTY SCHOOL DISTRICT
Reno, Nevada

Every Child, By Name and Face, To Graduation

SUPERINTENDENT

Dr. Kristen McNeill, Interim

BOARD OF TRUSTEES

Jeffrey Church
Adam Mayberry
Diane Nicolet, Ph. D.
Elizabeth Smith
Joseph Rodriguez
Colleen Westlake
Alex Woodley

WASHOE COUNTY SCHOOL DISTRICT **MISSION STATEMENT**

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

GALENA HIGH SCHOOL ADMINISTRATION

Richard "Jay" Salter, Principal, Athletics
Tami Curley, Assistant Principal, Facilities, Grounds, Special Education, Testing
Vanessa Nelson, Assistant Principal, Activities, Attendance, Curriculum
Nathan Tanner, Dean of Students
Beau Walker, Dean of Students
Greg Sakelaris, Athletic Director

ACCREDITATION

Galena High School is accredited by the Northwest Association
of Accredited Schools

INSTRUCTIONAL LEADERS

Career and Technical Education/Fine Arts/ Military Science– Bradley Damschen
Counseling – Clara Mitchell
English – Will Hauser
Library/Media Center – Sharon Black
Mathematics – Kirstie Naughton
PE/Health – Justin Littrell
Science/STEM – Matthew Cope
Social Studies – Tennile O'Meara
World Languages – Melissa Bullard
Special Education/Alternative Education – Tyler Mahannah

COUNSELORS

Devan Bartmus
Genell Burroughs
Clara Mitchell
Peyton Taylor

GALENA HIGH SCHOOL MISSION STATEMENT

Galena High School will challenge students to develop academic and career skills for post high school options.

Beliefs

We believe that..... Student learning is the chief priority for the school.

We believe that..... Students need to be challenged in order to be problem solvers.

We believe that..... Students learn in different ways and should be provided with a variety of instructional techniques in a supportive learning environment.

We believe that..... Schools educate students to become self-directed and responsible citizens.

We believe that..... Staff, students, parents, and the community share the responsibility for the success of the school as a community of learners.

We believe that Students will graduate career/college ready.

Galena High School

2024-2025 REGISTRATION

PART 1 – “Online Registration is available now and must be completed by March 15th”

- MUST BE COMPLETED BEFORE STUDENTS ARE ENROLLED IN 2024-2025 CLASSES.
- Available NOW in your Infinite Campus Parent Portal at the following link: <https://campus.washoeschools.net/campus/portal/washoe.jsp> (On the left side toward the bottom of the screen there is a link “online registration”. New to WCSD, see instructions below.)
- Please complete by March 15th.
- This registration is **mandatory** every year, which includes internet use, health forms, and updating address & phone numbers. *This can be done for all your WCSD students at **one time**.*

IF:

- **you do not have a parent portal account**, please contact Dana Leslie @ 851-5630 X7 [dleslie@washoeschools.net] for English or Leticia Alarcia-Moreno @ 851-5630 X30694 [lalarciamoreno@washoeschools.net] for Spanish.
- **you are new to WCSD**, go to washoeschools.net, click on Student/Parent Tab, click on “register for school”, choose the option of “new to WCSD”, and follow the instructions.
- **you do not have internet access at home**, all WCSD schools have a computer kiosk for you to use or you may access the link at any public library.
- **you have any questions**, please give us a call at 851-5630 X0 (for English) or X30694 (for Spanish).

Part 2 – “Course Selection”

- ✓ Course registration will take place with your counselors. They will be visiting English classes for course selection.
- ✓ Please submit your course selection form by February 23rd.
- ✓ Online registration **must** be completed before “Course Selections” are finalized.



TABLE OF CONTENTS

Section I: WCSD HIGH SCHOOL DISTRICT ACADEMIC POLICIES AND PROCEDURES

The following selected regulations and requirements are common to all the public high schools in the Washoe County School District. This is an important, but not exhaustive, list. Other district regulations may apply, and individual schools may have additional policies and procedures that are in effect on certain campuses.

1. The High School Course of Study 8
2. Required Number of Classes 8
3. Credits 8
4. Required Courses for Graduation Diploma 9
5. Nevada Assessments Required for Graduation 9
6. Types of Diplomas Offered to WCSD Students 10
7. Types of Seals of Certificates and Endorsements Offered 11
8. Grades and Grade Point Average 12
9. Final Exams 12
10. Reporting to Parents/Guardians 13
11. Auditing a Course 13
12. Withdrawing from Class 13
13. Repeating a Class 13
14. Alternative Means of Earning Credit 14
15. College Opportunities for HS Students 16
 - a. Advanced Placement 16
 - b. International Baccalaureate 16
 - c. CTE College Credit 16
 - d. College Dual Credit 17
16. Governor Guinn Millennium Scholarship Program 18
17. Title IX 18
18. Notice of Non-Discrimination 18

Section II: GALENA HIGH SCHOOL ACADEMIC POLICIES AND PROCEDURES

1. Schedule Changes 19
2. Request for Teacher Changes 19
3. Valedictorian/Salutatorian 20
4. Scholarships 20
5. Academic Letter Program 21
6. Contacting Teachers 21
7. Infinite Campus 21

- 8. Curriculum Maps 21
- 9. Galena High School Student Fees 22

Section III: Galena HS: The STEM Academy

- 1. The STEM Academy At-A-Glance 23
- 2. The STEM Academy Course of Study 25

Section IV: COURSE OFFERINGS BY DEPARTMENT

- 1. Career and Technical Education 26
- 2. Information & Media Technology 26
 - a. Family and Consumer Science 27
 - b. Skilled & Technical Science Courses 28
 - c. STEM Academy Courses 30
 - d. Military Science Courses 32
- 3. English 34
 - a. ELL Courses 38
- 4. Humanities 45
 - a. Fine Arts 46
 - b. Music 49
 - c. Drama 53
- 5. World Languages 54
- 6. Mathematics 59
- 7. Physical Education 64
 - a. Health 64
- 8. Science 66
- 9. Social Studies 71
- 10. Special and Alternative Education 75
 - a. Special Education 75
 - b. Alternative Education 79
- 11. Other Curricular Options 79
 - a. Publication 79
 - b. Miscellaneous Courses 79
 - c. Jobs for American Graduates (JAG) 80
 - d. CTE Career Internship 81
 - e. Library Assistant 81
 - f. Office Experience 81
 - g. Counseling Assistant 82

- h. Student (Teacher) Aide 82
- i. Peer Tutor 82
- j. Academic Success 82
- k. Off-Campus 83
- l. TMCC/UNR Dual Credit 83
- 12. Extended Studies Programs 83
- 13. Four-Year Course Planning Form 85
- 14. Notes 86

What This Catalog Contains

The front part of this catalog will give you a great deal of general information about policies and procedures of Galena High School and the Washoe County School District. Please read each page carefully and ask questions if there is anything you do not understand.

The remainder of the book contains descriptions of each course that could be offered at Galena High School or at alternative or occupational programs across the district. These courses are listed within specific departments or programs. **Occasionally, courses that appear in this booklet may be cancelled due to insufficient enrollment.**

Please be sure to make note of such things as prerequisites and fees for courses in which you are interested.

\Galena High School

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Reno, Nevada 89511

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

THE 24-25 SCHOOL YEAR CALENDAR

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



THE HIGH SCHOOL COURSE OF STUDY

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

- 4 units of English language arts
- 4 units of mathematics, including algebra 1 and geometry
- 3 units of science, including two laboratory courses and
- 3 units of social studies, including .5 American government, .5 Economics, 1 American history and 1 world history or geography).

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

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

REQUIRED NUMBER OF CLASSES

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

CREDITS

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

REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

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

Course Title	WCSD Standard (2023 - 2027)	WCSD Standard (2028- beyond)	Alternative ^ (2023- beyond)	State Advanced	College and Career Ready with Endorsement	
English	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	
Science	2.0	2.0	2.0	3.0	3.0	
American Government	0.5	0.5	0.5	0.5	0.5	
Economics and Personal Finance	0.5	0.5	0.5	0.5	0.5	
U.S. History	1.0	1.0	1.0	1.0	1.0	
World History/World Geography	1.0	1.0	0	1.0	1.0	
PE	2.0	2.0	2.0	2.0	2.0	
Arts/Humanities/CTE	1.0	-0-	1.0	1.0	1.0	
Computer Literacy	0.5	0.5	0.5	0.5	0.5	
Health	0.5	0.5	0.5	0.5	0.5	
World Language	-0-	-0-	-0-	-0-	-0-	
Electives	6.0	6.0	6.0	6.0	6.0	
Flex Credit	1.0**	2.0**	2.0**	0	0	
TOTALS	23.0	23.0	23.0	24.0	24.0	
# of Honors Credits						
Required Cumulative GPA				3.25 on a 4.0 scale (no rounding)	3.25 on a 4.0 scale (no rounding)	3.4 (no

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

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

* Two credits in the same world language

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

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

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

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

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

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

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

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

TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

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

Advanced Diploma: This student will have completed a minimum of 24 credits, including all requirements for a standard diploma plus one additional credit of science (total 3 credits) and one additional credit of math (total 4 credits and must include Algebra 2) with a minimum of 3.25 cumulative GPA, weighted or unweighted (no rounding) including all credits applicable toward graduation, and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

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

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

WCSD Honors Diploma: This student will have:

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

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

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

1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
2. Earned a minimum 3.40 cumulative GPA, weighted (no rounding), with no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript.
3. Taken the College and Career Ready assessment as prescribed by the State as a diploma requirement for their respective graduating class and earned one or both endorsements:
 - a. College Ready Endorsement – This endorsement will be awarded to graduates who successfully complete the college readiness assessment prescribed by the Board of Regents of the University of Nevada and receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada.
 - b. Career Ready Endorsement – This endorsement will be awarded to graduates who successfully complete a career readiness assessment, complete a CTE program of study and the Nevada Skills Certificate or obtain an industry recognized credential.
4. Taken the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

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

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

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

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

TYPES OF SEALS AND ENDORSEMENTS OFFERED TO WCSD STUDENTS

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

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

Nevada State Seal of Biliteracy: The Nevada State Seal of Biliteracy is an award given to high school graduates who have demonstrated proficiency in English and one or more world language(s). Students can demonstrate world language proficiency by taking one of the various language assessments offered by the WCSD.

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

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

Nevada State Seal of Financial Literacy: The Nevada State Seal of Financial Literacy is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in a subject area in which instruction on financial literacy is provided; and either a grade of B or higher in a college-level course in which instruction on financial literacy is provided; or earn a score of gold or higher on the ACT National Career Readiness Certificate.

Nevada State Seal of Civics: The Nevada State Seal of Civics is award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in social studies; and a score of at least 90% on the examination for civics required pursuant to NRS 389.009; a satisfactory score in citizenship and completes a service-learning project.

GRADES AND GRADE POINT AVERAGE

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned an S (satisfactory) or U (unsatisfactory) grade. S/U grades are not included when computing grade point average (GPA). No credit is awarded for F grades. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.

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

FINAL EXAMINATIONS

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

REPORTING TO PARENTS/GUARDIANS

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

Infinite Campus is the District's online teacher, parent/guardian, and student communication program. Infinite Campus is an easy way to keep up to date by using a secure online system that allows parents/guardians and students to check grades, communicate directly with teachers via e-mail, check on homework assignments, and monitor attendance. Information on how to login can be obtained from the school. To login to the Infinite Campus portal:

<https://washoenv.infinitecampus.org/campus/portal/washoe.jsp>. Additionally, there is a smart phone application for students and parents available through the iTunes App Store or Google Play for Android.

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

AUDITING A COURSE

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

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

WITHDRAWING FROM CLASS

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

REPEATING A CLASS

A student may repeat a course provided they receive permission from the high school administration or an identified designee. A student shall not receive additional credit for the repeated course or a "content equivalent" course. The higher grade shall be recorded on the permanent record and the lower grade replaced with the notation "RP" (repeated).

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. To replace an "F," the "same course" may include a modified title such as

"OLE," or "Correspondence," etc. A regular course may not be used to repeat an Honors or Advanced Placement course to raise a grade when both courses can be taken for credit.

STANDALONE INTERNSHIP FOR ACADEMIC CREDIT

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

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

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

Please note:

- Students may enroll in a standalone internship course (group or individual) on a semester basis.
- Students may apply one or more credits toward the total number of credits required for graduation (per NRS 389.167).
- Students earn a letter grade which will be applied to the GPA.
- To earn a passing grade, students must complete all requirements for credit by five school days prior to the end of the final grading period of the semester.

Group:

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

Individual:

Individual internships are structured to meet a specific career interest. Students are assigned to and supervised by an internship teacher, attend scheduled classes throughout the semester, and complete internship hours at a work site as scheduled by an employer host. To earn credit, students must complete all requirements. Individual internships start the second week of each semester and end the week prior to finals.

Internship Request & Enrollment Requirements:

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

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

WORK STUDY CREDIT

WCSD high school students may apply to earn elective high school credit for working at a paid job. Each student is responsible for obtaining their own job. Credit may be earned at one-half (.5) credit for 180 hours of active work participation per semester or summer. Students earn a grade of S/U and it is not calculated in their grade point average. Students can earn a maximum of four work study credits.

FOR MORE INFORMATION: Contact your high school counselor.

CREDIT BY EXAM

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

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

FOR MORE INFORMATION: Contact your high school counselor.

EXTENDED STUDIES PROGRAMS

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

Community Service (0.5 credit):

- 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):

- 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):

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

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

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

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

Advanced Placement

Advanced Placement (AP) is one of many programs sponsored by the College Board. AP classes are college-level courses offered to high school students at their high school by their own high school teachers. In May of each year, students in AP classes take a three-hour comprehensive exam that is written and scored by the College Board. The exams are scored on a scale of 1 to 5. An exam score of 3 is generally considered “qualifying” and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. Some colleges only give credit for a 4 or 5 score; some waive a college requirement but do not award credit; some allow students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Because each college has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available. To check a college’s AP policy, go to <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

WCSD course titles which include the notation “AP” or Advanced Placement are year-long courses and all requirements must be met before the “AP” designation is awarded. Students register for AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of \$97 per exam. Students do not have to be enrolled in an AP course to take an AP Exam, but students in WCSD who are enrolled in a course with “AP” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

International Baccalaureate (Wooster HS only)

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

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

CTE College Credit

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

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

Participation Requirements: Any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2), and advanced (Level 3)/or complimentary course (CC) classes require completing all prior levels. CTE programs of study can be 2- or 3-year programs of study.

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

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

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

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

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

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

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

When students successfully complete the CTE program of study requirements (above), CTE College Credit may be awarded. Once accepted, these credits are added to the student's transcript through the Nevada community college from which the student chooses to accept the credit and can be transferred to other 2- and 4-year postsecondary institutions. Not all colleges accept courses earned through the CTE College Credit program. It is important to check with the admissions office at your intended college/university.

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

College Dual Credit

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

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

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

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

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

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

High School Credit for College Courses: A 3, 4, or 5 credit, one-semester college course that is successfully completed by the student will be counted as one (1) high school credit. Grades earned in college courses become part of the student's GPA at both institutions.

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

FOR MORE INFORMATION: Contact your high school counselor.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

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

TITLE IX

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

NOTICE OF NON-DISCRIMINATION

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



SECTION II: GALENA HIGH SCHOOL ACADEMIC POLICIES AND PROCEDURES

SCHEDULE CHANGES

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

- ☐ The student has been placed into the wrong level of a course.
- ☐ The student has already received credit in the course for which enrolled.
- ☐ The student must drop an elective course in order to take one required for graduation or in order to re-take a required course, which was not successfully completed.
- ☐ The student has an incomplete schedule or an over-filled schedule.
- ☐ A student **must attempt an AP course** for which they enrolled.

In many cases, requested changes will not be possible because of enrollment numbers. Students should also know changing one class may require a change of other classes as well.

REQUESTS FOR TEACHER CHANGES

A change of teacher requires that:

A meeting be set up, through the counseling office, to include the student, the parent(s)/guardian(s), the teacher, the counselor, and an Administrator (when possible). The purpose of the meeting will be to discuss why the student feels he/she cannot be successful and develop interventions so the student can be successful.

A change will be made only if the student is shown to be working up to his/her reasonable potential, intervention strategies have been implemented and those at a follow up meeting agree that a change would be in the best interest of the student.

A change of teacher often requires a change of schedule. Students must, therefore, be willing to undergo such a change if necessary. Another teacher's class will **NOT** be increased beyond the established maximum capacity in order to accommodate a change.



VALEDICTORIAN/SALUTATORIAN/TOP 10/CLASS RANK

Valedictorian, Salutatorian, Top 10, and overall class rank will be determined using weighted cumulative GPAs through seven semesters. The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured using a 4.0 grading scale; minuses dropped. Then for each semester of an honors course that a student passes, .025 will be added to the unweighted overall GPA, and for each semester of an AP course passed, .050 will be added, producing the weighted overall GPA. Designated honors courses and Advanced Placement courses recognized for the honors diploma program will be utilized in this weighting formula.

Any student(s) graduating, who will be earning a WCSD Honors Diploma, and who has earned the highest cumulative GPA, and who has attended Galena High School for not less than two years (to include the senior year), will be selected as the Valedictorian(s). Any student(s) graduating (under the same conditions as above) with the second highest cumulative GPA (calculated in the same manner as above) will be selected as the Salutatorian(s).

Overall class rank and the "Top 10" students will also be based on the above formula.

SCHOLARSHIPS

Every year the Galena Boosters raise funds to provide dozens of Galena seniors with scholarships ranging from \$100 to \$1000. The Galena Scholarship Committee is made up of one faculty member from every department in the building as well as two Booster parents (who don't have seniors).

Galena High School will provide all students access to a variety of diverse scholarships on an equitable basis; encompassing all disciplines and talents. All seniors wishing to be considered for a Galena General Scholarship must fill out and complete the Galena General Scholarship application. Incomplete applications will not be considered. The application must be submitted to the scholarship chair by the posted deadline, LATE APPLICATIONS WILL NOT BE ACCEPTED, NO EXCEPTIONS. Scholarship monies will be awarded to deserving applicants based on their completed application and scoring, not personal feelings. Award considerations are based on financial need, merit, and community service/volunteer work, both inside and outside the building. While the committee promotes a holistic view of applications, the essay, GPA, and overall application will be the main determining factors in the selection process. Not everyone will be awarded a scholarship.

For more information on the Galena General Scholarship Program Guidelines, please refer to the Galena High School College and Career Center website.



ACADEMIC LETTER PROGRAM

The Galena High School Academic Letter Program is designed to award and recognize Galena full-time students who have achieved excellence in academics through the preceding school year. It is also designed to serve as an incentive to encourage students to do well in school and pursue a rigorous curriculum! The letters are given out at the beginning of each student's sophomore, junior, and senior years based on their **weighted** cumulative G.P.A. The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured using a 4.0 grading scale; minuses dropped. Then for each semester of an honors course that a student passes, .025 will be added to the unweighted overall GPA, for each semester of an AP class passed, .050 will be added, producing the weighted overall GPA. The list of designated honors courses and Advanced Placement courses recognized for honors diploma program will be utilized in this weighting formula. Eligibility to receive such awards and recognition is indicated below based on high school semesters:

Sophomore Year (Based on first two semesters)	3.90 GPA or higher
Junior Year (Based on first four semesters)	3.90 GPA or higher
Senior Year (Based on first six semesters)	3.90 GPA or higher
2 nd Sem of Senior Year (Based on first seven semesters)	3.90 GPA or higher

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

1st	Award	A 1 st Year Pin and a Certificate
2nd	Award	A 2 nd Year Pin and a Certificate
3rd	Award	A 3 rd Year Pin and a Certificate
4th	Award	A 4 th Year Pin and a Certificate

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

CONTACTING TEACHERS

Teachers are available during preparation periods, before and after school for phone or in-person conferences with parents and/or students. Teachers are the best source of information about student work in a particular class, teacher's full name and e-mail addresses can be found on our web page, www.washoeschools.net/galena.

INFINITE CAMPUS

For student grades and information about specific classes please visit the **Infinite Campus** through the parent portal, the link may be found on the Galena High web site www.washoeschools.net/galena.

CURRICULUM MAPS

For information about the curriculum taught in specific classes and the timeline for curriculum, please visit the departmental curriculum maps found on the Galena High web site. www.washoeschools.net/galena.

GALENA HIGH SCHOOL STUDENT FEES

Book Deposit \$20 - A one-time Book Deposit of \$20 is **required for all 9th graders and new students**. The Book Deposit is paid once for your student for all four years unless they do not return textbooks or accrue fines.

Activity Fee \$25 - An Activity Fee is **required** each year for students to participate in **Athletics**. Paid Activity fees also offer the privilege of Free entrance to home athletic events & reduced rates to away athletic events.

Athletic Transportation Fee \$50 - An Athletic Transportation Fee is **required** for students to participate in **sports**. Please note that the fee amount is subject to change.

Athletic Impact (concussion) Assessment Fee \$15 - An Athletic Impact Fee is **required** for students to participate in **sports**.

ID Card \$5 - An ID Card is **required for all students**. Students are required to carry their ID Card with them at all times on the school campus. Replacement cost is \$3.

Parking Permits \$3 - A Parking Permit is **required** each year for students that drive a vehicle to school and park on school grounds. Student must have a Nevada Driver's License, not driving permit.

Locker Assignment \$0 - Locker assignment is **optional**.

School to Careers Fee \$5 - This fee is **required for all 9th graders and new students**. The program is designed to assist your student with class choices, and eventually career choices, based on his or her interests.

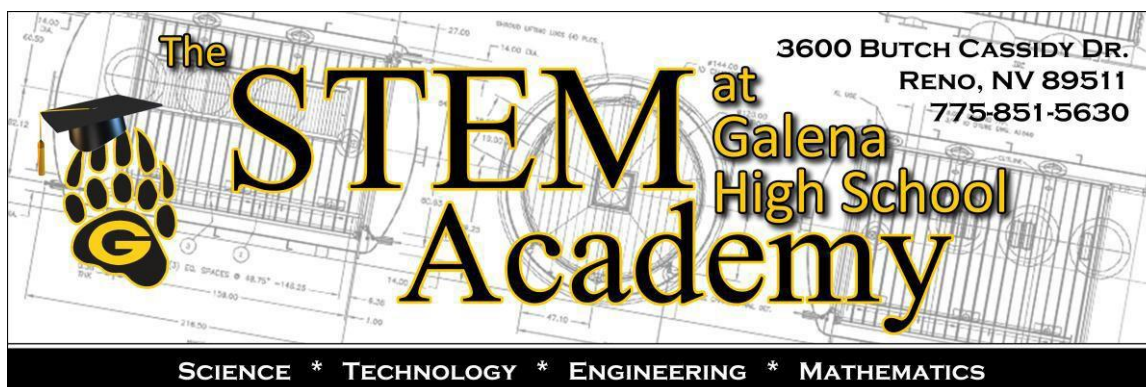
PE Uniform \$20 - **Required** for all physical education classes (uniform: t-shirt & shorts).

PE Sweat Pants \$25 - **Optional** for all physical education classes.

Yearbook \$75 - **Optional**, this is the early-bird price.

This list of Student Fees is meant to list general Student Fees. Additional class/lab fees for specific classes students are registered for will be collected in August/September after students receive their class schedules.

SECTION III: Galena STEM Academy



OVERVIEW

The STEM Academy at Galena High School encompasses fields of study in science, technology, engineering, and mathematics. Students are enrolled in a 4-year course sequence that follows a nationally-recognized curriculum¹, providing them with challenging activity-, project-, problem-based learning with meaningful assessments.

The sequence includes **two foundation courses**:

- Introduction to Engineering Design (9th Grade)
- Principles of Engineering (10th Grade)

Followed by a **core specialization** course the third year. Specialization areas include:

- Aerospace Engineering
- Environmental Sustainability

The sequence ends with a **capstone course – Engineer Design and Development** - whereby students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process.

CURRICULUM

Project Lead The Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. STEM education is at the heart of today's high-tech, high-skill global economy.

PLTW's **"Pathway To Engineering"** engages students, exposing them to areas of study that they may not otherwise pursue, and will provide them with a foundation and proven path to post-secondary training and career success in STEM-related fields. Because the STEM Academy's course of study closely follows an Honors Diploma track, students who complete the program also have the opportunity to earn accelerated admission for college programs. In addition, partnerships between the school and industry will provide students with internships and other opportunities for experience.

HIGHLIGHTS

- Preparing Students for the Global Economy
- Using Hands-on, Project-based Engineering Courses
- Aligned with National Standards in Math and Science

¹ Project Lead The Way, <http://www.pltw.org>., Pathway To Engineering

- A Proven Path to College and Career Success

CAREER AND COLLEGE READY

STEM Academy graduates have job specific, technical skills that lead to employment or acceptance in post-secondary institutions. Along with internships and business partnerships, each program of study in the STEM Academy prepares students for good jobs for the future².

CTE College Credit *(Formerly College Tech Prep)*

CTE College Credit is offered through some Career & Technical Education (CTE) courses. Students earn college credits through successful completion of the CTE program of study, which is taught by the high school teacher on the high school campus. Provides students with clear educational pathways, academic training, technical expertise, and the social skills needed to successfully identify and pursue highly-skilled, high-wage careers. College credit is earned at the same time students are earning high school credit. Once earned, these credits are added to a transcript through the Nevada community college system and can be transferred to other 2- and 4-year postsecondary institutions. **Note:** Refer to PLTW Website for criteria for college credit.

SkillsUSA

Students in the STEM Academy will have the opportunity to participate in [SkillsUSA](#), a nationally recognized organization that provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes and communication skills.

² U.S. Department of Commerce, July 2011, *STEM: Good Jobs Now and for the Future*.

GALENA HIGH SCHOOL STEM ACADEMY

COURSE OF STUDY

(Aerospace Engineering or Environmental Sustainability specialization 3rd year)

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	PLTW ENGINEERING	*REQUIREMENTS (2 years World Language minimum)	*ELECTIVES
9	Honors English 1-2 or English 1-2	Freshman Math	Biology 1-2 Or Chemistry	PE/Health*	Introduction to Engineering Design (IED)	World Language	Electives/ Core Classes/ Enrichment Classes
10	Honors English 3-4 or English 3-4	Sophomore Math	Chemistry 1-2 or Upper-Level Science	AP European Hist. or AP Human Geog. or World History	Principles of Engineering (POE)	World Language/PE	Electives/ Core Classes/ Enrichment Classes
11	AP English 5-6 or English 5-6	Junior Math	Upper-Level Honors Science	AP US History or US History	Aerospace or Environmental Sustainability	World Language/PE	Electives/ Core Classes/ Enrichment Classes
12	AP English 7-8 or English 7-8	Senior Math	Upper-Level Honors Science	AP Government Or American Government	Engineering Design and Development (EDD)	World Language/PE	Electives/ Core Classes/ Enrichment Classes

STEM Course of Study Requirements:

- **Pass all PLTW Courses. Automatically dropped from STEM Program if fail a PLTW course.**
- **Four (4) credits of Math**
- **Four (4) credits of Science**
- **Honors Diploma:**
 - **24 Credits, 3.4 Weighted GPA,**
 - **8 Honors Level Courses,**
 - **2 Years Same World Language**

Upper Level Science classes:

Microbiology
Physics

AP Physics C
AP Environmental

Anatomy/Physiology
AP Biology

Dual Credit Chemistry

* See Counselor for specifics regarding REQUIREMENTS and ELECTIVES columns

SECTION IV: COURSE OFFERINGS BY DEPARTMENT

Career and Technical Education Department

INFORMATION & MEDIA TECHNOLOGY COURSES

Computer Science & Applications

Course #: 8344

Semester

Credit: 0.50

Pre-requisite:

None

Fee:

\$10.00 per Semester

This course is an introduction to computer science and application 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

Full year

Credit: 1

Pre-requisite:

Student signature and/or Teacher signature to indicate student has picked up Class Information Packet

Fee:

AP Exam Fee (about \$95.00) Exam required.

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.

FAMILY AND CONSUMER SCIENCE COURSES

Culinary Arts I	Course #34601-34602
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Full Year

Credit: 1

Fee: \$60.00 per Year

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
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Full Year

Credit: 1

Prerequisite: Culinary Arts I

Level 2 Completer (L2C) State Testing

Fee: \$70.00 per Year

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
Full Year	Credit: 1

Prerequisite: Completion of Culinary Arts Program of Study

Fee: \$70.00 per Year

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.

SKILLED & TECHNICAL SCIENCE COURSES

Metalworking I	Course #: 38401, 38402
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Full Year	Credit: 1
Pre-requisite:	None
Fee:	\$40.00 per Year and Project/Materials Costs

This course introduces students to a general overview of metalworking processes. Students will gain an understanding of equipment, tools, safety procedures, machine operation, metal-fabricating methods, industrial applications, and problem solving. Students will be introduced to career opportunities and necessary job skills.

Metalworking II (H)	Course #: 10705, 10706
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Full Year	Credit: 1
Pre-requisite:	Metalworking I
Fee:	\$40.00 per Year and Project/Materials Costs

This course is a continuation of Metalworking I. This course will enhance students' occupational levels of training, understanding, and skill development in the metal-working processes. Emphasis will be directed toward the principles of metallurgy, metal lathe operation, forging methods, casting process, welding, and heat-treating procedures. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Metalworking III (H)	Course #: 10707, 10708
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Full Year	Credit: 1
Pre-requisite:	Level 3 Completer (L3C)
Fee:	\$40.00 per Year and Project/Materials Costs

This course is a continuation of Metalworking II. This course is designed to review the elements and processes of metalworking. Students will further develop skills by learning complex metal machining procedures, metallurgy, and industrial production methods and controls. 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.
State Required Test.

Metalworking Advanced Studies	Course #: 10709, 10710
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One year = 1 credit Prerequisite: Metalworking III Fee:	Level AS \$40.00 per Year and Project/Materials Costs
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This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Building Trades in Construction Technology I**Course #: 31601, 31602****Full Year****Credit: 1****Pre-requisite: None****Fee: \$60.00 per Year and Project/Materials Costs, TMCC dual credit course possibility which would include all tuition and fees associated with the course at TMCC.**

This course will introduce students to the construction industry. Through a hands-on approach, each student will develop basic understanding in the areas of construction: safety, blueprint reading, finish carpentry, framing, fundamental design techniques, identifying material properties and hardware, and applying basic principles of plumbing, electrical and manufacturing processes. Practical application of safe work habits and the correct use of tools and equipment will be emphasized throughout this course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Building Trades in Construction Technology II (H)**Course #: 31603, 31604****Full Year****Credit: 1****Pre-requisite: Building Trades in Construction Technology I State Testing, Level 2 Completer****Fee: \$60.00 per Year and Project/Materials Costs, TMCC dual credit course possibility which would include all tuition and fees associated with the course at TMCC.**

This course is a continuation of Building Trades in Construction Technology I. This course provides intermediate students with additional knowledge and skills in the use of power tools fundamental design techniques, manufacturing processes, framing systems and exterior finish applications, The appropriate use of technology and industry-standard equipment is an integral part of this course.

Building Trades in Construction Technology AS (H)**Course #: 31621, 31622****Full Year****Credit: 1****Pre-requisite: Completion of Building Trades in Construction Technology Program of Study****Fee: \$60.00 per Year and Project/Materials Costs, TMCC dual credit course possibility which would include all tuition and fees associated with the course at TMCC.**

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.

STEM ACADEMY COURSES

PLTW-Engineering Foundations	Course #: 37701, 37702
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Full Year

Credit: 1

Pre-requisite:

Selected enrollment: Students in the STEM Academy.

Fee:

\$40.00 per Year

This course is the entry-level course of the Project Lead the Way™ Pathway to Engineering curriculum. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

ENDORSEMENT: This course is included in a program of study that leads to a Career & Technical Education diploma endorsement.

PLTW-Principles of Engineering (POE)	Course #: 10739, 10740
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Full Year

Credit: 1

Pre-requisite:

PLTW – Introduction top Engineering Design

Selected enrollment: Students in the STEM Academy.

Fee:

\$40.00 per Year

This course is a continuation of the Project Lead the Way™ Pathway to Engineering curriculum. This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

ENDORSEMENT: This course is included in a program of study that leads to a Career & Technical Education diploma endorsement.

PLTW-Aerospace Engineering (AE)	Course #: 10907, 10908
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Full Year

Credit: 1 /Honors

Pre-requisite:

PLTW – Principles of Engineering

Selected enrollment: Students in the STEM Academy.

Fee:

\$40.00 per Year

This course is a continuation of the Project Lead the Way• Pathway to Engineering curriculum. This course explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals.

ENDORSEMENT: This course is included in a program of study that leads to a Career & Technical Education diploma endorsement.

PLTW-Environmental Sustainability (H)	Course #: 10909, 10910
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Full Year		Credit: 1 /Honors
Pre-requisite:	PLTW – Principles of Engineering	
	Selected enrollment: Students in the STEM Academy.	
Fee:	\$40.00 per Year	

This course is a continuation of the Project Lead the Way· Pathway to Engineering curriculum. In this course students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying knowledge of engineering, biology, and ecology through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges

ENDORSEMENT: This course is included in a program of study that leads to a Career & Technical Education diploma endorsement.

PLTW-Engineering Design and Development (AS)	Course #: 10925, 10926
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Full Year		Credit: 1
Pre-requisite:	PLTW – Aerospace Engineering	
	Selected enrollment: Students in the STEM Academy.	
Fee:	\$40.00 per Year	

This course is the capstone course of the Project Lead the Way· Pathway to Engineering curriculum. In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. Upon successful completion of this program, students will be prepared for entry into an Engineering program at the college level.

ENDORSEMENT: This course is included in a program of study that leads to a Career & Technical Education diploma endorsement.

MILITARY SCIENCE COURSES

HIGH SCHOOL ROTC LEADERSHIP EDUCATION AND TRAINING (LET) is a one to four year Character and Leadership Development Program available to all students.

Fee: A \$25.00 lab fee is collected from students at the beginning of each year they are enrolled in JROTC. The fee is for a JROTC Battalion T-Shirt and uniform accessories. Student uniforms, books, and instructional materials will be provided at no cost. **NOTE: Uniform maximum size limitations are: Boys: 44 Pants/50 Jacket; Girls: 20 Slacks/26 Jacket.**
NOTE: All Fees will be collected during registration or the first day of class.

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

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

Four semesters of JROTC will give waivers to fulfill the Nevada physical education requirement for graduation.

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

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

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

Required educational materials will be provided. One uniform will be issued, accounted for, and turned in at the end of the

school year or when a student leaves the program. The uniform will be worn only occasionally throughout the school year during designated periods, and during our annual JROTC Program Accreditation (JPA) HSROTC Classes listed below must be taken in sequence.

GOVERNMENT & PUBLIC ADMINISTRATION

Military Science I

Course #: 33901, 33902

One year = 1 credit Level 1

Fee: \$25.00 per Year

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 (H)

Course #: 33903, 33904

One year = 1 credit Level 2

Prerequisite: Military Science I

Fee: \$25.00 per Year

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 #: 33905, 33906

One year = 1 credit Level 3 Completer (L3C) State Testing

Prerequisite: Military Science II

Fee: \$25.00 per Year

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 Advanced Studies

Course #: 33921, 33922

One year = 1 credit Level AS

Prerequisite: Military Science III

Fee: \$25.00 per Year

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.

English Department

English 1 - 2

Course #: 1201, 1202

Full Year

Credit: 1

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

English 1 – 2 (Honors)

Course #: 1203, 1204

Full Year

Credit: 1 (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

Credit: 1

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 (Honors)	Course #: 1213, 1214
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Full Year

Credit: 1 (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
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Full Year

Credit: 1

This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics of American literature, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

AP English Language & Composition	Course #: 1243, 1244
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Full Year

Credit: 1 (AP)

Pre-requisite: **Student signature and/or Teacher signature to indicate student has picked up Class Information Packet**

Fee: **AP Exam Fee (About \$95.00) (Exam is required)**

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 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.

English 7 - 8	Course #: 1251, 1252
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Full Year

Credit: 1

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
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Full Year

Credit: 1 (AP)

Pre-requisite: Student signature and/or Teacher signature to indicate student has picked up Class Information Packet

Fee: AP Exam Fee (About \$95.00) (Exam is required)

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.

ENG 101 – Composition I (taught at Galena)	Units: 3 College Credits
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UNR Concurrent Enrollment Course

1 Credit (GHS)

Requires Enrollment and fees associated with UNR, approximately \$75

Full Year

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

ENG 102 – Composition II (taught at Galena)	Units: 3 College Credits
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UNR Concurrent Enrollment Course

1 Credit (GHS)

Requires Enrollment and fees associated with UNR, approximately \$75

Full Year

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

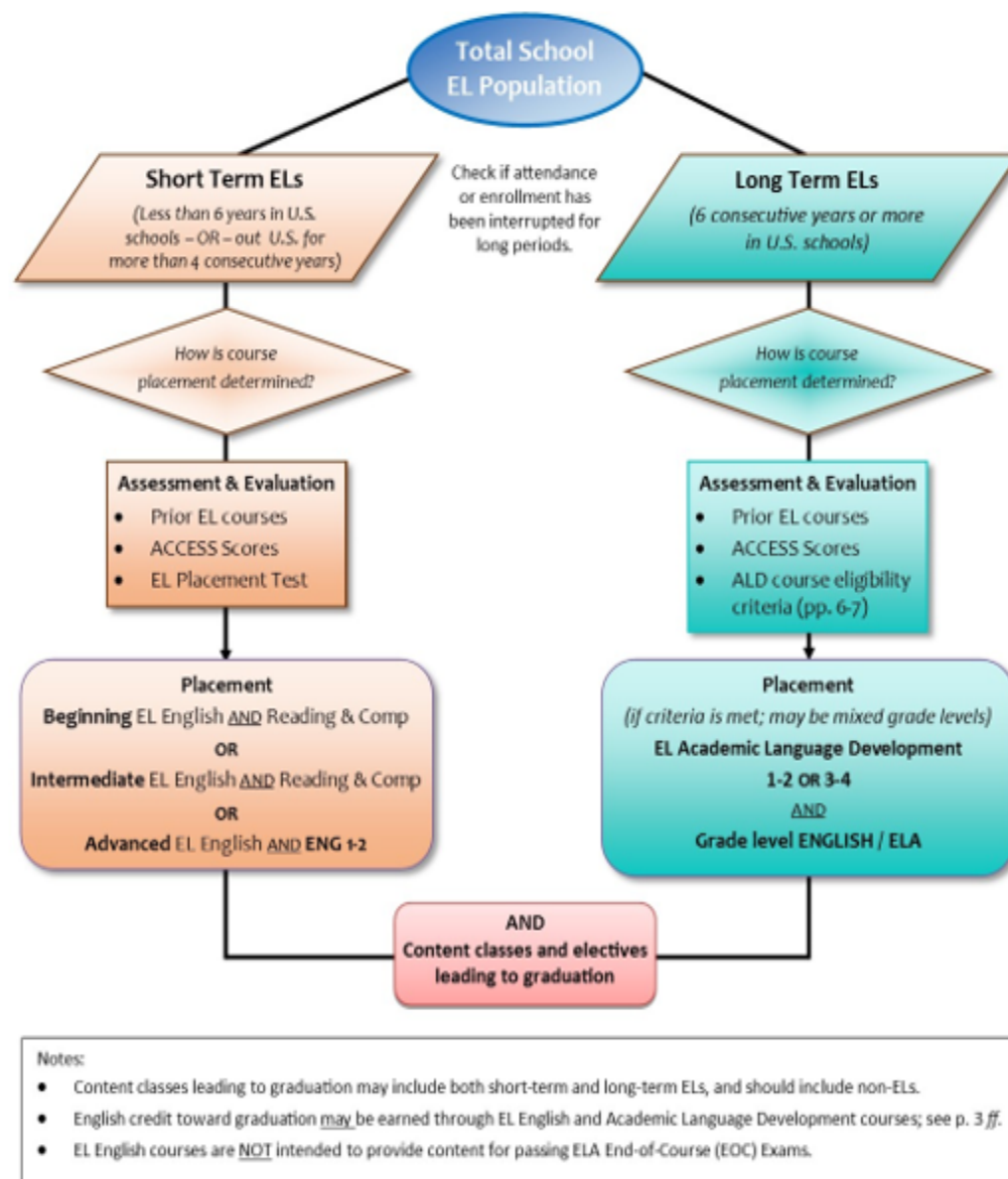
Creative Writing	Course#: 1325, 1326
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Full Year = 1 credit

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



HIGH SCHOOL EL PROGRAM and COURSE PLACEMENT



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

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

WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

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

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

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

Language Acquisition Goals for Short-Term ELs

BEGINNER

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

INTERMEDIATE

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

ADVANCED

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

Newcomer Program

The WCSD NEWCOMER PROGRAM (Beginning EL courses, EL Cultures and Communities, and EL Literacy Skills) is typically offered only at the following high school Newcomer sites:

- Hug High School
- Wooster High School
- Sparks High School
- Incline High School (as need demands)

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

* NEW IN 2018-19

*In consultation with the Departments of Student Accounting and Curriculum and Instruction, the Department of English Learners Administrative Procedure 6708 (revised May 2018) states that **within the first 3-4 weeks of enrollment** in EL Beginning English and EL Beginning Reading/Composition, the course instructor(s) may determine - through diagnostic procedures and conferencing - that a student should be enrolled in either **EL Fundamentals of English**, **EL Fundamentals of English Literacy**, or **both** (see subsequent pages).*

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

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

ENGLISH LANGUAGE LEARNING

EL Intermediate English

Course #: 7613, 7614

Full Year or Semester

Credit: 0.50 per Sem

Pre-requisite: EL student, EL assessment results, and Instructor approval

Note: Only two EL credits may be used to fulfill the English graduation requirement. Any additional credits in EL will be considered elective credits

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

EL Intermediate Reading/Composition

Course #: 7625, 7626

Full Year or Semester

Credit: 0.50 per Sem

Pre-requisite: EL student, EL assessment results, and Instructor approval

Note: Only two EL credits may be used to fulfill the English graduation requirement. Any additional credits in EL will be considered elective credits

This one-year course expands the composition and reading objectives introduced at the beginning level and is intended for intermediate level ELs who are enrolled in EL 7613-7614. The approach is to integrate reading and writing skills as important academic skills in mainstream classes. Students will read a variety of fiction and non-fiction and will be introduced to different writing styles and writing purposes. Students will be asked to summarize essential information from text, write paragraphs using clear transitions, and practice use of different tenses, word order structures and conjunctions. Students will also be expected to use more specific and expanded vocabulary in their writing with few errors in basic spelling and mechanics.

EL Advanced English

Course #: 7615, 7616

Full Year or Semester

Credit: 0.50 per Sem

Pre-requisite: EL student, EL assessment results, and Instructor approval, and concurrent enrollment in a mainstream English class

Note: Only two EL credits may be used to fulfill the English graduation requirement. Any additional credits in EL will be considered elective credits

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

EL Mainstream Support**Course #: 7661, 7662****Full Year or Semester****Credit: 0.50 per Sem****Pre-requisite:** EL student enrollment in two or more Academic mainstream classes, and Instructor approval. May be repeated as needed.**Note:** This credit is elective credit.

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

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

ELL Academic Language Development (ALD) 1-2**Course #: 7619, 7620****Full Year or Semester****Credit: 0.50 per Sem****Pre-requisite:** ELL student and meets criteria (see criteria entrance document)**Note:** Students may earn a maximum of 1 (one) English credit from either EL ALD 1-2 or EL ALD 3-4. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.

The focus of this course is to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations.

Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

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

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

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

ELL Academic Language Development (ALD) 3-4

Course #: 7627, 7628

Full Year

Credit: 0.50 per Sem

Pre-requisite:

ELL student must meet selection /enrollment criteria. Instructor approval.
Completed ELL Academic English 1

Note:

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

The focus of this course is to continue to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations.

Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

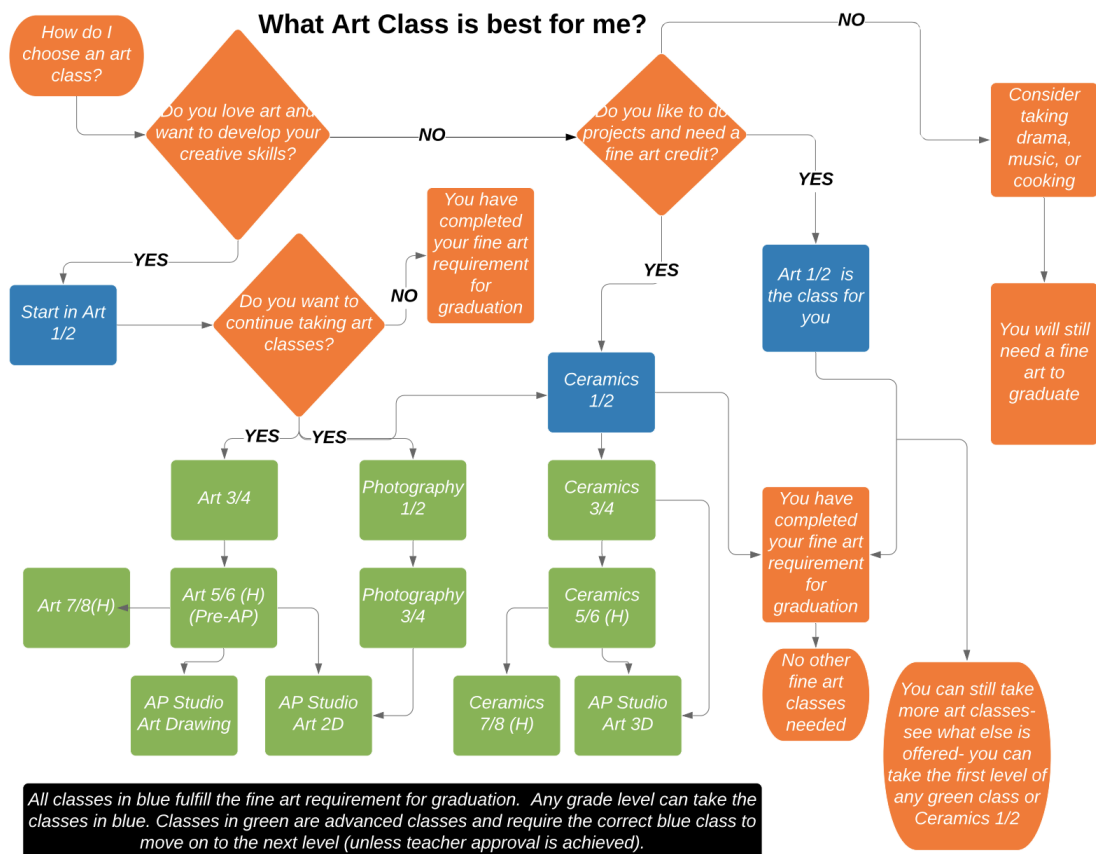
The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

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

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

Humanities Department

FINE ARTS COURSES



ART COURSES

Art 1-2

Course #: 6111, 6112

One Year = 1 credit

Fee = \$30 per year

Art 1 is an introductory class designed to give students a background for both understanding and producing quality visual art. This class follows a rigorous, comprehensive curriculum, as mandated by the Nevada department of education 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: Art 1-2

Fee = \$40 per year

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 #: 6115, 6116

One Year = 1 credit (Honors)

Prerequisite: Art 3-4

Fee = \$50 per year

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: Art 5-6

Fee = \$60 per year

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
Prerequisite: None
Fee = \$60 per year

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

Ceramics 3-4**Course #: 6133, 6134**

One Year = 1 credit
Prerequisite: Ceramics 1-2
Fee = \$60 per year

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: Ceramics 3-4
Fee = \$60 per year

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: Ceramics 5-6
Fee = \$60 per year

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.

Photo 1-2**Course #: 6121, 6122**

One Year = 1 credit
Fee = \$50 per year

This course covers the basics of black and white 35 mm photography. Students will learn use and function of the camera, how to develop film, print black and white pictures, and principles of 2-d composition. Surveys important photographers, processes, and historical influences of the nineteenth and twentieth centuries. Students should have unlimited access to a Single Lens Reflex camera with adjustable controls and an internal metering system.

This course builds on skills and knowledge gained in Photography 1 and focuses on advanced picture taking techniques. Advanced camera manipulations will be included with complex experimental darkroom procedures. Digital photography/computer use may be incorporated. Using digital images, students will be introduced to computer manipulation of photos and computer graphics. Teaches students to create and manipulate digital photographs. Covers masking, color corrections, and merging of illustrations with photographs. Examines the ethical and property-rights issues which are raised in the manipulation of images.

Photo 3-4**Course #: 6139, 6140**

One Year = 1 credit
Prerequisite: Photo 1-2
Fee = \$50 per year

This course is a continuation of Photography 1-2. This course provides intermediate photography students with instruction in more advanced techniques and processes. Areas of study include operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the industry. The appropriate use of technology and industry-standard equipment is an integral part of this course.

AP Studio Art: 2D Design**Course #: 6263, 6264****Full Year****Credit: 1****Prerequisites:** Completion of Art 3-4 with a B or better and/or instructor approval.**Fee = \$60 per year, Students will need to provide their own USB drive****AP Exam Fee (About \$95.00) (Exam is required)**

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

AP Studio Art: 3D Design**Course #: 6265, 6265****Full Year****Credit: 1****Prerequisites:** Completion of Ceramics 3-4 with a B or better and/or instructor approval.**Fee = \$60 per year, Students will need to provide their own USB drive****AP Exam Fee (About \$95.00) (Exam is required)**

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 3D- design. Students enrolled in AP studio Art are required to submit a portfolio. This portfolio will consist of 5 pieces of their best quality work and twenty-eight images of work showing a breadth of media and a concentration of one area of study. All AP exams have a cost associated with them.

AP Studio Art: Drawing**Course #: 6261, 6262****Full Year****Credit: 1****Prerequisite:** Completion AP Studio Art: 2D Art with a B or better and/or instructor approval.**Fee = \$60 per year, Students will need to provide their own USB drive****AP Exam Fee (About \$95.00) (Exam is required)**

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.

MUSIC COURSES**Marching Band (Fall)****Course #: 6705****Fall Semester (Repeatable for credit)****Credit: 0.50****Fees: \$250.00 (Includes band performance wear, music and all transportation). Fund-raising opportunities are available throughout the year.**

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

Note: Students need to furnish their own instrument with the exception of Tuba, Bari Saxophone, French Horn, and Euphonium. This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year and passed.

Marching /Symphonic Band**Course #: 6705, 6706**

One Year = 1 credit – Marching band in fall, Symphonic band in spring.

Fees: \$250.00 (Includes band performance wear, music and all transportation). Fund-raising opportunities are available throughout the year.

This course is designed to encompass all facets of today's accepted standards of Marching Band and Symphonic Band. It will focus on the development of musical technique, sight-reading, and ensemble performance. There are many co-curricular activities that make up a band program. Students may be required to attend practices and performances outside of the regular school day in order to receive credit for the class. Performances may take place throughout the entire school year. Students in the Marching Band may be required to attend a band camp held in the summer prior to school starting. Students earning credit in the course may also earn a .5 credit PE waiver during the fall semester.

Marching/Wind Ensemble**Course #: 6691, 6692**

One Year = 1 credit – Marching band in fall, Wind Ensemble in spring.

Fees: \$250.00 (Includes band performance wear, music and all transportation). Fund-raising opportunities are available throughout the year.

This course is designed to encompass all facets of today's accepted standards of Marching Band and Wind Ensemble. It will focus on the development of musical technique, sight-reading, and ensemble performance. Many co-curricular activities make up a band program. The responsibilities of the Marching Band may include performing as a pep band at football games, as well as performing for various school and civic performances such as pep rallies, assemblies, and parades. Students may be required to attend all practices and performances outside of the regular school day to receive credit for the class. Performances will take place throughout the entire school year. Students in the Marching Band must attend a band camp held in the summer prior to school starting. This is an intermediate to advanced level band class and students may be required to audition in order to be placed in Wind Ensemble. Students earning credit in the course may also earn a .5 credit PE waiver during the fall semester.

Color Guard**Course #: 6751, 6752**

This class will provide color guard students with a comprehensive study of all aspects of color guard technique and performance. Studies will include dance, flag, and other appropriate equipment technique. There may be required after school rehearsals and performances throughout the school year. All members of the Color Guard are members of the band program and are expected to perform at all Marching Band performances. All members of the Color Guard 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. Students earning credit in the course may also earn a .5 credit PE waiver during the fall semester.

Ukulele 1**Course #: 6724**

One Semester = 0.5 credit, Fall semester

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, spring semester

Pre-requisite – Ukulele 1

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**

Full Year

Credit: 1

Pre-requisite: Previous choral experience recommended, but not necessary. Students should be able to match pitch.

Fee: \$50.00 per year

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.

Note: This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year and passed.

Advanced Choir**Course #6803, 6804**

Full Year

Credit: 1

Pre-requisite: Audition and acceptance for choir is required.

Fee: \$50.00 per year

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.

Concert Orchestra	Course #: 6641, 6642
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Full Year

Credit: 1

Prerequisite: Middle School Advanced Orchestra or instructor approval

Fee: \$25.00 per year

Concert Orchestra offers progressing level instruction for students on violin, viola, cello, and double bass. 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. **Note:** Students need to furnish their own instrument. **This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year and passed.**

Sinfonia Orchestra	Course #: 6645, 6646
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Full Year

Credit: 1

Prerequisite: Instructor approval or Concert Orchestra

Fee: \$25.00 per year

Sinfonia Orchestra offers advancing level instruction for students on violin, viola, cello, and double bass. Students will extend their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on expanding technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify. **Note:** Students need to furnish their own instrument. **This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year and passed.**

Chamber Orchestra	Course #: 6643, 6644
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Full Year

Credit: 1

Pre-requisite: **Audition with and teacher approval required. Acceptance of students is dependent on maintenance of appropriate instrumental balance.**

Fee: \$25.00 per year

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.

Note: Students need to furnish their own instrument. **This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year and passed.**

AP Music Theory**Course #6605, 6606****One Year = 1 credit (Advancement Placement)****Pre-requisite:** Knowledge of musical notes, scales, etc. Prior musical experience in a performing group.**Fee:** AP Exam Fee (About \$95.00) (Exam is required)

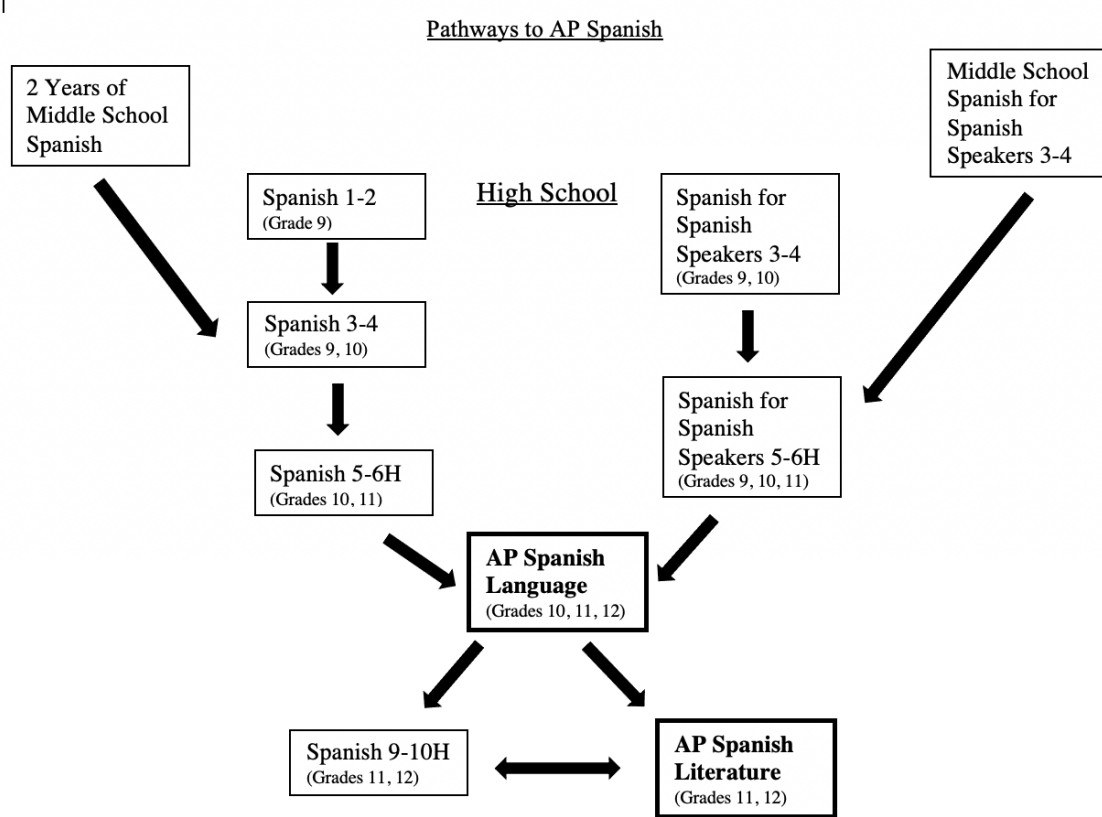
A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony 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 Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Theater 1-2**Course #6451, 6452****Full Year****Credit: 1**

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.

World Languages Department

Pathways to AP Spanish



WORLD

LANGUAGES COURSES

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).



French 1-2	Course #: 4551, 4552
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Full Year

Credit: 1

Pre-requisite: None

Note: A French/English dictionary is required.

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).

French 3-4	Course #: 4553, 4554
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Full Year

Credit: 1

Pre-requisite: French 1-2

Note: A French/English Dictionary is required.

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

French 5-6 (H)	Course #: 4555, 4556
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Full Year

Credit: 1/Honors

Pre-requisite: French 1-2 and 3-4

Note: A French/English Dictionary is required.

This Honors level course is a continuation of world language level 3-4. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Intermediate-Low to Intermediate-Mid Range).

NOTE: This course fulfills the Arts/Humanities graduation requirement (if passed).

Advanced Placement French Language		Course #: 4581, 4582
Full Year	Credit: 1 /Honors	
Pre-requisite:	Student signature and/or Teacher signature to indicate student has picked up Class Information Packet	
Fee:	AP Exam Fee (About \$95.00) (Exam is required)	

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: These courses fulfill the Arts/Humanities graduation requirement (if passed).

Spanish 1-2		Course #: 4611, 4612
Full Year	Credit: 1	
Pre-requisite:	None	
Note:	A Spanish/English dictionary is required.	

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

Spanish 3-4		Course #: 4613, 4614
Full Year	Credit: 1	
Pre-requisite:	Spanish 1-2	
Note:	A Spanish/English dictionary is required.	

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).

Spanish 5-6 (H)**Course #: 4615, 4616****Full Year****Credit: 1 /Honors****Pre-requisite: Spanish 3-4****Note: A Spanish/English dictionary is required.**

This Honors level course is a continuation of world language level 3-4. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Intermediate-Low to Intermediate-Mid Range).

Note: This course fulfills the Art/Humanities graduation requirement (if passed).

Spanish 9-10 (H)**Course #: 4619, 4620****Full Year Each****Credit: 1 /Honors****Pre-requisite: Spanish 5-6****Note: A Spanish/English dictionary is required.**

This course is designed to reinforce skills learned in previous Spanish classes. Students will expand their vocabulary, as well as knowledge of Spanish grammar. Students will learn new verb tenses and sentence structures. The 5Cs of World Languages will be included through the courses, which are communication, culture, connections, comparison, and community. These courses will develop the listening, reading, speaking, and writing skills.

Note: These courses fulfill the Arts/Humanities graduation requirement (if passed).

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 Each****Credit: 1****Pre-requisite:****Note: A Spanish/English dictionary is required.**

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.

Spanish Literacy 5-6 (Spanish for Spanish Speakers 5-6) Course #: 4655, 4656**Full Year Each****Credit: 1 /Honors****Pre-requisite:****Note: A Spanish/English dictionary is required.**

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 and Humanities credit. Students can elect to take the Advanced Placement (AP) Spanish Language and Culture Exam at the end of this course.

Spanish 226 (Spanish for Heritage Speakers) taught at Galena	Course #: 14155, 14156
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Prerequisite: Spanish Literacy 3-4

UNR Concurrent Enrollment Course

Requires Enrollment and fees associated with UNR, approximately \$75

1 Credit (GHS)

Full Year

Intended for students who have a Spanish language background but little or no formal training. Emphasis on writing skills, grammar and vocabulary enrichment. Not open to students who have credit for SPAN 211-SPAN 212. Completion of SPAN 227 satisfies the College of Liberal Arts foreign language requirement at the University of Nevada, Reno.

Advanced Placement Spanish Language	Course #: 4641, 4642
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Full Year

Credit: 1 /Honors

Pre-requisite: Student signature and/or Teacher signature to indicate student has picked up Class Information Packet

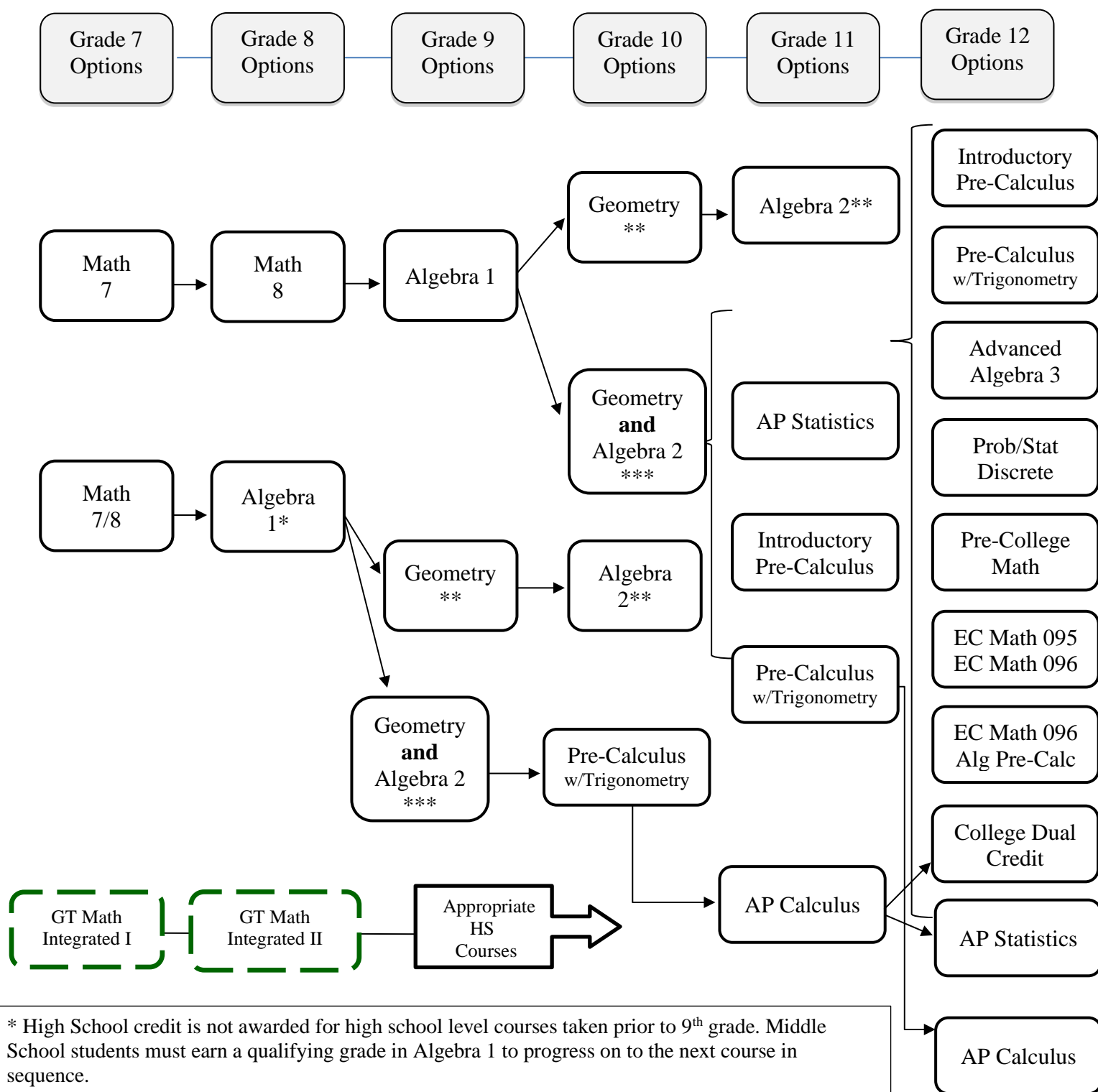
Fee: AP Exam Fee (About \$95.00) (Exam is required), \$30 course practice manual

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. Completion of this course satisfies the humanities requirement for high school graduation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Note: These courses fulfill the Arts/Humanities graduation requirement (if passed).

MATHEMATICS COURSE SEQUENCE

This indicates the most common pathways and is not exhaustive



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

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

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

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

Note: All Math students will need to furnish: A notebook (3 ring binder-type), straight-edge, graph paper, lined paper, pencil, and Scientific Calculator. Geometry students will also need a compass and protractor.

Algebra 1	Course # 2201, 2202
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Full Year:

Credit: 1

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

Geometry	Course # 2211, 2212
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Full Year:

Credit: 1

Pre-requisite: **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.

Scientific calculators are recommended.

Formal Geometry	Course #: 2215, 2216
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Full Year

Credit: 1 /Honors

Pre-requisite: **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
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Full Year

Credit: 1

Pre-requisite: **Algebra 1 and Geometry or Formal Geometry**

This is a one-year course, which strengthens and expands on the techniques and concepts learned in Algebra 1. This course will reinforce the student's problem solving and algebraic skills in preparation for advanced mathematics courses. The major topics of study are relations and functions, domain and range of parent functions systems of nonlinear equations, polynomials and polynomial functions, complex numbers, quadratic equations, rational and radical functions, exponential and logarithmic functions, statistics, and matrices. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

Algebra 2 Honors	Course #: 2227, 2228
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Full Year

Credit: 1 /Honors

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

This is a one-year course, designed for students with a strong understanding of the concepts learned in Algebra 1 and Geometry. This course will build upon the student's problem solving and algebraic skills in preparation for advanced mathematics courses through a course that addresses the rigor expected of an honors level course. The major topics of study are relations and functions, domain and range of parent functions, systems of nonlinear equations, polynomials and polynomial functions, complex numbers, quadratic equations, rational and radical functions, exponential and logarithmic functions, statistics, and matrices. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems. **Students may enroll in Algebra 2 Honors and Formal Geometry concurrently if their course history supports this decision. Graphing calculators are recommended.**

ADV Algebra 3	Course #: 2241, 2242
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Full Year

Credit: 1

Pre-requisite: Prerequisite: Successful completion of Algebra 2

Materials: Graphing Calculator

Fee: \$20

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.

Pre-Calculus with Trigonometry	Course #: 2231, 2232
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Full Year

Credit: 1 /Honors

Pre-requisite: Algebra 2

Materials: Graphing Calculator

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. A graphing calculator is required.

Probability, Statistics and Discrete Mathematics	Course #: 2243-2244
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Full Year

Credit: 1

Pre-requisite: 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.

AP Statistics		Course #:	2271, 2272
Full Year		Credit:	1 /Honors
Pre-requisite:	Algebra 2, Student signature and/or Teacher signature to indicate student has picked up Class Information Packet		
Fee:	AP Exam Fee (About \$95.00) (Exam is required)		
Materials:	Graphing Calculator		

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.

A graphing calculator is required for this course. Students must take the Advanced Placement Statistics Test given in May in order to get AP credit.

AP Calculus AB		Course #:	2255, 2256
Full Year		Credit:	1 /Honors
Pre-requisite:	Student signature and/or Teacher signature to indicate student has picked up Class Information Packet		
Fee:	AP Exam Fee (About \$95.00) (Exam is required)		
Materials:	Graphing Calculator		

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.

Math 126/127, Pre-Calculus I &II (Taught at Galena)		Course #:	14226, 14227
UNR Concurrent Enrollment Course		1 Credit (GHS)	
Requires Enrollment and fees associated with UNR, approximately \$75		Full Year	

Fundamentals of algebra; polynomial, rational, exponential, and logarithmic functions, their graphs, and applications; complex numbers; absolute value and quadratic inequities; systems of equations, matrices, determinants. Trigonometric functions, identities and equations; conic sections; complex numbers; polar coordinates, vectors; systems of equations, Matrix algebra and more. (Credit may not be received for MATH 126 or 127 if credit has already been awarded for MATH 128 or above. These courses satisfy the University of Nevada Core Mathematics requirement).

Pre-College Math**Course #: 2229****Fall semester = .5 credit to be paired with MATH 120 in the Spring semester.****Prerequisite:** Students who enroll in Pre-College should have their credits in Algebra 1 and Geometry.

This course is for Juniors or Seniors that need additional time in developing their fundamental skills in math before moving on to upper-level mathematics courses. Topics covered include the fundamental operations on real numbers, linear equations and inequalities, systems, linear programming, rational exponents, polynomials, rational expressions, roots and radicals, and quadratics. Students will use MathXL and should have access to a computer to participate in this class. Currently this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

MATH 120, Fundamentals of College Mathematics (Taught at Galena)**Course #: 2230****Spring semester, following Pre-College Math****UNR Concurrent Enrollment Course****1 Credit (GHS)****Requires Enrollment and fees associated with UNR, approximately \$75****Full Year**

Sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic, exponential and logarithmic functions. Emphasis on problem solving and applications. (Credit may not be received for MATH 120 if credit has already been awarded for MATH 127 or above. This course satisfies the University Core Mathematics requirement).

Physical Education

PHYSICAL EDUCATION/HEALTH COURSES

Please be aware that the PE graduation requirement (or portions thereof) can be waived through participation in the HSROTC Program or the participation in certain extra-curricular activities.

If, due to physical circumstances, you are not able to participate in any form of PE, please see the Registrar regarding the procedure for waiving the PE graduation requirement.

Note: ALL students taking a PE class of any type at Galena High will be required to purchase and wear a uniform. Uniforms will be purchased through the PE Department and cost \$20. Sweatpants available for additional \$25.00.

Health

Course #: 5311

Semester

Credit: 0.50

Pre-requisite: None

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.

Life Sports

Course #: 5131, 5132

Full year (Repeatable)

Credit: 0.50 per Sem

Fee: \$20 uniform fee, \$5 course fee per semester

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.

Power Walking

Course #: 5141, 5142

Full Year or Semester

Credit: 0.50 per Sem

Fee: \$20 uniform fee, \$5 course fee per semester

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.

Basketball Conditioning	Course #: 5203, 5204
Full Year or Semester	Credit: 0.50 per Sem
Fee: \$20 uniform fee, \$5 course fee per semester	

This course is designed for students who want to play the game of basketball to the best of their ability. The class will include in-depth instruction on the fundamental aspects of the game (shooting, dribbling, passing, defense, etc.). It is also designed to teach various team concepts, such as person-to-person defense, zone defense, offensive strategies, historical basketball facts and rules that govern the game.

Fitness and Weight Training	Course #: 5213, 5214
Full Year or Semester	Credit: 0.50 per Sem
Pre-requisite:	Sophomore standing or above (or Freshman with summer school PE credit), a willingness to fully participate in rigorous exercise, and Required Uniform
Fee:	\$20 uniform fee plus \$10 per semester equipment maintenance fee

This course is designed to condition both male and female interscholastic athletes who have a desire to condition every day through weight training, aerobics, cardiovascular workouts, and a variety of activities that will enhance each individual's fitness level and also meet personal and team training goals. The course is designed to increase the student's strength, flexibility, endurance, and overall muscular toning.

Volleyball	Course #: 5191, 5192
Full Year	Credit: 0.50 Per Sem
Fee: \$20 uniform fee, \$5 course fee per semester	

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.

Sports Medicine	Course #: 5333, 5334
Full Year	Credit: 0.50 per Sem
Pre-requisite:	Junior standing or above
Fee:	\$15/year, \$10 optional fee for CPR Certification Exam

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, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will also demonstrate skills in cardiopulmonary resuscitation (CPR), first aid, and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of this course.

GHS Science Course Pre-Requisite Matrix 2024-2025

Course Name	Current Course Pre-Requisites	Grade-level
Biology		9 th
Biology (H)		9 th
Chemistry (H)	Prerequisites: Successful completion of Biology and Algebra 1 Requisite: Concurrent enrollment in Geometry or higher	10 th
Earth Science	One year of science; credit earned in Algebra 1	10 th -12 th
Physical Science		11 th -12 th
Ag Science 100	Concurrent class offered in conjunction with UNR	11 th -12 th
Physics (H)	Prerequisites: Successful completion of two years of science, Algebra 1 and Geometry Requisites: Concurrent enrollment in Algebra 2 or higher	11 th -12 th
Human Anatomy and Physiology (H)	Successful completion of Biology and Chemistry and successful completion of Algebra 1 and Geometry	11 th -12 th
Microbiology (H)	Successful completion of Biology and Chemistry	11 th -12 th
AP Biology	Successful completion of Biology 1-2 and completion of or concurrent enrollment in Chemistry	11 th -12 th
CHEM 121	Completion of Chemistry and concurrent enrollment in MATH 126/127 Concurrent class offered in conjunction with UNR	11 th -12 th
AP Environmental Science	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.	11 th -12 th
AP Physics C: Mechanics	Successful completion of Trigonometry/Pre-Calculus and AP Calculus or concurrent enrollment in AP Calculus.	11 th -12 th

* 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, if space is available. In addition to Chemistry, with permission from the school, students may choose to enroll in an additional science course if their schedule permits and the school offers the course. Please note that HS Honors Biology taken in 8th grade will not count as one of the required science courses for graduation or the honors diploma.

Science Department

Biology 1-2

Course #: 3141, 3142

Full Year

Credit: 1

Pre-requisite:

None

Lab Fee:

\$5.00 per Year

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

Credit: 1/Honors

Pre-requisite:

None

Lab Fee:

\$5.00 per Year

This one-year laboratory science course is intended to build a deeper understanding of the fundamental concepts of biological science. Emphasis is placed on developing critical-thinking skills through greater analysis, more complete explanations, using multiple sources when engaging in argument from evidence, and planning and carrying out advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The course is organized into five main topics: 1) *Interdependent Relationships in Ecosystems*; 2) *Matter and Energy in Organisms and Ecosystems*; 3) *Structure and Function*; 4) *Inheritance and Variation of Traits*; 5) *Natural Selection and Evolution*. The performance expectations for high school life science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. Students will use advanced mathematical computations, critically read and analyze biological text, and learn from complex biological investigations. To be successful in this rigorous and challenging course, students should be able to work independently on activities and projects as well as read advanced text.

Chemistry 1-2 (H)

Course #: 3203, 3204

Full Year

Credit: 1 /Honors

Pre-requisite:

Completion of Biology and Algebra 1. Concurrent Enrollment in Geometry or higher.

Lab Fee:

\$10.00 per Year

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.

Earth Science 1-2	Course #: 3131, 3132
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Full Year

Credit: 1

Pre-requisite: One year of science; credit earned in Algebra 1

Lab Fee: \$10.00 per Year

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.

Physical Science 1-2	Course #: 3101, 3102
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Full Year

Credit: 1

Pre-requisite: Junior and above

Lab Fee: \$10.00 per Year

This one-year 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.

Microbiology 1-2 (H)	Course #: 3171, 3172
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Full Year

Credit: 1 /Honors

Pre-requisite: Successful completion of Biology and Chemistry

Lab Fee: \$15.00 per Year

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

Human Anatomy and Physiology (H)	Course #: 3261, 3262
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Full Year

Credit: 1 /Honors

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

Lab Fee: \$20.00 per Year

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.

CHEM 121, General Chemistry (Taught at Galena)

Course #: 3013, 3014

UNR Concurrent Enrollment Course

1 Credit (GHS)

Requires Enrollment and fees associated with UNR, approximately \$75

Full Year

Pre-requisite: Successful completion of Algebra 2 and Chemistry; Concurrent enrollment in MATH126/127

Course fee: \$20 per year

Fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter, and thermochemistry.

AG Science 100, Elements of Livestock Production (Taught at Galena)

Course #: 3015, 3016

UNR Concurrent Enrollment Course

1 Credit (GHS)

Requires Enrollment and fees associated with UNR, approximately \$75

Full Year

Course fee: \$20 per year

Fundamental concepts in care, management and economics of food producing animals. Includes contributions of the Nevada and U.S. animal industries in providing food on an international basis.

AP Biology

Course #: 3149, 3150

Full Year

Credit: 1 /Honors

Pre-requisite: Completion of Biology and Chemistry, Student signature and/or Teacher signature to indicate student has picked up Class Information Packet

**Lab Fee: AP Exam Fee (about \$95.00) (Exam is required)
\$20.00 per Year**

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.

Physics 1-2 (H)

Course #: 3241, 3242

Full Year

Credit: 1 /Honors

Pre-requisite: Successful completion of two years of science, Algebra 1 and Geometry. Concurrent enrollment in Algebra 2 or higher.

Lab Fee: \$10.00 per Year

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.

AP Physics C Mechanics

Course #: 3247, 3248

Full Year

Credit: 1 /Honors

Pre-requisite: **Successful completion of Trigonometry/Pre-Calculus and AP Calculus or concurrent enrollment in AP Calculus. Student signature and/or Teacher signature to indicate student has picked up Class Information Packet**

Fee: **AP Exam Fee (about \$95.00) (Exam is required)**
\$20.00 per Year

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

AP Environmental Science

Course #: 3115, 3116

Full Year

Credit: 1 /Honors

Pre-requisite: **Successful completion of two years of science; students will be best prepared for the course if they have successfully completed Biology 1-2 and Chemistry 1-2. Student signature and/or Teacher signature to indicate student has picked up Class Information Packet**

Fee: **AP Exam Fee (about \$95.00) (Exam is required)**
Lab Fee - \$20 per year
Field Trip Fee – Paid per trip TBA

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.

Social Studies Department

World History

Course #: 4101, 4102

Full Year

Credit: 1

Pre-requisite: Typically a sophomore course but open to freshmen as an elective – completing as a freshman will allow students to complete 4 years of social studies and the 4th year can be used as the flex credit needed for graduation.

Fee: \$5 Social Studies Department Fee

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.

U.S. History 1-2

Course #: 4131, 4132

Full Year

Credit: 1

Pre-requisite: 11th grade course

Fee: \$5 Social Studies Department Fee

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.

Advanced Placement U. S. History

Course #: 4145, 4146

Full Year

Credit: 1 / Honors

Pre-requisite: 11th grade standing. Student signature and/or Teacher signature to indicate student has picked up Class Information Packet

Fee: AP Exam Fee (About \$95.00) (Exam is required)
\$5 Social Studies Department Fee

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. The learning objectives within each theme clearly state what students should know and be able to do by the end of the course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

American Government/Economics Options .5 credit American Government / .5 credit Economics required

American Government	Course #4161
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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 Financial Literacy	Course #4205
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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.

PSC 101, American Politics: Process and Behavior (taught at Galena)	Course #: 14228
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UNR Concurrent Enrollment Course

1 Credit (GHS)

Requires Enrollment and fees associated with UNR, approximately \$75

Fall only

\$5 Social Studies Department Fee

America government and the discipline of political science; surveys participation, pursuit and use of power, constitution formation, and contemporary political issues. Satisfies the U.S. and Nevada Constitution requirements. Credit not allowed in both PSC 101 and PSC 103.

PSC 101, American Politics: Process and Behavior/ We the People (taught at Galena)	
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Course #: 4013

UNR Concurrent Enrollment Course

1 Credit (GHS)

Requires Enrollment and fees associated with UNR, approximately \$75

Fall only

\$5 Social Studies Department Fee

America government and the discipline of political science; surveys participation, pursuit and use of power, constitution formation, and contemporary political issues. Satisfies the U.S. and Nevada Constitution requirements. Credit not allowed in both PSC 101 and PSC 103.

The "We the People" instructional program provides students with a course of instruction on the historical development of the 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 principles and values that students 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 students at the senior high school/college level: political philosophy, history and experience, writing the Constitution, establishing the government, protection of basic rights, and the responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of 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.

ECON 100, Intro to Economics (taught at Galena)	Course #: 14101
UNR Concurrent Enrollment Course	1 Credit (GHS)
Requires Enrollment and fees associated with UNR, approximately \$75	Spring only
\$5 Social Studies Department Fee	
Selected microeconomic and macroeconomic principles applied in a non-technical manner to improve understanding of everyday problems and social issues. Credit may not be received for ECON 100 if credit has already been awarded for ECON 102 or above.	

ECON 100, Intro to Economics/We the People (taught at Galena)	Course #: 4014
UNR Concurrent Enrollment Course	1 Credit (GHS)
Requires Enrollment and fees associated with UNR, approximately \$75	Spring only
\$5 Social Studies Department Fee	
Selected microeconomic and macroeconomic principles applied in a non-technical manner to improve understanding of everyday problems and social issues. Credit may not be received for ECON 100 if credit has already been awarded for ECON 102 or above.	
The "We the People" instructional program provides students with a course of instruction on the historical development of the 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 principles and values that students 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 students at the senior high school/college level: political philosophy, history and experience, writing the Constitution, establishing the government, protection of basic rights, and the responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of 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.	

Advanced Placement Human Geography	Course #: 4181, 4182
Full Year	Credit: 1 /Honors
Pre-requisite:	Sophomore or above standing, Student signature and/or Teacher signature to indicate student has picked up Class Information Packet
Fee:	AP Exam Fee (About \$95.00) (Exam is required)
	\$5 Social Studies Department Fee

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.

NOTE: This course will fulfill the state World History requirement.

Psychology 101, General Psychology	Course #: 14153, 14154
UNR Concurrent Enrollment Course	1 Credit (GHS)
Requires Enrollment and fees associated with UNR, approximately \$75	Full Year

Presents psychology as a science concerned with the actions of organisms in a social and cultural context. (Credit may not be earned in both PSY 10 and PSY 103).

Advanced Placement Psychology	Course #: 4249, 4250
Full Year	Credit: 1 /Honors
Pre-requisite:	Sophomore Standing. Student signature and/or Teacher signature to indicate student has picked up Class Information Packet
Fee:	AP Exam Fee (About \$95.00) (Exam is required)

The AP Psychology class is a one-year course designed to give students a working knowledge of the theories and key concepts of each of the major subfields as well as expose students to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes. The class will train students to apply psychological principles and understand connections between ideas and theories and leave students with an appreciation of the scientific methods and ethical procedures that produce such knowledge. This course covers a wide array of fascinating subjects: from the history of the discipline to how we develop over our lifetimes; from dreams and hypnosis to how we function within groups; from thinking and language to who we are as individuals. Our journey into the world of psychology will take us all the way from the basic chemistry of our nervous system to the workings of our mind, and to our relationships with others in complex social settings. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Special and Alternative Education Department

SPECIAL EDUCATION COURSES

Students must be certified in special education in order to be eligible for special education classes. Eligibility for special education is determined based upon the Individuals with Disabilities Education Act (IDEA) and is based upon recommendations from teachers, counselors, a school psychologist, administrators, and other related personnel who test and/or evaluate the student. An Individual Educational Plan (IEP) and special course of study is devised for each student in conjunction with the special education teachers, counselor, parent, and student.

Graduation requirements are the same for special education students as they are for non-certified students, although some special education students may receive an adjusted requirement diploma. Students are monitored in all classes, parents are apprised of progress on a regular basis, and IEPs are evaluated annually.

English Skills

Course #: 7743, 7744

Full Year

Credit: 1

Pre-requisite: IEP Determination

This course is designed to support student who are not prepared for the entry-level mainstream English course. English Skills students will need to acquire the following: basic writing process skills, basic reading skills and strategies and basic knowledge of grammar and usage. The course is designed to provide extra instruction on writing strategies, with an emphasis on the step in the writing process. Direct reading instructions will correspond to the student's reading level from decoding to fluency and comprehension. This class is available to the first or second year Special Education student and may be repeated once for credit (total 2 credits). After successful completion of the English skills class, a student may proceed to Foundations in English, English 1-2.

Foundations in English 1-2

Course #: 7751, 7752

Full Year

Credit: 1

Pre-requisite: IEP Determination

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

Foundations in English 3-4

Course #: 7755, 7756

Full Year

Credit: 1

Pre-requisite: IEP Determination

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 as a way 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. This course will be taught by a Special Education teacher who is HQ in English. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

Foundations in English 5-6	Course #: 7729, 7730
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Full Year

Credit: 1

Pre-requisite: IEP Determination

This course is designed for Special Education students who have the skills to complete English 5-6, but need to be in a smaller class environment. This 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 as a way 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. This course will be taught by a Special Education teacher who is HQ in English. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

Foundations in English 7-8	Course #: 7787, 7789
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Full Year

Credit: 1

Pre-requisite: IEP Determination

This course is designed for Special Education students who have the skills to complete English 7-8, but need to be in a smaller class environment. This 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 as a way 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. This course will be taught by a Special Education teacher who is HQ in English. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

Math Skills	Course #: 7763, 7764
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Full Year

Credit: 1

Pre-requisite: IEP Determination

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. This course does not meet the requirements for the End of Course exams in mathematics.

Bridge to Algebra	Course #: 7767, 7768
Full Year	Credit: 1
Pre-requisite: IEP Determination	
SE Bridge to Algebra - This course is for the first year high school student receiving special education services. It is designed to assist in the transition to Algebra 1. The curriculum will introduce algebraic expressions and linear equations; applied through a review of operations on integers, fractions, decimals, percentages, and radicals. Students explore relations and functions using equations, tables, and graphs. After successful completion of Bridge to Algebra I, a student may proceed to Algebra 1, or equivalent. This course does not meet the requirements for the End of Course exams in mathematics.	
Foundations in Algebra 1	Course #: 7769, 7770
Full Year	Credit: 1
Pre-requisite: IEP Determination	
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.	
Foundations in Geometry	Course #: 7771, 7772
Full Year	Credit: 1
Pre-requisite: IEP Determination	
This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry, constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, work on realistic problems, and use technology when possible. As a part of this course, students are required to take the Nevada End Of Course Final for Math II (Geometry) as the semester 2 final exam.	
Foundations in Algebra 2	Course #: 7779, 7780
Full Year	Credit: 1
Pre-requisite: IEP Determination	
This course is designed for Special Education students who have the skills to do regular education Algebra 2, but need to be in a smaller class environment. This course has the same curriculum as the Algebra 2 course for regular education students. At the completion of this course, students will be prepared to take the district final for Algebra 2.	
Student Success/Transition Support (SSTS)	Course #: 7845, 7846
Semester/Full Year	Credit: 0.50/1
Pre-requisite: Enrollment in 2 or more mainstream academic courses.	
The primary goals of SSTS are to succeed in mainstream classes and through instruction of self-determination and self-advocacy skills. In addition to receiving tutoring in core academic areas and assistance with mainstream class assignments, students are taught organizational and time management skills as well as a variety of study skills and study strategies. Students are required to possess and maintain a Galena High School Daily Planner to keep track of mainstream class tests, quizzes, assignments and due dates. Student evaluation is based on their success in learning the study skills/strategies presented, utilization of the daily planner, on-task time in class, and weekly monitoring of all course grades via Infinite Campus.	
This course may be required based on the decision of a student's IEP team.	

Comprehensive Life Skills**Course #: 7813, 7814****Full Year****Credit: 1****Pre-requisite: IEP Determination**

This is a specialized program that focuses on acquisition of daily living skills needed for effective transition into the community after completion of high school. Functional reading, writing, and math skills are emphasized throughout the school day. Transfer of those functional academic skills are encouraged when on community outings and when involved in vocational exploration and training on or outside of the school campus. Instruction will be in small groups with individualized academics as appropriate. Areas of functional academics instruction will involve survival reading (reading of warning signs, labels, instructions, etc.), shopping, budgeting, banking activities, and completion of job applications, health forms, surveys, and personal histories. Students are mainstreamed for transition purposes based on individual needs. Student will be placed in the CLS Program through an IEP decision.

Pers/Soc Skills (Strategies Program)**Course #: 7821, 7822****Full Year****Credit: 1****Pre-requisite: IEP Determination**

This program serves students who are experiencing a ***moderate to severe*** level of autism, which ***substantially*** impairs their ability to communicate and acquire academic and life skills necessary for independent living. All of these students are identified under IDEA and have Individual Education Plans which direct their daily instruction.

Instructional components of our program include: Academics, self-help/adaptive skills, socialization, sensory integration, fine/gross motor skills, cognition (flexibility and problem solving), vocational skills, leisure, behavior, motivation/reinforcement, and communication (expressive and receptive)

Environmental components of our program include: low teacher-student ratio, intensive and repetitive instruction, structured environment with highly controlled stimuli, maximum participation in the community and school setting, maximum use of technology and manipulative materials to authenticate learning, maximum use of visual supports and token economy to support acquisition of skills, and consistent use of positive language and continuous encouragement

Strategies to monitor and assess student progress and direct development of annual IEPs include: use of daily point sheet correlating student activities to IEP objectives, use of annual standardized assessment tools (Brigance, CARS), and use of functional vocational and behavior assessment

Grades for students in the Strategies Program are assigned on a pass/fail. Students are working for an adjusted diploma, which reflects a documented history of progress on IEP goals and objectives. A passing grade will record periodic documented progress

Life Skills**Course #: 7823, 7824****Full Year****Credit: 1****Pre-requisite: IEP Determination**

This course is for students receiving special education services through the Social Intervention Program. In addition to mainstream support for the regular education course(s), a mini lesson will be taught every class meeting covering one of the following strategies: appropriate school and classroom behavior management, communication skills, conflict resolution, organization, and time management skills. Students must bring appropriate mainstream course materials (i.e. textbook, assignments, projects) to complete during the study skills support portion of class. Students' planners and IDs are required each class period.

ALTERNATIVE EDUCATION COURSES

ALT ED/Edgenuity

Course #: 7701, 7702

Semester

Credit: 0.50 per Sem

Pre-requisite: Counselor Approval

The Alternative Education Program is a unique educational option for students, with a non-traditional classroom atmosphere, which is designed to help students get on track toward graduation. Edgenuity classes are on-line coursework.

The basic curricular content (on-line) of Edgenuity academic courses is the same as regular courses of the same name. However, Edgenuity students work at their own pace and earn credit as they show competency and achieve objectives. Not all classes are available on Edgenuity.

Note: Edgenuity is utilized for credit recovery; i.e., students may take a class via Edgenuity that they have previously failed in order to "recover" that credit. There is a referral process for all students. Counselors make referrals based on credits students lack toward graduation. Good attendance, appropriate behavior, and satisfactory progress toward earning credits are expected. Students will be asked to sign a contract, which spells out these expectations. Because space is limited in Edgenuity classes, students who do not meet the expectations set forth in the contract will be removed from the class.

Other Curricular Options

PUBLICATION COURSES

Yearbook

Course #: 1403, 1404

Full Year

Credit: 1

Fee: \$20.00 Lab Materials

This course is designed for the student interested in developing skills and knowledge utilized in the planning, organization, and production of the school yearbook. It provides instruction in journalistic photography, story writing, headline and caption writing, layout design, budgeting and sales, and use of computerized production programs. **Students will be required to spend significant time working outside of regular class hours.**

Advanced Yearbook

Course #: 1407, 1408

Full Year

Credit: 1

Pre-requisite: Beginning Yearbook credit and teacher approval required.

Fee: \$20.00 Lab Materials

This course is designed for the student who is dedicated to the planning, organization, and production of the school yearbook. It gives advanced experience in journalistic photography, story writing, headline and caption writing, layout design, budgeting and sales, and use of computerized production programs. **Students will be required to spend a very significant amount of time working outside of regular class hours.**

MISCELLANEOUS COURSES

Student Leadership (Student Government)

Course #: 7201, 7202

Full Year or Semester

Credit: 0.50 per Sem

Pre-requisite: Formal application and Teacher Approval. Student should be planning to serve in some elected student government/student council/class officer position during the school year.

This course is designed to develop leadership skills and ability in students serving (or planning to serve) in some elected or appointed student government/student council/class officer position during the school year. This class helps students to plan and implement school activities; to develop and administer student organizational budgets; to develop and use leadership skills; and to develop and use sound decision-making, problem solving, and planning skills. Student body officers must enroll in this course and class officers are strongly encouraged to enroll.

Speech and Debate		Course #: 6411, 6412
Full Year		Credit: 1
Fee:	\$75 lab fee per year covers local and national league memberships. Students must also pay the district transportation fee (for bus travel).	

This course will provide students with basic knowledge of academic debate and competitive speaking. The course will include instruction in ten types of formal speeches, three categories of debate, and Student Congress. Students will review and analyze famous speeches of the past, as well as write and analyze speeches of today. Students will evaluate modern speakers and will study current events. Participation in speech and debate tournaments, outside of school hours, is required. Students will develop a knowledge of debate theory and competitive speaking, and will participate in interscholastic competition. Students will learn logical structure, reasoning, and analysis of argumentation. **Note:** **Art/Humanities or Elective Credit**

COM 101, Oral Communications (Taught at Galena)		Course #: 7011, 7012
UNR Concurrent Enrollment Course		1 Credit (GHS)
Requires Enrollment and fees associated with UNR, approximately \$75		Full Year

Theory and practice in the composition and delivery of public speeches. Advanced techniques of message development, organization and style.

JOUR 103, Intro to Media and Society /JOUR 107, Media Writing		Course #: 1409, 1410
UNR Concurrent Enrollment Course		2 Credits (GHS)
Requires Enrollment and fees associated with UNR, approximately \$75 for each course		Full Year

JOUR 103 - Learn to observe, analyze and critique mass and networked media using principles grounded in the social sciences. Study how media are used to inform and persuade and strengthen your ability to use media critically.

JOUR 107 - Introduction to journalism and strategic communications in the 21st century. Learn the foundations of producing news and strategic communications: how to ethically collect, analyze, aggregate create and publish timely information to engage public audiences.

JOBS FOR NEVADA'S GRADUATES

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

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

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

JAG	Course #: 10 th -8424, 8425 11 th -8426, 8427 12 th -8417, 8418
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Full Year

Credit: 1

Pre-requisite: Sophomore standing or above, counselor and Teacher Approval.

This course prepares class participants for the workforce using Jobs for Nevada's Graduates certified curriculum. The first semester focuses on the 37 Core Competencies of J4NG to optimize employment preparedness. The second and subsequent semester(s) build on mastery of the 37 competencies and includes instruction on Competencies 38-87. Course may include field trips, job shadowing and other employment related activities.

CTE Career Internship Program	Course #: 7106, 7107
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Semester

Credit: 0.50 per Sem

Pre-requisite: Junior standing or above; overall 3.00 GPA; be in good standing in your school (attendance, behavior), have successfully completed or be concurrently enrolled in a Level 2 or Level 3 CTE program of study.

WCSD is proud to offer students an opportunity to engage with local businesses to learn about careers, understand job skills and expectations, and develop a network of resources to assist student with success after graduation. Student have two types of opportunities available: Group and Individual: Group internships is organized by career field with focus on understanding the range of career opportunities available I the field. Individual internships are tailored to specific student interests. After engaging in exploration of a career field to narrow his/her focus.

Note: Both Internships start the second week of the semester and end the week prior to finals.

Library Assistant	Course #: 8095, 8096
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Full Year or Semester (Repeatable)

Credit: 0.50 per Sem

Pre-requisite: Junior standing or above, good attendance and discipline record, AND teacher approval (Librarian).

This course is designed for students wishing to work in the library as an assistant to learn and use research techniques, computer applications, and general library skills (re-shelving books, filing, and other appropriate duties). Good citizenship, attendance, trustworthiness, and the ability to work well independently are important traits required by all students in this program. **NOTE: Students who do not consistently meet the qualifications and standards of this program will be dropped from the class with possible loss of credit.**

Main Office Experience	Course #: 8121, 8122
Discipline Office Experience	Course #: 8151, 8152
Admin. (Athletic) Office Experience	Course #: 8131, 8132

Full Year or Semester (Repeatable)

Credit: 0.50 per Sem

Pre-requisite: Junior standing or above, good attendance and discipline record, AND teacher approval (Office Manager).

This course is open to students with a minimum 2.75 GPA and excellent attendance. Students may be assigned to the main office, the discipline office, or the Athletic Director's office. The course will teach office skills, including the use of the telephone switchboard and the operation of various office machines (such as copy machines, printers, and FAX). Students will also deliver office messages, run passes, file, sort mail, and help with greeting the public. Confidentiality, dependability, attendance, and a pleasant personal presentation are vital for every student in this program. Students may earn .5 credit per semester with grades based on overall efficiency, attendance, flexibility and attitude, courtesy, and good citizenship. **Confidentiality** is of the utmost importance and dismissal with loss of credit may result if any violation occurs. **NOTE:**

Students who do not consistently meet the qualifications and standards of this program will be dropped from the class with possible loss of credit.

Counselor Assistant	Course #: 8081, 8082
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Full Year or Semester

Credit: 0.50 per Sem

Pre-requisite: Junior standing or above, good attendance and discipline record, AND teacher approval (Registrar).

This course is open to students with a minimum 2.75 GPA and excellent attendance. Students will learn and practice office skills such as filing, telephone courtesy, dealing with the public, operation of various office equipment, assisting other students with counseling appointments and questions, giving tours and assistance to new students enrolling at Galena, and various other duties as assigned by the counselors and registrar. **Confidentiality** is of the utmost importance and dismissal with loss of credit may result if any violation occurs. **NOTE: Students who do not consistently meet the qualifications and standards of this program will be dropped from the class with possible loss of credit.**

Student (Teacher) Aide	Course #: 8171, 8172
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Semester

Credit: 0.25 per Sem

Pre-requisite: Junior standing or above, teacher approval, 2.75 overall GPA pre-registration application

Teachers often ask for student assistance to type, file, and perform other tasks of a non-confidential nature. Students may earn .25 elective credit per semester as a Student (Teacher) Aide. Grades will be assigned on an S/U basis and are not figured into the student's GPA. Interested students may pre-register for Student Aide only if they have prior written permission and a completed application form from the teacher for whom they wish to work.

Peer Tutoring	Course #: 8161, 8162
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Full Year or Semester

Credit: 0.50 per Sem

Pre-requisite: Junior standing or above, teacher approval, 2.75 GPA in two credits of the subject tutoring and pre-registration application

Students interested in working as tutors with high school students will work as tutors in courses they have successfully completed. Peer tutors will be assigned to other high school students during the class period.

The goals of this course are: 1) To enhance the tutoring abilities of peer assistants; 2) To identify students with tutoring needs; and 3) To improve the academic ability of the students being tutored.

Student evaluation will be a letter grade and will be determined by the mainstream teachers based on beneficial contributions made toward facilitating the success of the math/English/science student in his/her mainstream class.

Academic Success	Course #: 7121, 7122
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Semester

Credit: 0.50 per Sem

Pre-requisite: Mandatory for freshman, sophomores, and juniors, optional for seniors.

Academic Success is a course that provides freshmen through seniors with Social, Emotional, Learning (SEL) lessons, and opportunities for academic enrichment, test taking skills, note-taking skills, improve organizational skills, and communication skills. Teachers' mentor and track student progress during the course of the semester. In addition, students have class time to work on assignments from other courses.

Off Campus:**Course #: 8001, 8002****Full Year or Semester****Credit: None****Pre-requisite: Junior standing or above. Counselor and Parent/Guardian approval.**

This option is for students with special circumstances that require a period, at the beginning or end of the regular school day, without an assigned class. **State Legislation and Regulations REQUIRE students to be in attendance in school for particular periods of time.** The Counseling Department should be contacted for information on those guidelines. **While students may select either the beginning or end of the day Off-Campus, there is no guarantee that this will be possible.**

Extended Studies Programs

Please note: All program information is available at <https://www.washoeschools.net/Page/1143> . All grades issued by Extended Studies are posted to the student transcript in Infinite Campus at the end of each semester/summer.

CREDIT BY EXAM CBE (0.5 credit)

Credit by Exam (CBE) is only available to students currently enrolled in a Washoe County School District high school and gives the high school student an opportunity to demonstrate proficiency in a subject.

- No high school credit may be earned prior to enrollment in 9th grade; therefore, only students currently enrolled in a Washoe County School District high school may take Credit by Exams.
- If the student has already earned credit in the course, Credit by Exam is not an option.
- Credit by Exam may not be counted toward the minimum course load requirements.
- Students may not take a Credit by Exam in mathematics, science, or English prior to passing the High School Proficiency Exams (HSPE) in that subject area and taking the number of required courses for graduation while in high school (2-science, 3-math, 4-English.) Note: to take an English subject area Credit by Exam, both reading and writing portions of the High School Proficiency Exam must have been passed.
- Credit earned through Credit by Exam will not meet the humanities requirement.
- The National Collegiate Athletic Association (NCAA) will not accept Credit by Exams for core requirements.
- Many colleges and universities do not accept Credit by Exams to meet the requirements for high school graduation or entry into college.
- All Credit by Exam results will be posted directly to the student's transcript as either Satisfactory (S) or No Mark (NM) by Extended Studies within 2-3 weeks of test date.
- Students must pass the Credit by Exam with a minimum score of 75% to earn 1/2 (.5) credit and have a Satisfactory (S) posted to their transcript. Students will receive results via US mail within 2-3 weeks of test date.

PE OPTIONS (0.5 credit): Semester Course

- Semester to earn .5 credit
- Earn a maximum of 2 credits
- 60 hours of instructor-led (registration/payment must be completed before hours count)

Description:

Washoe County School District (WCSD) high school students are permitted to earn physical education credit by participating in instructor-led group classes at an approved fitness facility as predetermined by Extended Studies. Students must complete 60 hours of instructor-led group classes within the semester to earn .5 credit, including a report addressing the benefit of their experiences. Students may count up to 2 hours of instructor-led group classes per day.

Students may earn a maximum of 2 credits (physical education or elective credit) through PE Options. S/U grades are awarded for PE Options and do not affect the student's GPA. Physical Education (PE) Options is offered on a semester basis and payment in the amount of \$75 is required per 1/2 (.5) credit (registration/payment must be completed before hours count). Information, requirements and forms needed for students to successfully complete the course are available on the above listed website.

SUPERVISED CURRICULUM PE (SCPE) (0.5 credit): Semester Course

- Semester course only. Application and completion must occur within the dates of each semester and/or summer.
- 60 hours required; S/U grade

Description:

Washoe County School District (WCSD) high school students are permitted to earn physical education credit by participating in an approved pre-professional/competitive sport. Students participating in a team sport at a WCSD high school are not eligible for participation in SCPE. Students may earn a maximum of 2 credits (physical education or elective credit) total through SCPE. Students must complete 60 hours of supervised curriculum instruction within the semester to earn .5 credit. Supervised Curriculum Physical Education (SCPE) is offered on a semester basis and payment in the amount of \$75 is required per 1/2 (.5) credit (registration/payment must be completed before hours count.) S/U grades are awarded for SCPE and do not affect the student's GPA. Information, requirements and forms needed for students to successfully complete the course are available on the above listed website.

WORK EXPERIENCE (0.5 credit): Semester Course

- 180 hours required: S/U grade
- .5 credit per semester (2 elective credits total)

Description:

Washoe County School District (WCSD) high school students 16 years old and above may earn .5 elective credit by documenting 120 hours of paid employment and submitting a resume. Students may earn a maximum of 2 elective credits total through Job Experience & Training and only .5 credit per semester. S/U grades are awarded for Job Experience & Training and do not affect the student's GPA. Registration and payment must be completed before hours count. Information, requirements and forms needed for students to successfully complete the course are available on the above listed website.

DUAL CREDIT

For more information visit <https://www.tmcc.edu/jump-start-program>.

DUAL CREDIT FOR TMCC, WNC, UNR

HIGH SCHOOL STUDENTS CAN TAKE COLLEGE CLASSES AND EARN CREDIT FOR BOTH HIGH SCHOOL AND COLLEGE FROM THEM.

QUALIFIED STUDENTS CAN TAKE THESE OR ANY SECTION OF THESE COURSES OR ANY COURSE FOR DUAL CREDIT.

Check out TMCC's Jump Start Program at <http://www.tmcc.edu/jump-start-program/>

FOUR-YEAR COURSE PLANNING FORM*

Credit requirements vary for different diploma types. Make certain you review YOUR plan with your counselor to be sure you plan correctly to graduate with the type of diploma (regular, advanced, or honors) you want to earn. Read all information in this course offerings booklet so you know how to plan your four years wisely. Use the form below to help plan your high school course work and to share with your counselor. Your course selection will affect your ability to properly prepare for admission to various post-secondary schools.

Gateway requirements include 7 classes each semester for freshmen, sophomores, juniors, and seniors.

REQUIRED COURSES	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
English (4 credits)	English:	English:	English:	English:
Math (3 credits; 4 for honors/advanced)	Math:	Math:	Math:	Math:
Social Studies (3 credits)	N/A	World History	U.S. History	American Government
Science (2 credits; 3 for honors/advanced)	Science:	Science:	Science:	
PE/HSROTC (2 credits)	PE/HSROTC:	PE/HSROTC:		
Health/HSROTC (.5 credit)	Health			
Computer Literacy (.5 credit)	Computer Lit			
Arts/Humanities/CTE (1 credit)				
World Language (2 credits for honors)				
Electives (6.5, 6, or 4 credits*)				
Flex Credit				
Notes				
Credit Totals:				

****Credit and GPA requirements vary for different diploma types***

Notes