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Washoe County School District Board of Trustees – 2019/2020

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

Name: **Katy Simon Holland, President**

Phone: 775-348-0374

Email: Kathryn.Holland@washoeschools.net

District D: Southeast Reno, Old Southwest Reno

Name: **Malena Raymond, Vice-President**

Phone: 775-348-0374

Email: Malena.Raymond@washoeschools.net

District B: Sparks, Including South Half of Sun Valley

Name: **Ellen Minetto, Member**

Email: eminetto@washoeschools.net

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

Name: **Angela Taylor, Member**

Phone: 775-771-1530

Email: ataylor@washoeschools.net

District A: South, Southwest, Including Incline Village

Name: **Scott Kelley, Member**

Phone: 775-348-0374

Email: SGKelley@washoeschools.net

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

Name: **Jacqueline Calvert, Member**

Email: jacquekine.calvert@washoeschools.net

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

Name: **Andrew Caudill, Member**

Email: Andrew.caudill@washoeschools.net

Board of Trustees

Telephone: 775-348-0399 Email: boardmembers@washoeschools.net

Washoe County School District • P.O. Box 30425 • 425 East Ninth Street • Reno, Nevada 89520

Fax: 775-348-0304 • www.washoeschools.net

Superintendent, Traci Davis

Tami Covington, Executive Assistant to the Superintendent

Phone: (775) 789-4645

Fax: (775) 348-0304

Email: tcovington@washoeschools.net

Area Superintendent, Area 1,

Troy Parks, PhD

Janet Peraldo, Executive Assistant

Phone: (775) 789-4659

Fax: (775) 348-0263

E-mail: TParks@washoeschools.net

INCLINE HIGH SCHOOL

OUR MISSION

The mission of Incline High School is for ALL students to graduate ready for college or career in the global 21st Century.

BELIEF STATEMENTS

Incline High School promotes integrity, humanity, and scholarship.

Incline High School develops responsible individuals who contribute to society.

Incline High School provides a comprehensive education in a rigorous, supportive, and safe environment.

INCLINE HIGH SCHOOL ADMINISTRATIVE OFFICES

Dr. Andrew Yoxximer, Principal

Mrs. Kari Michael, Assistant Principal

Mrs. Joanne Devine, Dean

Valerie Jackson, Administrative Assistant

Thomas Reymer, Athletic Director

Diane Bolton, Registrar

Barbara Loeschner, Bookkeeper

Maria Diaz, Attendance Clerk & Athletic Secretary

Alma Brubaker, Clinical Aide & Detention Clerk

Silvia Ambriz, FGA Graduation Specialist

Cory Coombes, School Police Officer

ACADEMIC DEPARTMENTS

Math: Russell Resney*, Douglas Brubaker, Laura Cloninger, Darin Manning

Science: Kamara Snearly*, Joel Kivo, Russell Resney

English: Aaron Parsons, Tom Canino, Courtney Taves, Beth Gebhardt

Social Studies: Milton Hyams*, Amy Henderson, Whitney Foehl, Doug Brubaker, Aaron Parsons

Computers: Thomas Perry

World Languages, ESL/ELL: Janette Holman*, Jeni Cross, Laura Cloninger

Fine Arts, Music, Vocational: Alejandro Dominguez*, Todd Holway, Bryan Thornton

Special Education: Tina Pazell*, Natalie Whaley, Danielle Jackson, C.C. Gutierrez (Asst.)

Physical Education, Health, Foods: Beth Gebhardt*, Thomas Reymer, Whitney Foehl

HSROTC: Shawn Malara*, USA (Ret.), James Haynes, USA (Ret.).

Alt Ed / Computer Based Instruction: Whitney Foehl

Library: TBA & Milly Corneil

*denotes academic department chair

COUNSELOR

TBA

PRE-REGISTRATION INFORMATION

GENERAL INFORMATION

This Course Offerings book is an important tool for you to use in the pre-registration process. It provides information about each of the courses offered at Incline High School. Included is a student schedule worksheet for you and your parents to use in planning your high school program. Considerable thought should be given to the courses you select as it is the student's responsibility to select and successfully complete the following courses:

1. Those courses required for graduation.
2. Those courses required as a background for your career interest.
3. Those courses required for admittance to post graduate training of your choice.

Every effort will be made by the school's guidance department to assist you in making these important choices.

REGISTRATION

Every effort will be made to register students into the courses marked during pre-registration. This may not always be possible due to a lack of student sign-ups for particular electives or unavoidable master schedule conflicts.

ENROLLMENT

The offerings of Incline High School are open to all students who have completed the 8th grade, with some courses being limited to juniors and seniors. The principal, assistant principal, and/or counselor are in the high school two weeks before school opens in the fall to assist students. Incline High School is open from 9:00 a.m.- 12:00 p.m. during the summer.

WITHDRAWAL OF COURSE OFFERINGS

It should be noted that classes will be withdrawn from the list of those offered if there is an insufficient number of students enrolled.

CLASS PERIODS

Incline High School is on a rotating A/B block schedule. "A Days" will cover half of the student's schedule, while "B Days" will cover the remaining periods. The schedule will contain 6-7 periods of up to 110 minutes per period.

THE HIGH SCHOOL COURSE OF STUDY

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

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

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

1. A special education student exempted via the IEP process.
2. A student who has transferred into a WCSD high school as a junior or senior and cannot earn the 4th mathematics or 3rd science credit during the school year in his/her remaining school years before graduation. Determination of whether a student can earn the fourth mathematics and/or third 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 COURSES FOR GRADUATION

In order to graduate from a Washoe County high school, a student must earn a minimum of 22.5 credits including certain requirements and a variety of electives. In addition, each student must have passed all EOC (End of Course) aligned courses, English 1-2, 3-4, Algebra I & Geometry. The following table outlines the options for students:

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 whose parents consent to opt-out 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.

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

In order to graduate from a Nevada high school with a Standard, Advanced, or Honors diploma, a student must participate in and meet the minimum achievement level on the Nevada State high school assessments prescribed by law as diploma requirements for his/her respective graduating class.

Students who entered high school in the fall of 2013 and thereafter must participate in all required assessments pursuant to Nevada Revised Statutes 390.600 and 390.610.

- Students must meet the minimum achievement level on four end of course exams. The minimum achievement level for the end of course exams is set by the Nevada State Board of Education, ranges from 1 to 4 (highest), and may differ by graduating class. For grad classes of 2017 and 2018, student participation in each exam or an achievement level of 1 on each exam meets the minimum achievement level required for the diploma. For grad classes of 2019 and later, an achievement level of 2 or higher on each end of course exam satisfies the minimum achievement level requirement for those tests.
 - End of Course exams for class of 2018 and 2019
 - Math I (Algebra)
 - Math II (Geometry)
 - English Language Arts I (Reading)

- English Language Arts II (Writing)
 - End of Course exams for class of 2020 and later
 - Math I (Algebra)
 - Math II (Geometry)
 - English Language Arts (Reading, Writing, and Listening)
 - Science (Life/Biology)
- During their junior/11th grade year, students must participate in the college and career readiness assessment as prescribed by the Nevada State Board of Education.

REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

| Course Title | WCSD Standard (2019-2021 grads) | WCSD Standard (2022 + grads) | State Advanced | State College and Career Ready | WCSD Honors |
|--|---------------------------------|------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| English | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| Math (<i>Must include Algebra 1, Geometry & Algebra 2 or equivalent</i>) | 3.0 | 3.0 | 4.0 | 4.0 | 4.0 ^Δ |
| Science | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 [†] |
| American Government | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| U.S. History | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| World History/World Geography | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PE/HSROTC | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Arts/Humanities/CTE/HSROTC 5-6/7-8 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Computer Literacy | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Health | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| World Language | -0- | -0- | -0- | -0- | 2.0* |
| Electives | 6.5 | 6.0 | 6.0 | 6.0 | 4.0 |
| Flex Credit** | -0- | 1.0 | -0- | -0- | -0- |
| TOTALS | 22.5 | 23.0 | 24.0 | 24.0 | 24.0 |
| # of Honors Courses | | | | | 8 |
| Required Cumulative GPA | | | 3.25 on a 4.0 scale (no rounding) | 3.25 on a 4.0 scale (no rounding) | 3.40 on a 4.0 scale (no rounding) |

-
- 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 credits can be: a 2nd or 3rd year CTE completer course in one program of study, 4th year of mathematics or 3rd year of science

TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

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

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

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

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

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

WCSD Honors Diploma: This student will have:

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

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

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

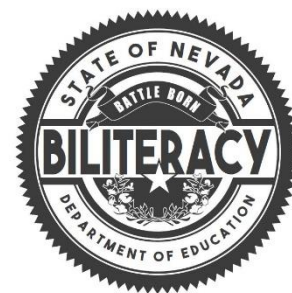
Adjusted Diploma: This student must be certified as a Special Education student. The student must have completed a minimum of 22.5 credits but may not have completed all of the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness and the civics examination assessment prescribed by the State as a diploma requirement for their respective graduating class. The student’s IEP will specify the conditions under which they will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma through the year of their 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, CERTIFICATES AND ENDORSEMENTS OFFERED TO WCSD STUDENTS

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

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



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

Nevada State Seal of STEAM: The Nevada State Seal of STEAM (Science, Technology, Engineering, Art, and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point

average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in science, at least four credits in mathematics, at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science and one credit in fine arts. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in WCSD. An official Seal will be affixed to the high school diploma and the Seal of STEAM will appear on students' official transcript.

AP Capstone:

Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP exams of their choosing will receive the AP Capstone Diploma.™

GRADES AND GRADE POINT AVERAGE

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned an S (satisfactory) or U (unsatisfactory) grade. For the purpose of computing grade point average (GPA), S/U grades are not included. No credit is awarded for F grades. Students who do not meet the 90% attendance requirement will receive an "F" and will not earn credit in the course. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5127 (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 IB or AP course, producing the weighted overall GPA.

FINAL EXAMINATIONS

Washoe County School District guidelines require a final examination of all students in all courses which award one-half (.5) credit or more. Semester tests may consist of skill or performance tests as well as oral or written examinations, depending upon the objectives of the course and the nature of the class. Students who miss a semester final and do not make it up within the first three weeks of the following semester will fail the course. The grade weight of the semester exam is between 15% - 20%. Semester exams will not be curved. No exams will be given early.

CREDITS

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have completed work successfully, and have taken the final examination. Students who withdraw from a class after the eleventh week of the semester will receive an "F" regardless what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three weeks after the beginning of the next semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to make contact with the teacher to arrange to complete the necessary work.

REPORTING TO PARENTS

Reports notifying parents of their student's progress in school are issued quarterly. 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. 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 current school calendar for specific dates.

Infinite Campus is the District's on-line teacher, parent, and student communication program. Infinite Campus is an easy way to keep up to date by using a secure on-line system that allows parents and students to check grades, communicate directly with teachers via e-mail, check on homework assignments, and monitor attendance. Parents and students receive information when school begins on how to setup their individual accounts.

Teachers are the best sources of information about student work in a particular class. Parents 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

A student may choose to audit a course provided he/she receives permission from the high school administrator and the course instructor. Advanced Placement (AP) courses may not be audited. Students who are enrolled in a course on an audit basis will not receive credit for the course. In order to remain in good standing in an audited course, each audit student must complete all assignments and exams and will abide by all attendance policies.

A student may be removed from an audited course at the discretion of the high school administration and the course instructor. An academic grade of "NM" ("no mark") 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 eleven (11) weeks will receive no credit. After the eleventh week a student withdrawing from a class shall receive a grade of "F" and no credit. A student who is accepted to audit a class must do so prior to the eleventh week.

REPEATING A CLASS

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

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

intention of the student is to raise a grade, it is expected that the student will repeat the same course or the same course with a modified title. However, a regular course may not be used to repeat an Honors or Advanced Placement course to raise a grade when both courses can be taken for credit.

ALTERNATIVE MEANS OF EARNING CREDIT

WCSD limits the maximum number of credits from alternative means that may be applied toward high school graduation to four (4). For WCSD purposes, "alternative means" refers to credits earned through internship/work experience, service learning/community service, job experience & training and travel study. Credits earned in credit-by-exam, dual credit, correspondence, on-line courses, summer school, and extended day/night school are not included as part of the maximum four credits. Total Work Experience/Internship credits may not exceed a maximum of one (1) credit (per NRS 389.167). Grades earned in any supplemental or alternative program will be averaged into the appropriate semester's GPA. For more information about any program listed see your high school counselor.

CTE (Career & Technical Education) Work Experience - 1 Semester = 0.5 credit

WCSD strives to offer students a variety of career development opportunities that match their career interest, as well as facilitate their transition from high school to postsecondary endeavors. Job shadow and paid internship experiences (collectively referred to as Work Experience) help students understand the educational requirements of different careers, experience the reality of the daily duties in a work environment, and increase their awareness of postsecondary educational and training opportunities. Students may enroll in and repeat the internship class up to two semesters.

Requirements:

- Students must be in grades 11 or 12; enrolled in an approved CTE course sequence with successful completion of the second level course; and be approved by the CTE teacher.
- Students, in collaboration with the CTE teacher, must identify a site for the job shadow (unpaid) or internship (paid) experience.
- Students must complete an application process with the CTE teacher and work site.
- Students must complete 60 hours to receive credit. A minimum of 45 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- Students must provide transportation to and from the job site.
- Students must provide evidence of health insurance to participate.
- Work Experience hours must be served outside the school day.

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

GATE Career Internship - 1 Semester = 0.5 credit

This program offers students the opportunity to shadow a professional career while still in high school before choosing a college and major. Students may enroll in and repeat the internship class up to two semesters.

Requirements:

- Students with Gifted & Talented certification receive priority placement.
- Students must be in grades 11 or 12 with a 3.25 cumulative GPA, un-weighted.
- Students must be enrolled in at least one AP/IB or TMCC course during the semester they wish to intern.
- Students must complete an application and resume (to be turned in during the spring semester of the school year before they plan to intern).
- Students will complete 60 hours of shadowing in a field of available choices, once they have been placed with an appropriate mentor by the internship facilitators.

- Students must maintain a reflective journal or log, record and turn in their hours with verification by mentor, send bi-monthly emails to the facilitators to let them know how the internship is proceeding, give a public oral presentation, complete a written take home final, and complete other work as assigned during the semester.

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

Work Experience/Internship - 1 Semester = 0.5 credit

This course is designed to expand the students' opportunities for applied learning through participation in a paid or unpaid career-specific experience. This course provides an in-depth work experience that applies the processes, concepts, and principles connected to classroom instruction, as well as developing 21st century employability skills. This course will encourage students to explore and develop advanced skills through work-based learning directly related to their career interest. Total credits may not exceed a maximum of one (1) credit (per NRS 389.167). Students will earn a letter grade which will be applied to the GPA. The course must follow NAC 389.562 and 389.566 regulations.

Work Experience/Internship may be counted toward the minimum load requirement and must be included on the student's schedule. Students may enroll on a semester basis and the student must complete all requirements for credit by ten school days prior to the end of the final grading period of the semester.

Requirements:

- Students must be in grades 11 or 12 and in good standing.
- Students, in collaboration with a teacher, must identify a site for the job shadow (unpaid) or internship (paid) experience.
- Students must complete an application process with a teacher and work site.
- Students must complete 60 hours to receive credit. A minimum of 45 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- Students must provide transportation to and from the job site.
- Students must provide evidence of health insurance to participate.
- Work Experience hours must be served outside the school day.

Job Experience & Training

WCSD public high school students who are at least 16 years of age may apply to earn elective high school credit for working at a paid job. Each student is responsible for obtaining his/her own job. Job Experience credit may be earned at one-half (.5) credit for 60 hours of active participation per semester or summer. Job experience is limited to 2.0 credits.

Credit by Exam

Students who wish to challenge certain high school courses may take a Credit by Exam (CBE). CBEs are offered through the Department of Extended Studies of the Washoe County School District and in some cases at individual high schools. There is a fee for the exams. A passing score will earn the student ungraded high school credit.

FOR MORE INFORMATION: Contact your high school counselor. Additional information may also be found on the Extended Studies website at <http://www.washoeschools.net/Page/1144>

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

The following paragraphs will briefly describe some of the opportunities which are available to students in the WCSD 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 to determine what type of credit/waiver will be available. To check a college’s AP policy, go to www.collegeboard.com/ap/creditpolicy.

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 \$93 per exam. Students do not have to be enrolled in an AP course in order to take an AP Exam, but students in WCSD who are enrolled in a course with “AP” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

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. 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. ***These credits are FREE to students!***

To earn this college credit, a student must:

1. Be a high school student in 11th or 12th grade
2. Be enrolled in a CTE program of study
3. Pass the Nevada Employability Skills and Technical Skills Exams
4. Earn a B average in the program of study courses

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

Dual Credit

UNR, TMCC, WNC, GBC and SNC offer campus-based college courses to high school students through which they may earn college credit and high school credit at the same time. High school students attend

class on the college campus. In addition, there are some dual credit courses which may be offered through web-based programs.

A one-semester Dual Credit course earns that earns the successful student 3 or 5 college credits and one high school credit. Grades become part of the student's GPA at both institutions. High school students pay regular college tuition and fees for most dual credit courses. Most dual credit classes have prerequisites including completion of certain courses, minimum high school GPA, and one-time attendance at an orientation session. 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. Elective courses are courses that have not been approved to be offered as academic credit, but have been approved to be offered as elective credit by the WCSD Board of Trustees and the State Board of Education.

Students register for dual credit courses with their high school counselor. In order to receive credit at both the high school and college, students must complete a specific application for Dual Credit in advance and submit it to the high school as well as completing and submitting a college admission application as a non-degree student. Not all colleges accept courses taken through dual credit programs, so 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 on the basis of sex, or require or refuse participation therein by any of its students on such a basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

NOTICE OF NON-DISCRIMINATION

The Washoe County School District prohibits bullying, cyber-bullying, harassment, sexual harassment, and/or discrimination based on an individual's actual or perceived race, color, religion, sex (including pregnancy), national origin, age, sexual orientation, gender identity or expression, genetic information, veterans or military status, marital status, political affiliation, disability or the presence of any sensory, physical or mental handicap in any of its educational programs/activities, employment or employment opportunities, or in any program or activity conducted or funded by the U.S. Department of Agriculture. The District prohibits discrimination against any youth group listed in Title 36, as a patriotic society, (i.e. Boy Scouts of America) from access to public school facilities use. The District is an Equal Opportunity Employer.

Career and Technical Education (CTE)

An integrated educational environment that combines technical skill development with academic knowledge to solve real-world problems. CTE program of study allow students to acquire the skills and abilities necessary for college, highly-skilled careers, and 21st century life success.

Career and Technical Education (CTE) program offered throughout the Washoe County School District reflect the local and national industry demand. These programs focus on student achievement and global competitiveness through sequenced courses that teach technical skill integrated with academic knowledge while providing opportunities to gain and master 21st century competencies. CTE courses provide opportunities for earning college credit and industry certifications; participating in internships and advanced research; and developing leadership capacity, a commitment to civic participation and building a community network.

WCSD Career and Technical Education (CTE) programs are organized around the Nevada Department of Education program areas, which present a complete range of courses that empower students to explore their interests, apply their knowledge to real-world challenges, and identify a postsecondary pathway.

WCSD offers sequenced CTE courses in six program areas:

- Agriculture & Natural Resources
- Business & Marketing Education
- Education, Hospitality & Human Services
- Health Science & Public Safety
- Information & Media Technologies
- Skilled & Technical Sciences

CTE programs are open to all students. These programs are delivered at each local high school.

Signature Academies also feature CTE programs at most schools and at the Academy of Arts, Careers & Technology, a career technical academy high school. Signature Academy programs are magnet programs that require an application, acceptance, and maintenance of established requirements for continued participation.

FOR MORE INFORMATION: Call the Signatures & CTE Department at 775-327-3945 or visit the WCSD CTE website at <http://www.washoeschools.net/sacte>. Learn more about Nevada CTE at <http://cteae.nv.gov/> and the national CTE initiative at www.careertech.org.

Signature Academy (SA) Magnet Programs

Specialty programs unique to each high school that represent the school's identity and culture. SA programs combine rigorous academic requirements with technical skill development in a broad area of focus to prepare students for college and career success.

Signature Academies are four-year themed high school programs designed to engage and motivate students through a rigorous course of study; applied curriculum that includes opportunities to earn college credit and industry certifications; community partnerships that help students connect school and the real world; and leadership activities where students can gain necessary 21st century skills.

Students enter the program in 9th grade and complete a four-year program of study, which includes job shadow, internship, and advanced research opportunities. In each high school, 75% of the available openings are dedicated to students who live in that school zone. Up to 25% of the available openings are reserved for students who live in other school zones.

WCSD has two Signature Schools. These are comprehensive high schools in which all students are enrolled in one or more Signature Programs through completion. These schools are:

- Academy of Arts, Careers & Technology, offering 7 career academies
- Wooster High School, offering the International Baccalaureate programs

WCSD offers these Signature Academies:

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

Admission by Application

Students wishing to participate in a Signature Academy must apply for admission in the fall of their 8th grade year, meet the minimum criteria, and be selected through a lottery process for the Academy of their choice.

**Note: In special cases, students can enter an Academy after 9th grade. These students must meet the minimum criteria for participation, have completed the program prerequisites, and be granted permission by the school’s Academy. These situations are considered on a case-by-case basis.*

Participation Requirements

Students applying for a Signature Academy program should be interested in the academy theme, committed to completing the full program, and meet the minimum requirements for academic achievement, attendance, and self-management (based on the two years prior to admittance). These criteria are:

- *Demonstration of consistent “C” work in grade-level core academic coursework (2.0 GPA in core classes, no Fs)*
- *Attainment of grade level scores on standardized tests administered within one year of application (Math, English/language arts)*
- *Regular school attendance (90%, all reasons included)*

- *Demonstration of appropriate self-management abilities (no major discipline events/suspensions, few minor discipline events)*

Lottery

Students meeting the entry requirements for consideration will be entered into a lottery for available spots in the Academy of their choice.

Signature Understandings and Variance

All students receiving an invitation to attend a Signature Academy must agree to and sign the “*Understandings of Acceptance and Attendance*” in order to confirm their acceptance of an Academy spot. Additionally, students residing outside of the zone of attendance for the Academy to which they confirm acceptance must sign the Signature Variance form, agreeing to abide by the conditions associated with the variance, and may be required to meet with school administration before Academy acceptance is finalized. All students are provisionally accepted, dependent upon their final grades, attendance, credit accrual, and behavior for the semester prior to entering a Signature Academy.

Transportation

Transportation is **only** available for WCSD Signature Schools, Wooster High School and Academy of Arts, Careers & Technology (AACT). Students accepted to these schools can access bussing from/to stops at the high school nearest their home, as well as Cold Springs Middle School and Pleasant Valley Elementary School. Parents must provide transportation to the bus pick up and drop off location, as schedules will not overlap to allow for door-to-door service.

Students accepted at all other WCSD Signature Academies are responsible for their own transportation to/from the school. No transportation will be provided for the 2017-18 school year.

Athletic Participation

Students accepted at the Academy of Arts, Careers and Technology (AACT) are eligible to participate in athletics at their zoned high school only.

Students accepted to all other schools are eligible to participate in athletics at that school. Students who do not reside in the school zone of the Signature Academy will enter on a Signature Variance which will allow them to participate in any sanctioned sport offered at that school (NAC 386.787) at any level other than varsity for the first year. In the event that the Signature Variance is revoked for any reason or a student opts to leave the Signature Academy during high school and returns to his/her own zoned school, the student will lose athletic eligibility for the remainder of that school year and for an additional 180 days (for any sport in which the student’s name appeared on a varsity NIAA roster NAC 386.786).

FOR MORE INFORMATION: Call the Signatures & CTE Department at 775-327-3945 or visit the website at <http://www.washoeschools.net/sacte>

SIGNATURE SCHOOLS

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

The Academy is a Signature high school for students in grades 9-12 who have a focused interest in one of seven career pathways:

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

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

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

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

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

Apply: Students interested in becoming an Academy Trailblazer (full-time) must submit a Signature Academy application, meet the minimum criteria for attendance, and be selected for available spaces (lottery).

Please note: In special cases, students who need an advanced level career course that is not offered at their home high school may be given permission to attend the Academy as a part-time student. These situations are considered on a case-by-case basis and must be approved by administration.

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

Wooster High School - International Baccalaureate (IB)

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

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

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

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

Middle Years Program – Grades 9 & 10

IBMYP provides a learning framework that encourages *all* students to think creatively, critically and reflectively. Students are challenged to connect their learning to the real world by participating in service learning projects and problem-solving initiatives. Communication, intercultural understanding, and global engagement are emphasized through the study of eight subjects, including a foreign language. The MYP philosophy is for all 9th and 10th graders, not just those who intend on participating in the IB Diploma Program or the IB Career-related Certificate program.

Diploma & Certificate Program – Grades 11 & 12

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

Career-related Certificate Program (change to Career Program) – Grades 11 & 12

IBCP (formerly IBCC) provides students with both an academic and practical foundation to support postsecondary educational and specialized career training. With a focus in Sustainable Resources (Energy Technology), Entrepreneurship, photography, accounting, ROTC, metalworking and human development, IBCP's program of study features rigorous academics, applied knowledge, critical thinking, communication, and cross-cultural engagement. IBCP students take a minimum of two (2) IB Diploma courses; complete a sequence of career-related coursework; and complete the IBCP Core, which consists of Approaches to Learning (ATL) course; a Community and Service program, a reflective project, and completion of a language development course.

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

FOR MORE INFORMATION: Visit the website at www.woostercolts.com or call Wooster High School at 775-321-3160.

SPECIALTY SCHOOLS

TMCC High School

A WCSD magnet school, TMCC High School is a middle college high school offered in partnership with Truckee Meadows Community College. TMCC High School has two pathways for mature, motivated high school students who are ready to focus on their future now: degree pathway and technical pathway. Degree-seeking students in grades 10-12, complete high school diploma requirements while pursuing an associate degree at the TMCC Dandini campus. Career-minded students in grades 11 and 12, complete high school diploma requirements while pursuing a skills or achievement certificate in a

technical career field at TMCC Pennington Applied Technology Center (ATC). At both locations, students are accepted based on criteria reflecting college readiness. Students enrolled at TMCC High School are seeking educational and career goals on an accelerated path through dual credit college courses and as part of the registration/enrollment process establish a college graduation plan. For the degree pathway, the goal for students enrolling as 10th graders is to graduate high school with an associate degree and a graduation plan will guide course enrollment each semester to result in an AA or AS. Degree-seeking students who enroll their junior year will earn transferrable college credits in their last two years of high school, and may earn enough credit for an associate degree upon high school graduation or within a semester following graduation. For career-minded students attending TMCC High School at ATC, the goal for students enrolling as 11th graders is to graduate high school with a TMCC certificate in a career field and their graduation plan will guide course enrollment each semester to achieve that certificate. TMCC High School students may complete English, social studies, and math at the high school level. Other classes taken by the student are graduation requirements and are attained through dual-credit college courses. College classes are tuition-free; students are responsible for expenses associated with college classes such as books, supplies, and transportation to the campus.

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

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

North Star Online School

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

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

complete courses by the end of each semester. The North Star students are offered a broad selection of engaging, challenging courses in order to prepare them for college and/or skilled careers.

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

Hug High School – GATE Institute

The GATE Institute is a partnership between the GATE Program and Procter Hug High School, an Advanced Placement (AP) Capstone school. With GT-endorsed teachers, specially designed GT classes in core content areas, dual-enrollment, accelerated course pathways, early enrollment in AP classes and flexible scheduling, identified GT students in ninth through twelfth grades can expect to take classes based on interests, strengths, and readiness. Students passing six (6) AP exams, including the AP Capstone Seminar and Research courses, can earn an AP Capstone diploma. With the added element of focused, passion driven community service and a comprehensive GT internship, students combine GT instructional strategy, flexible scheduling, AP curriculum and research to pursue a high level of distinction and fulfillment.

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

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

Innovations High School – Nevada’s 1st Big Picture School

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

Benefits for Scholars:

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

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

POST-SECONDARY OPTIONS

Although some people think “college” means a four-year university, the term has a much broader meaning. Many students choose to begin at a two-year community or junior college or at a trade or technical school. See your counselor for details about which option best suits your abilities, needs, and interests.

COLLEGE ENTRANCE REQUIREMENTS

College entrance requirements vary. For information as to whether or not a course you wish to take will be accepted at a college or other school, it is strongly suggested that you contact the post-secondary institution(s) that you might be considering.

College bound students should choose courses which challenge them and which are designed to prepare them for the rigors of college study. Remember that some high school courses will meet a high school graduation requirement but MAY NOT be accepted as an academic credit by your post-secondary institution or by the NCAA. Some colleges accept weighted GPAs, some do not weight, and some have their own method of weighting grades. Your GPA in CORE COURSES (usually English, math, science, social studies, and world language), the strength of the curriculum you have chosen to take, college entrance examination scores (SAT and/or ACT), and extracurricular activities all contribute to your acceptance into college. Successful college students are usually those who have worked to their fullest potential during all of their high school years, developed good study habits, and been involved in their school and community.

NCAA ELIGIBILITY

If you think you might be interested in college sports, you should know that the NCAA (National Collegiate Athletic Association) has very strict requirements you must fulfill in high school in order to participate in Division I or Division II intercollegiate athletics. The NCAA Eligibility Center must determine your initial eligibility status. A brief summary of NCAA requirements follows, but since regulations may change from year to year, interested students should consult the most current NCAA Guide for the College-Bound Student-Athlete or the NCAA website.

1. Graduate from high school.
2. Earn a grade point average (GPA) of at least 2.0 in a core curriculum of 16 designated academic subjects (14 for Division II). Note that:
 - a. Correspondence, independent study, and supervised curriculum courses may be used to meet the core-course requirement only under certain conditions. CBE will not count toward the core-course requirement.

Note: It is the responsibility of the student and his/her family to assure any correspondence courses or independent study classes meet NCAA core requirements.

- b. Courses at the proficiency level or in alternative education classes may not be used as core courses.
- c. Courses taken in the eighth grade may not be used to satisfy the core curriculum requirements, regardless of the course content or level. All core course requirements must be completed prior to high school graduation.
3. Earn a combined score (CR+M) of at least 820 on the SAT or a sum of the four subject test scores of at least 68 on the ACT. These are minimum numbers and must be accompanied by a core course GPA of 2.5 or above. The lower the GPA (to a minimum of 2.0), the higher the SAT or ACT score must be. A 2.0 in the core courses requires at least a 1010 (CR+M) on the SAT or a sum score of at least 86 on the ACT.
4. Complete and return the NCAA Eligibility Center Form. This is usually done in your junior year. There is a fee to submit this form. The fee may be waived if you qualify for a fee waiver for the SAT or ACT.
5. Submit a separate transcript from EACH high school outside of WCSD that you have attended.
6. Interested students should consult the most current NCAA "Guide for the College-Bound Student-Athlete" or the NCAA website. Obtaining and understanding the necessary information is the responsibility of the student athlete and their parent/guardian and should begin upon their enrollment in high school. Know about recruiting rules. You may jeopardize your eligibility in a number of ways including number and type of contacts made with the college, accepting certain gifts, using drugs, accepting payment for using your athletic skill (for example in a TV commercial), etc.

For more details and guidance, talk with your counselor and your coach. To contact the NCAA write to P.O. Box 6222, Indianapolis, Indiana 46206-6222 or 317-917-6222. The Eligibility Center numbers is 877-262-1492 or go to the web address at www.eligibilitycenter.org.

NATIONAL HONOR SOCIETY

The National Honor Society was founded in 1921 with the hope of creating an organization that would recognize and encourage academic achievement while also developing other characteristics essential to citizens in a democracy. To meet this goal, students are first screened for **Scholarship** beginning in the second semester of their sophomore year (and additionally in their junior and senior years) for having at least a 3.5 cumulative unweighted **and** 3.7 weighted GPA. (These changes we made will take affect for entering freshmen of 2019 and beyond. Sophomores through seniors will need to meet the previous benchmark of a 3.5 weighted GPA and at least three honors or AP classes).

Upon successfully meeting this first criterion, students must submit a form which outlines their current and previous instances of **Leadership, Service, and Character**, the remaining three tenants of the NHS. Next, the NHS adviser solicits input from the staff regarding the candidates'

strengths in these latter three categories. Finally, the Faculty Council, comprised of five voting faculty members and one non-voting adviser, selects which students successfully uphold the NHS ideals based on majority vote. Students selected for membership have demonstrated, and are expected to continue to demonstrate, the qualities listed above. Additionally, students are required to attend monthly meetings, to participate in chapter service projects, and to plan and carry out an individual service project that is in line with their particular talents and interests. Membership is both an honor and a responsibility.

With membership, students are offered a variety of opportunities to further prepare for college such as test prep, internship help, and college application and essay guidance. Furthermore, because membership is both selective and prestigious, colleges favorably view National Honor Society participation when considering student applications.

VALEDICTORIAN AND SALUTATORIAN Change in Valedictorian Selection Criteria (As of June 2018)

Dear Highlander Parents and Guardians:

During the 2017-2018 school year, a committee was created to evaluate the process for selecting the Valedictorian and Salutatorian for Incline High School. The committee consisted of parents, teachers, and administrators of Incline High School. The committee considered the following factors when evaluating the selection process: equity, access to dual credit classes, stress and anxiety, competition, rigor, part-time student status, and academic integrity. With these issues in mind, the committee decided to propose to the staff the following redesigned selection criteria, which the staff voted in favor of 21-3. The selection criteria for Valedictorian is:

All seniors who are full time students at Incline High School with a weighted GPA of 5.0 AND an unweighted GPA of 3.8 at the end of the seventh semester will be Valedictorians. Valedictorians will need to apply to speak at graduation. A faculty committee will select two speakers for graduation.

If no students meet the criteria for Valedictorian at the seventh semester, the top ranked student will be the Valedictorian.

Originally, the new selection criteria was to be applied to the class of 2021. However, many members of the class of 2019 asked to have the new policy apply to their class. The top 25 students in the class were invited to a meeting to vote on adopting the new policy (the top 25 students are the only members of the class that have a mathematical chance to be Valedictorian or Salutatorian). All members in the class were welcome as were parents. The students present at the meeting, which included 21 of the top 25 students, voted 20-1 in favor of adopting the revised criteria.

Henceforth, the revised selection criteria will be used to identify the Valedictorian(s) of Incline High School. If you have any questions regarding the new policy or the factors that contributed to the decision to change the policy, please feel free to contact me at 832-4260.

Sincerely,

Andrew Yoxsimer

Andrew Yoxsimer, PhD
Principal, Incline High School

F.E.R.P.A

Access to Student Educational Records – A Parental Guide Protecting the Privacy of Student Information

Family Education Rights and Privacy Act (FERPA)

Most information about Washoe County School District (WCSD) students cannot be made public without the consent of parents or guardians. Federal law prohibits schools or the district from releasing information without permission, except for what is termed "directory information" (defined below).

According to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have on file written denial to release directory information; however, schools do use discretion when they receive requests for directory information and will not release such information if it is the principal's judgment that releasing such information would not be in the best interest of the student.

Parents and guardians or students 18 years of age or older who do NOT want directory information released must notify the school principal prior to October 1. A simple form has been created for this purpose and it is available at all high schools. This form allows for the information to be withheld from everyone, or just from military recruiters. If the form is not received by the school prior to October 1, the school and the district will assume that consent has been given.

Parents Right to Opt Out of Release of Student Information

Permiso para negar el permiso en dar información para el directorio de los estudiantes

You will need Adobe Acrobat Reader software to download, view and print the FERPA files. If you don't have the plug-in, you can download it for FREE.

The district's policies on access to student information are in compliance with FERPA and Nevada Revised Statute (NRS) 392.029 of the 1997 legislative session.

What is general directory information?

Certain information is made available to most other individuals only with parental written permission. Activities such as awards, scholarships, college/technical school information and various school publications such as yearbooks and athletic programs, however, require the use of some general information about students. Such information is called general directory information. Examples of general directory information are:

- name, address, telephone listing, electronic mail address
- date and place of birth, photographs
- participation in officially recognized activities and sports
- field of study
- weight and height of athletes
- enrollment status
- degrees and awards received
- dates of attendance
- most recent previous school attended
- grade level
- grade point average range for college recruitment

Parents have the right to see any documents or materials directly related to their children that are kept within the school or Washoe County School District offices.

Who may obtain such information?

- All parents and legal guardians. In the case of divorce, custodial and noncustodial parents have access to the child's record, unless a legally binding document declares differently;
- Children over the age of 18, emancipated minors, or those attending post-secondary institutions;
- School officials (including School Police), parent volunteers or researchers working with the District or Nevada Department of Education with a legitimate educational interest;
- School officials in a district to which the child intends to transfer;
- Individuals connected with a health or safety emergency;
- Military recruiters;
- Accrediting organizations to carry out their accrediting functions;
- In connection with financial aid for which the student has applied or received;
- To state and local authorities pursuant to a State statute concerning the juvenile justice system and the system's ability to effectively serve the student whose records are being disclosed;
- To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs or improving instructions;
- To comply with a judicial order or a lawfully issued subpoena;
- Agencies who are contracted with the school district to provide services such as picture day;
- A college or university to which a student has applied and intends to enroll;
- In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents (or students) have advised the LEA in writing by October 1st that they do not want their student's information disclosed without prior written consent.

May parents see results of tests given their child?

Parents have the right to review results from academic, standardized, or psychological tests. If the test itself is kept in the child's records, parents may look at it, if allowed by the NRS.

Can the school legally refuse to show parents any records?

Personal notes kept by a teacher, principal, psychologist, or other school employee for the sole use of that person are not considered part of the child's record. Such personal notes are not retained in the cumulative record. Additionally, email is not considered part of the child's record if the email has not been printed and placed in the cumulative record.

May parents/guardian have copies of such information?

FERPA does not require that copies be provided to parents/guardians. Copies shall be provided to the parent/guardian if he/she is not reasonably able to view the records at the site; example, lives outside of the community, incarcerated or is disabled.

How do parents look at such information?

Ask! Schools will make an appointment for parents to review their child's educational records. Schools have forty-five (45) days to schedule the appointment, but most schools act immediately.

- Parents have a right to an explanation of any forms, test scores, or educational language that they don't understand. If the principal or the appropriate school staff member is not available to answer questions, the parents should schedule a meeting in advance at a more appropriate time.
- When asking to see their child's records, parents with limited English proficiency may ask the school to provide a translator for the meeting.

How can an individual obtain school records, if he/she is no longer enrolled in the WCSD?

- The district requires written authorization of the parent to release student records if the student is under 18 years of age. After a former student is 18 years of age or older, records can be released only with his/her written consent.
- The information needed to locate records shall include the student's legal name when enrolled in the Washoe County School District, date of birth, name of last Washoe County school attended and the last year of attendance.
- Photocopy charges are \$2.00 per health record, \$5.00 per official transcript, \$3.00 per unofficial transcript, and \$.60 per page for other records.

What is the procedure for challenging school records?

Each parent has the right to challenge information in the records which is believed to be inaccurate, misleading, or in violation of a student's rights. The parent may request that information be amended or removed from the file.

- A written request to change the record must be submitted to the principal at the school where the student is enrolled. The written request must indicate the challenged aspect of the record and specify why that aspect of the record is believed to be inaccurate, misleading, or in violation of the student's rights. Supporting evidence must be submitted with the written request.
- The school principal and appropriate staff, as needed, determines whether or not to change the record.
- Parents will be notified in writing of the decision. If the principal does not agree that the record needs to be changed, parents will be notified of their right to a hearing. The request for a hearing must be made within ten days of receipt of the letter.
- If a district hearing is requested, the hearing officer will review and consider documented evidence about the record and render a ruling. The hearing officer's decision is final.
- If the change to the record is denied, parents have the right to place a written statement in the record explaining the reasons for their disagreement.

What happens if my student's information is released?

- If the release is due to a breach in security, then the incident is reported to the FERPA Office in Washington, D.C. and the parents are notified of the breach.
- If the release is a FERPA violation, corrective action is taken and the incident is reported to the FERPA Office in Washington, D.C. and parents are notified of the corrective action and the release of information.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and eligible students certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to inspect and consent or opt out of:

- The administration of surveys that contain questions from one or more of eight protected areas:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;

4. Illegal, antisocial, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
 7. Religious practices, affiliations or beliefs; or
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing.
 - Any non-emergency, invasive physical examination or screening.

For additional information on FERPA or PPRA, contact the District Coordinator:

Dr. Bryn Lapenta, Senior Director

Student Accounting

Washoe County School District

425 East Ninth Street (location address)

P.O. Box 30425 (mailing address)

Reno, NV 89520-3425

Phone: (775) 325-2079

For students who are in Special Education programs in the District, you may also contact:

Scott Reynolds, Director

Student Support Services

Washoe County School District

380 Edison Way (location address)

P.O. Box 30435 (mailing address)

Reno, NV 89520-3425

Phone: (775)-861-4439

The state department

Nevada Department of Education

700 East Fifth Street

Carson City, Nevada 89710

Phone: (775) 687-9181

Parents/eligible students who believe their rights may have been violated may file a complaint by writing or phoning the Family Policy Compliance Office:

Family Policy and Compliance Office

400 Maryland Avenue, SW

Washington, DC 20202-4605

Phone: (202) 260-3887

_____ **Book Deposit \$20.00**

A one-time Book Deposit of \$20.00 is **required for all incoming freshmen and new students**. The Book Deposit remains on file for your student all four years unless they accrue fines.

_____ **Athletic Fee \$ 25.00***

***Required for all athletes**

An activity fee is **required** each year for students to participate in athletics.

_____ **Athletic Transportation Fee \$ 35.00***

***Required for all athletes**

This fee is **required** for all student athletes to help cover transportation fees to athletic events.

_____ **Athletic Impact Fee \$ 5.00***

***Required for all athletes**

This fee is **required** by the district.

_____ **Athletic Trainer Fee \$ 10.00***

***Required for all athletes**

_____ **{FOR GOLF ONLY: \$50.00 Green Fee}**

_____ **PE Uniform \$10.00**

This fee is **required** for all physical education classes. This fee includes a Tee Shirt and use of equipment. It does not include a Bowling Unit fee. Additional PE classes will be \$5.00 for each additional class.

_____ **Music Fee \$25.00**

This fee is **required** for all music students. The fee is \$25 for the year and will cover any music supplies needed.

_____ **JROTC Fee \$20.00**

Required for all JROTC students. This fee covers ROTC t-shirt and transportation to events.

_____ **Science Lab Fee \$20.00 per year**

Required for all science classes for supplies.

_____ **Art Class Fee \$25.00 per semester**

_____ **Ceramics Class \$25.00 per semester**

Required for all art classes for class supplies.

_____ **Food Class Fee \$30.00 per semester**

Required for all culinary arts classes for supplies.

_____ **Industrial Arts Fee \$30.00 per semester**

Required for all industrial arts classes for class supplies.

_____ **National French/Spanish Contest \$6.00 {Required for ALL French/Spanish Students}**

_____ **Laptop \$65.00 (Insurance ONLY \$49.00)**

_____ **Yearbook \$ 65.00**

Optional for Yearbook.

Total Fees Paid: _____

(All fees are district mandated and subject to change – Call Bookkeeper for any questions)

FOUR-YEAR COURSE PLANNING FORM

Class requirements vary for different graduating classes. Make certain you review YOUR plan with your counselor to be certain you plan correctly to graduation on time with the type of diploma you wish to earn. Read all information in the course offering book 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 and for your success in passing all high school proficiency exams.

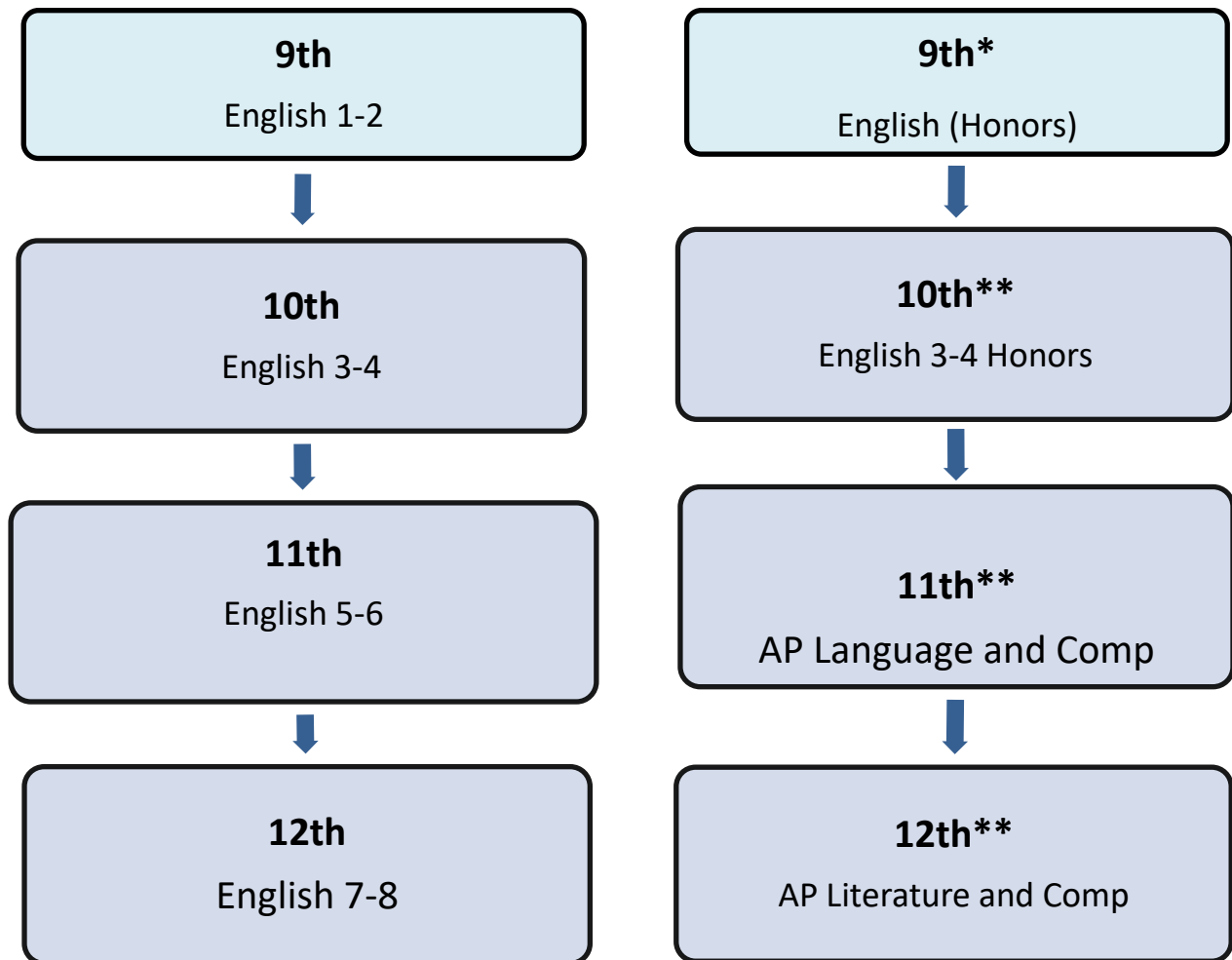
All students are required to take 6 classes each semester. Seniors who have enough credits to graduate and who wish to take four or five classes must follow opt-out procedures established by the Washoe County School District in accordance with the Gateway curriculum.

| REQUIRED COURSES | FRESHMAN YEAR | SOPHOMORE YEAR | JUNIOR YEAR | SENIOR YEAR |
|---------------------------------|----------------------|----------------------------|--------------------|---------------------|
| English (4credits) | English: | English: | English: | English: |
| Math (3 credits) | Math: | Math: | Math: | Math* |
| Social Studies (3 credits) | | World History or Geography | US History | American Government |
| Science (2 credits*) | Science: | Science: | Science* | |
| PE/HSROTC (2 credits) | PE/HSROTC: | PE/HSROTC: | | |
| Health/HSROTC | Health: | | | |
| Computer Literacy (.5 credit) | | | | |
| Humanities/Fine Arts (1 credit) | | | | |
| Electives | | | | |
| | | | | |

*Gateway curriculum encourages 4 years of math and 3 years of science, and 6 classes during the senior year.

COURSE OFFERINGS 2019-2020

**Incline High School English Course Sequence
for Gateway Curriculum**



COURSE DESCRIPTIONS FOR ENGLISH

Bridge to English 1-2

Course #7749-7750

Full Year = 1 credit

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

Foundations in English 1-2

Course #7751-7752

Full Year = 1 credit

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

This course is designed for Special Education students who have the skills to complete English 3-4, but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as using writing 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.

English 1-2

Course #1201-1202

Full Year = 1 credit

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

English 1-2 (H)

Course #1203-1204

Full Year = 1 credit (Honors)

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

This one-year course, designed for the highly motivated student, has strong compositional and critical thinking demands. The course will focus on reading for greater comprehension and pleasure, writing clearly and concisely for different purposes, refining grammar and fluency skills, and developing formal vocabulary. Basic skills in grammar and composition are assumed. Emphasis will also be placed on demonstrating presentation, research, and problem-solving skills through unit projects. Literature will include selections from Elements of Literature and a variety of novels. The class stresses the writing process: writing for different purposes and audiences; grammar and sentence structure as tools for individual writing skills development; language usage; literary terms and genres; library research; vocabulary improvement; encouragement of creativity; and the development of critical thinking. Students are expected to demonstrate an above average maturity level, demonstrate a positive attitude toward education and work tasks, and be cooperative in-group learning situations.

English 3-4

Course #1211-1212

Full Year = 1 credit

This one-year course will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening—using the Nevada Academic Content Standards (NVACS) and End of Course (EOC) selected standards 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, as well as be prepared to take and pass the ELA EOC final exam. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft 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. 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.

English 3-4 (H)

Course #1213-1214

Full Year = 1 credit (Honors)

Prerequisite: Admission into English 3-4 (H) will be based on the student's previous performance including, but not limited to, teacher recommendation, reading level, writing samples, student's desire to learn and work ethic.

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. 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.

English 5-6

Course #1231-1232

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close 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 as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

English 7-8

Course #1251-1252

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society, and reflects the integration of

the Nevada Academic Content Standards and student learning outcomes from Early College English. The course will focus on both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative—necessary to prepare students for college-level writing. Additionally, writing will be generated from the critical reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction primarily focused on British and world authors. Students will continue to gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

AP English Literature

Course #1263-1264

Full Year = 1 credit (Advanced Placement)

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

AP English Language

Course #1243-1244

Full Year = 1 credit (Advanced Placement)

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

Elective courses

Read 180 1-2

Course #1115-1116

Full Year = 1 elective credit

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

Read 180 3-4

Course #1117-1118

Full Year = 1 elective credit

The second year of Read 180 is intended for students who continue to need extra help in reading. Students will continue their learning of functional reading skills, including word recognition, decoding, vocabulary, and comprehension. Emphasis is placed on developing knowledge, strategies, and attitudes students need to improve students' reading achievement and engagement. It also provides students with strategies for content area and 21st Century literacy. Instruction is delivered through Read 180 computer software, small and whole group instruction, and independent reading. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**

Read 180 5-6

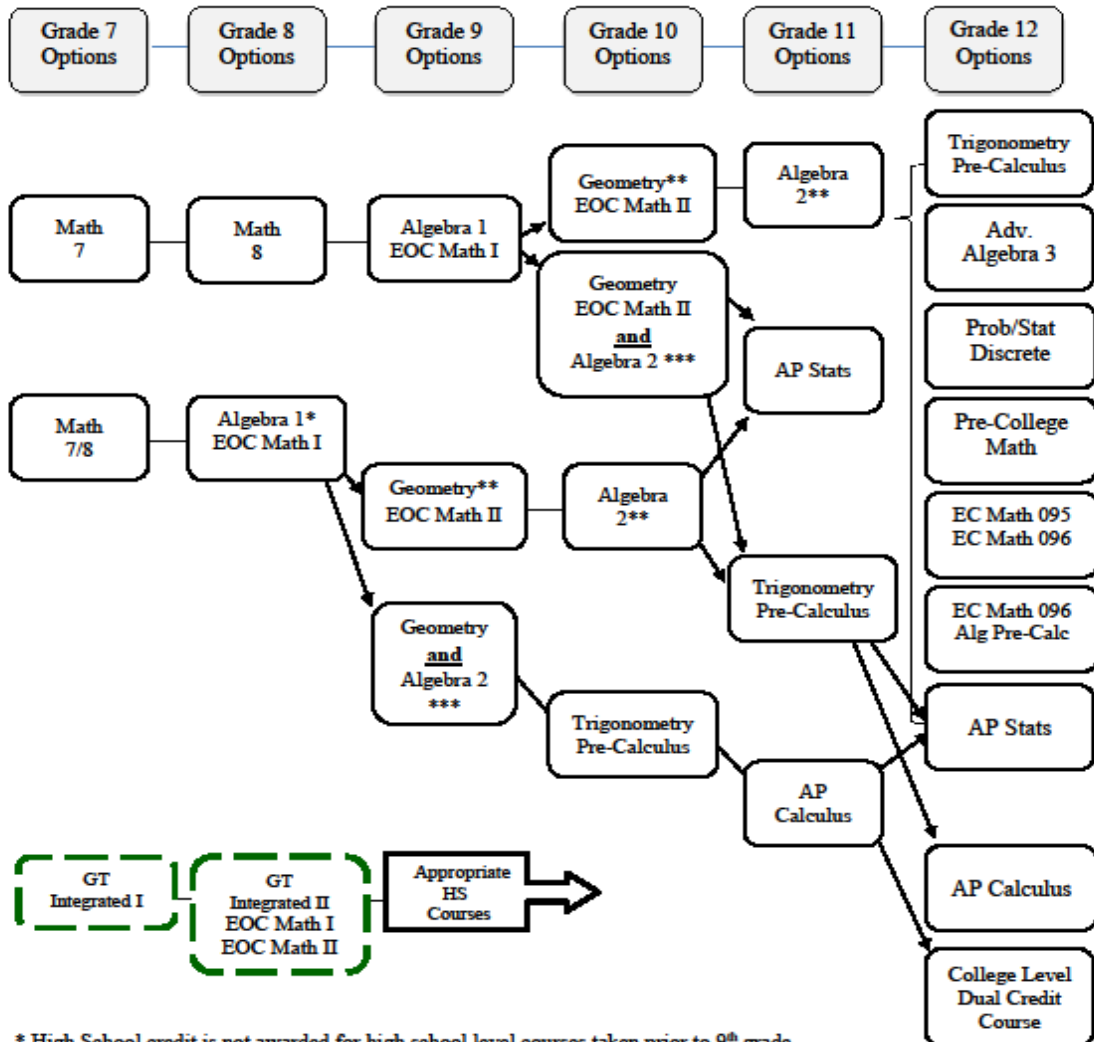
Course #1120-1121

Full Year = 1 elective credit

The third year of Read 180 is intended for students who continue to need extra help in reading. Students will continue their learning of functional reading skills, including word recognition, decoding, vocabulary, and comprehension. Emphasis is placed on developing knowledge, strategies, and attitudes students need to improve their reading achievement and engagement. It also provides students with strategies for content area and 21st Century literacy. Instruction is delivered through Read 180 computer software, small and whole group instruction, and independent reading. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**



WCSD Recommended Pathways to Advanced Mathematics



* 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 (and pass EOC Math I), Geometry (and pass EOC Math II) and Algebra 2 before enrolling in any of the senior level courses. Some senior level courses have other pre-requisites (see the Course Descriptions).

COURSE DESCRIPTIONS FOR MATH

Please refer to Math Course Sequence Diagram

ALGEBRA 1

Course # 2201/2202

Prerequisite: Successful completion of Math 7 & Math 8 or Math 7/8

1 Year = 1 math credit (non-honors)

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. Upon completion of this course students will take a Nevada State End Of Course Exam for Math I (Algebra 1) required for graduation.

GEOMETRY

Course #2211/2212

Prerequisite: Successful completion of Algebra 1 in both semesters.

1 Year = 1 math credit (non-honors)

This is a one-year course that will cover the following topics with an emphasis of axioms, postulates and theorems introduced through student exploration activities: plane geometric figures; right triangles; constructions; congruence and similarity; geometric formulas; three-dimensional geometry; converting between metric and customary systems; circles; coordinate and transformational geometry; inductive and deductive reasoning; precision and error; and probability applied to geometry. Development of deductive reasoning skills will be emphasized. Students will also review algebraic techniques, work on realistic problems, and use technology as much as possible. Students planning careers in any occupation will benefit from this class. Upon completion of this course students will take a Nevada State End Of Course Exam for Math II (Geometry) required for graduation.

FORMAL GEOMETRY

Course #2215/2216

Prerequisite: Successful completion of Algebra 1 with a grade of an “A” or “B” in both semesters.

1 Year = 1 math credit (Honors)

This is a one-year course that will cover the following topics through emphasis on formal proofs; axioms, postulates and theorems; plane geometric figures; right triangles; constructions; congruence and similarity; circles; coordinate and transformational geometry; inductive and deductive reasoning; logic; three-dimensional geometry; and probability applied to geometry. Development of deductive reasoning skills will be emphasized. Students will also review algebraic techniques, and work on realistic problems. An ability to think abstractly is critical for successful completion of this course. Students planning careers in any occupation will benefit from this class. Upon completion of this course students will take a Nevada State End Of Course Exam for Math II (Geometry) required for graduation.

ALGEBRA 2

Course #2221/2222

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

1 Year = 1 math credit (non-honors)

This is a one-year course, which strengthens and expands the techniques and concepts learned in Algebra 1. This course will strengthen 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; and probability and statistics. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

ALGEBRA 2 (H)

Course #2227/2228

Prerequisite: Successful completion of Algebra 1 and Formal Geometry with a grade of an "A" or "B" in both semesters.

1 Year = 1 math credit (Honors)

This is a one-year course, which strengthens and expands the techniques and concepts learned in Algebra 1. This course will strengthen 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; probability and statistics and the trigonometric functions with the use of the unit circle. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

MATH SUPPORT

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

Math Support

Course #2023/2024

Prerequisite: Teacher recommendation and/or test scores;

Algebra 1 Support

Course #2029/2030

Concurrent enrollment in course.

Geometry Support

Course #2025/2026

1 Year = 1 elective credit

Algebra 2 Support

Course #2031/2032

1 Semester = 0.5 elective credit

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

TRIGONOMETRY / PRE-CALCULUS

Course #2231/2232

Prerequisite: Successful completion of Algebra 2 with a grade of “C” or better in both semesters.

1 year = 1 math credit (Honors)

This is a one-year course designed to teach the basic fundamentals of trigonometry and to teach a variety of additional pre-calculus concepts. The major topics of study are: exponential and logarithmic functions; trigonometric and circular functions; Cartesian and polar forms of equations; and complex numbers: powers and roots; vectors; sequences and series; domain and range of advanced functions; notation: set, interval and inequality; composition of functions; and polynomial equations. 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.

ADVANCED ALGEBRA 3

Course #2241/2242

Prerequisite: Successful completion of Algebra 2

1 Year = 1 math credit (non-honors)

This is a one-year 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 four modules include: *Functions (Linear, Quadratics, Exponentials, Logarithms, Rational, and Polynomial)*, *Geometry and Measurement (including Conics)*; *Financial Literacy*; *Math in Medicine*; and *Computer Applications or Math in Fine Arts*. A graphing calculator is required.

AP STATISTICS

Course #2271/2272

Prerequisite: Successful completion of Algebra 2 with a grade of “C” or better.

1 Year = 1 math credit (Advanced Placement)

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. The cost for this test is approximately \$94.00.

AP CALCULUS AB

Course #2255/2256

Prerequisite: Successful completion of Trigonometry/Pre-Calculus with a grade of “C” or better

1 Year = 1 math credit (Advanced Placement)

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. A graphing calculator is required. The cost for this test is approximately \$94.00.

AP CALCULUS BC

Course #2257/2258

Prerequisite: Successful completion of Trigonometry/Pre-Calculus with a grade of “C” or better.

1 Year = 1 math credit (Advanced Placement)

Advanced Placement Calculus BC is a one-year course designed for those students who have completed the equivalent of four years of college preparatory mathematics and have working knowledge of functions: linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined. The major topics of study are: functions, graphs and limits including parametric, polar and vectors; derivatives and applications of derivatives; integrals, applications of integrals, and fundamental Theorem of Calculus; anti-differentiation and applications of anti-differentiation; and polynomial approximations and series. Students are required to take the AP exam in May. All AP exams have a cost associated with them. A graphing calculator is required. The cost for this test is approximately \$94.00.

College Readiness Classes

PRE-COLLEGE MATH

Course #2229/2230

Prerequisite: Juniors and Seniors who need additional time in developing their fundamental skills in Math before going into Early College Math classes.

1 year = 1 math credit (non-honors)

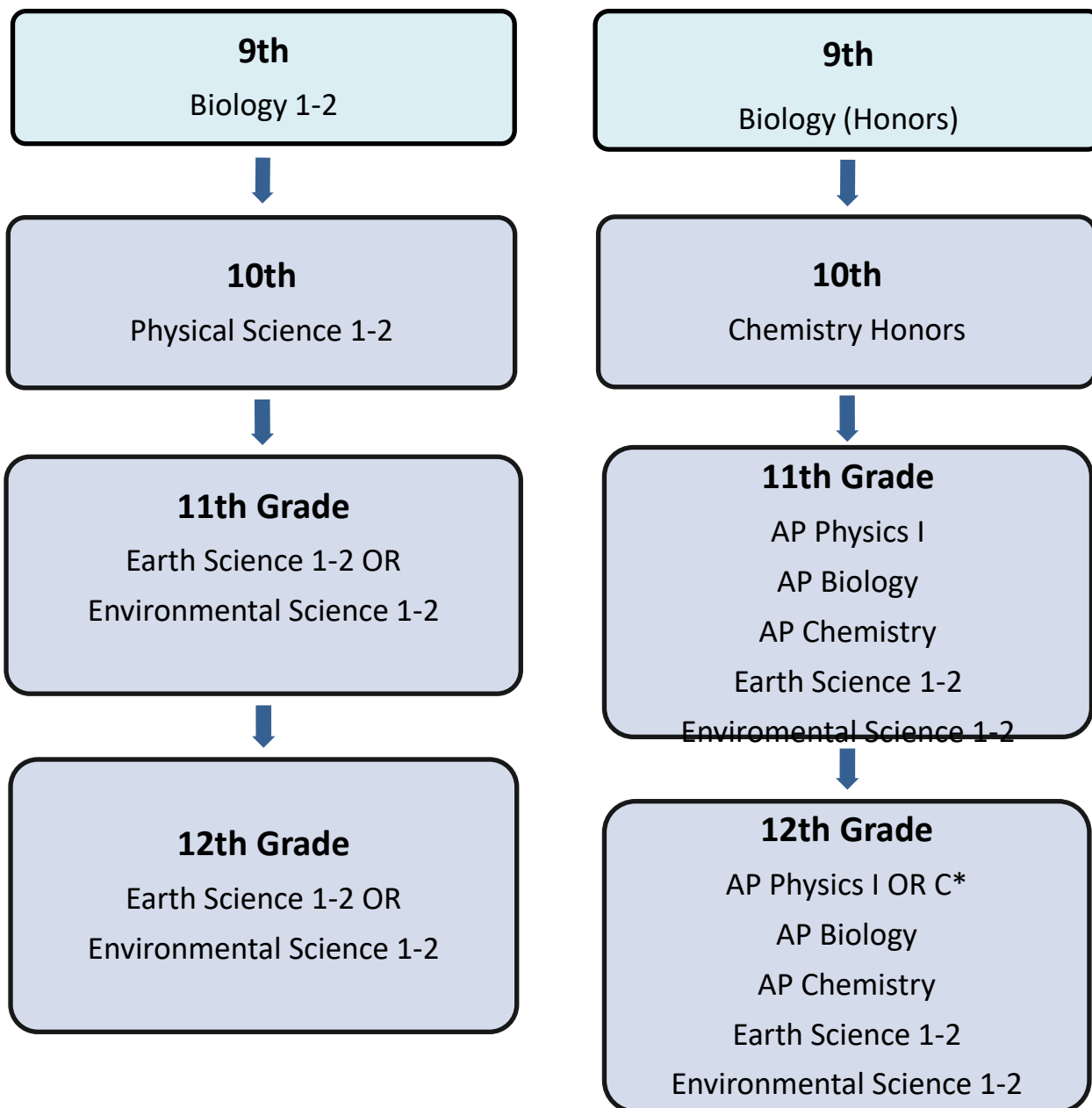
This is a one-year mathematics course designed for juniors or senior that wish to take more mathematics before taking Pre-Calculus/Trigonometry or for seniors that do not qualify for Math 095. Topics covered include the fundamental operations on real numbers, linear equations and inequalities, systems, linear programming, rational exponents, polynomials, rational expressions, roots and radicals, and quadratics. Students will be enrolled in MathXLforSchool and must have access to a computer to participate in this class. As of 2014-2015 school year this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

WCSD High School Science Course Sequence

Not all science classes are offered at every school

| Course Title | Course # |
|---|-----------|
| 9th Grade * | |
| Biology | 3141/3142 |
| Biology (H) | 3143/3144 |
| 10th Grade | |
| Chemistry | 3201/3202 |
| Chemistry (H) | 3203/3204 |
| Physical Science | 3101/3102 |
| Earth Science | 3131/3132 |
| Earth Science (H) | 3133/3134 |
| Conceptual Physics | 3235/3236 |
| 11th Grade/12th Grade | |
| Environmental Science | 3111/3112 |
| Forensic Science | 3231/3232 |
| Human Anatomy & Physiology | 3261/3262 |
| Physics (H) | 3101/3102 |
| Microbiology (H) | 3171/3172 |
| Astronomy | 3267/3268 |
| Advanced Placement Science Classes: Curriculum for AP classes is regulated by College Board. AP courses can be taken after successfully meeting the prerequisite(s) as stated in the course catalog. | |
| AP Biology | 3149/3150 |
| AP Chemistry | 3211/3212 |
| AP Environmental Science | 3115/3116 |
| AP Physics 1 | 3263/3264 |
| AP Physics 2 | 3265/3266 |
| AP Physics C: Mechanics | 3247/3248 |
| AP Physics C: Electricity & Magnetism | 3259/3260 |

Incline High School Science Course Sequence for Gateway Curriculum



*AP Physics C Pre-requisite: Must pass both semesters of AP Physics I with a “C” or higher; Completion of 2 years of science; Taking Calculus, or have taken Calculus.

NOTE: Not all science courses listed on this flow chart are offered every year.

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

COURSE DESCRIPTIONS FOR SCIENCE

Please refer to Science Course Sequence Diagram

BIOLOGY 1-2

Course #3141–3142

Full Year = 1 credit

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of biological science. This course meets the Nevada Academic Content Standards for Science. There are four life science disciplinary core ideas: *1) Ecosystems: Interactions, Energy, and Dynamics; 2) Biological Evolution: Unity and Diversity; 3) Molecules to Organisms: Structures and Processes; and 4) Heredity: Inheritance and Variation of Traits.* The performance expectations for high school life science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

BIOLOGY 1-2 (H)

Course # 3143-3144

Full Year = 1 credit (Honors)

This one-year laboratory science course is intended to build a deeper understanding of the fundamental concepts of biological science. Emphasis is placed on developing critical-thinking skills through research and advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. There are four life science Disciplinary Core Ideas: *1) Ecosystems: Interactions, Energy, and Dynamics; 2) Biological Evolution: Unity and Diversity; 3) Molecules to Organisms: Structures and Processes; and 4) Heredity: Inheritance and Variation of Traits.* The performance expectations for high school life science blend the core ideas with scientific and engineering practices and crosscutting concepts that can be applied across disciplines. Students will use advanced mathematical computations, critically read and analyze biological text, and prepare formal written laboratory reports following biological investigations. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

PHYSICAL SCIENCE 1-2

Course #3051-3052

Full year = 1 credit

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 areas from the disciplinary core ideas that will be studied are: 1) *Matter and Its Interactions*; 2) *Motion and Stability: Forces and Interactions*; 3) *Energy*; and 4) *Waves and Their Applications in Technology for Information Transfer*. The performance expectations for high school physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze physical science investigations. This course meets high school graduation requirements for science and college entrance requirements for laboratory science.

Students who have successfully completed Physical Science 1-2 **may** receive credit for taking Chemistry; however, students who have successfully completed Chemistry **may not** receive subsequent credit for Physical Science 1-2.

CHEMISTRY 1-2 (H)

Course # 3203-3204

Full Year = 1 credit (Honors)

Prerequisites: Completion of Biology 1-2 with a “B” or better recommended and completion of Algebra 1 with a B or better recommended.

Requisite: Concurrent Enrollment in Geometry or higher.

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

EARTH SCIENCE 1-2

Course #3131-3132

Full Year = 1 credit

Prerequisites: Credit earned in Algebra 1.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: 1) *Earth’s Systems*; 2) *Human Impacts*; 3) *History of Earth*; 4) *Weather and Climate*; and 5) *Space Systems*. The performance expectations for high school Earth science blend the core ideas with scientific and

engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze Earth science investigations. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

AP BIOLOGY

Course # 3149/3150

PREQUISITE: Completion of Biology, Instructor Approval

Full Year = 1 Credit (Honors)

PREQUISITE: Completion of Biology and Chemistry, Instructor Approval

This is a full year course for students who have a deep interest in biology. The AP Biology course is designed to be the equivalent of a college introductory biology course, usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The major topics will include cellular and molecular biology, bioenergetics, genetics, plant and animal physiology, and development, evolution and origin of life and ecology. Course goals include preparing students for the Advanced Placement exam, helping students realize the importance of scientific research, improving student use of the scientific method of problem solving, developing independent thinking in scientific research and experimentation and making students aware of opportunities in science careers. WCSD policy requires those who enroll to take the AP exam in May.

AP CHEMISTRY

Course #3211/3212

Full Year = 1 Credit

PREREQUISITE: Completion of Biology and Honors Chemistry. Teacher Approval

AP Chemistry is a full year course that reinforces the basic concepts covered in general chemistry and deals with additional topics not covered in general chemistry. After a brief review of concepts learned in general chemistry, topics covered will include atom and molecular structure, shape, thermo-chemistry, chemical equilibrium, metathesis reactions, oxidation-reduction, quantitative and qualitative analysis, kinetics, and electrochemistry. There will be a distinct emphasis in this course on mathematical formulations of chemical principles. WCSD policy requires those who enroll to take the AP exam in May. The cost for this AP test is approximately \$94.00.

AP PHYSICS 1

Course #3263/3264

(Full Year = 1 Credit (Honors))

PREREQUISITE: Completion of 2 years of science. Taking Calculus, or have taken Calculus

\$20.00 lab fee for the school year.

The cost for this AP test is approximately \$94.00.

AP PHYSICS C

Course #3247/3248

Full Year = 1 Credit (Honors)

PREREQUISITE: Completion of 2 years of science. Taking Calculus, or have taken Calculus

Physics is the study of motion and energy and time and space. This is a college level course that

includes the topics of Kinematics, dynamics, energy, static, electricity, and modern Physics. This course will emphasize critical thinking and problem solving using math skills including algebra, geometry, trigonometry, and calculus. This course is designed to provide students with the skills to pass the Advanced Placement physics test offered at the end of the school year. Successful completion of the AP test allows students to earn college credits at most universities and can place them in honors science courses in college. Students must also be taking or have taken Calculus which will be used throughout the class. Students will participate in wide-range of activities including discussions, demonstrations and laboratory exercises. **\$20.00 lab fee** for the school year. The cost for this AP test is approximately \$94.00

SCIENCE SUPPORT

Course #3011/3012

Full Year = 1 Elective credit

One Semester = .5 Elective credit

PREREQUISITE: Teacher recommendation and/or test scores

This is an elective course designed to provide students with support for science courses. It will include a review of basic science courses and testing strands. Students may be simultaneously enrolled in this elective course when test scores or teacher recommendations indicate they are working below standard course levels. Emphasis will be placed on helping students to successfully complete their high school science courses. Concepts will be introduced using a variety of instructional methods including use of manipulatives, explorations, group activities, and/or the PLATO Program.

COURSE DESCRIPTIONS FOR SOCIAL STUDIES

WORLD GEOGRAPHY

Course #4117/4118

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: None

This full year course utilizes geographic perspective to human interactions on earth. Geography brings together the physical and human dimensions of the world in the study of people, places, and environments and the relationships between people, places and history. This regional course covers: US and Canada; Latin America; Europe; Russia and the Former Soviet States; the Middle East; Africa; South, East, and Southeast Asia; Australia/Oceania.

World History or World Geography will fulfill Sophomore Social Studies requirement.

AP HUMAN GEOGRAPHY

Course #4181/4182

Full Year = 1 Credit (.5 credit per semester)

AP Human Geography is the equivalent of an introductory college course and can earn students college credit (depending upon successful completion of the AP Exam and institutional requirements of universities). AP Human Geography further facilitates student development of critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. In AP Geography students employ spatial concepts to analyze human social organization including: population, migration, culture, language, religion, ethnicity, political geography, development, patterns of urbanization, and resource use. The course emphasizes the relevance of geographic concepts to human problems and applies a geographic lens to historical analysis.

This course fulfills sophomore social studies graduation requirement for World Geography; however, students with special interest in the area are encouraged to take this course during their sophomore, junior or senior year as an elective after earning required sophomore social studies credit. All students enrolled in AP Human Geography will take the Advanced Placement Exam in May and are required to do so to earn AP credit. The cost of the Exam is approximately \$94.00. (Scholarships are available for students in need) **PREREQUISITE:** AP Geography is recommended for sophomores, juniors, or seniors as an advanced elective for those who have taken Geography as freshmen. But completion of this course is **not required**. AP Human Geography does fulfill sophomore Social Studies credit. Students must have taken at least one honors or AP class previously earning a B or higher. Permission of the instructor is also required. The cost for this AP test is approximately \$94.00.

UNITED STATES HISTORY

Course #4131/4132

Full Year = 1 Credit (.5 credit per semester)

US History is a required two-semester course which focuses on the social, political, and economic development of the United States. The course is designed to develop students' skills in content literacy, historical inquiry and analysis, writing, as well as the evaluation and application of media, information, and technology. Students will participate in activities which enable them to analyze changes in the United States over time and develop the tools necessary to become active citizens in our democratic republic. Major projects include Documentary making, Chautauqua presentations, Power Point development, and digital binders.

AP UNITED STATES HISTORY

Course #4145/4146

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: Permission of the instructor

AP U.S. History is a challenging course that is meant to be the equivalent of an introductory college course and can earn students college credit (depending upon successful completion of the AP Exam and institutional requirements of universities). It is a two-semester survey of American history from the pre-Columbian civilizations to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, study group activities, participation in discussions, construction of projects, and self-regulated reading. This class requires a summer assignment, as well as afterschool/night sessions in the spring semester in preparation for the AP Examination. Students must take the Advanced Placement Exam given in May to receive AP credit. The cost of the Exam is approximately \$94.00. (Scholarships are available for students in need)

AMERICAN GOVERNMENT

Course #4161/4162

Full Year = 1 Credit (.5 credit per semester)

American Government is a required course open only to seniors. The course is designed to provide the student with a practical knowledge of the American governmental and economic system and its contemporary relation to the international community. Units of study will address these essential questions:

- What are the Philosophical and Historical Foundations of the American Political System?
- How did the Framers Create the Constitution?
- How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
- How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?
- What Rights Does the Bill of Rights Protect?

within psychology. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Students in this class are expected to do a considerable amount of daily reading in the text. The amount of material distributed in this course is substantially higher than a regular class. Students will be expected to have excellent note-taking skills for lecture and classroom activities. Students are required to take the AP Exam in May, the cost is approximately \$94.00.

SENIOR SEMINAR

Course #7133/7134

Full Year = 1 Credit (.5 credit per semester)

PREQUISITE: Open to seniors

This course is designed to foster the skills and dispositions vital for participating in democratic society. Students will engage in civil civic discourse about important and controversial public issues. Students will be active in research and writing in preparation for formal Socratic seminars while completing and presenting independent reading projects related to power, citizenship and government.

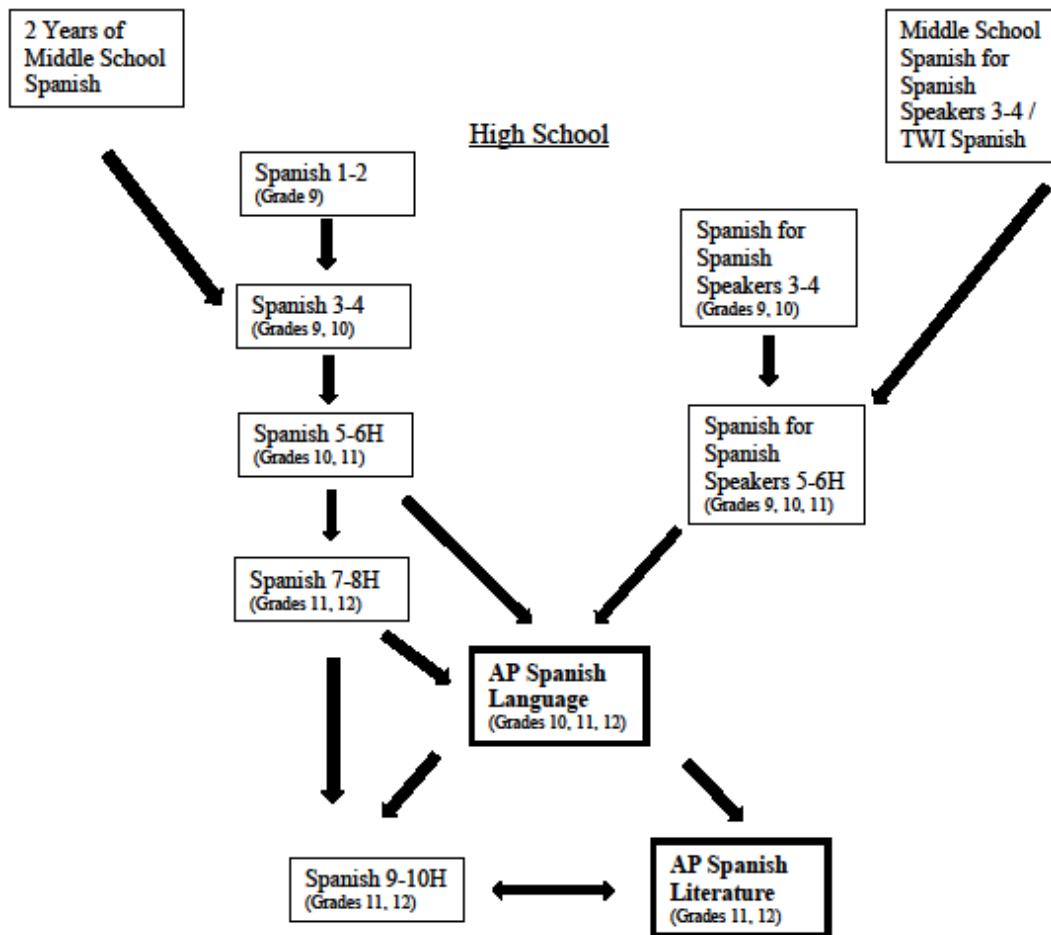
CRITICAL ISSUES

Course # 4208

Full year = 1 Credit (.5 credit per semester) - Elective

Critical Issues - This local government course is partnered with the City of Reno to provide students an opportunity to learn about the foundations and daily running of local government agencies through classroom study, formal discussions with officials, and an internship. Students will work 4 to 9 hours outside the classroom every week at \$8 per hour salary and create a portfolio of their experience for 50% of the grade.

Pathways to AP Spanish



COURSE DESCRIPTIONS FOR WORLD LANGUAGES

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

World Language Level 1-2 Courses

French 1-2 – Course # 4551/4552

Spanish 1-2 – Course # 4611/4612

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

World Language Level 3-4 Courses

French 3-4 – Course # 4553/4554

Spanish 3-4 – Course # 4613/4614

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

World Language Level 5-6 Honors Courses

French 5-6 (H) – Course # 4555/4556

Spanish 5-6 (H) – Course # 4615/4616

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

World Language Level 7-8 Honors Courses

French 7-8 (H) – Course # 4557/4558

Spanish 7-8 (H) – Course # 4617/4618

This Honors level course is a continuation of world language level 5-6. 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-Mid to Intermediate-High Range).

Diploma. Because this course is intended to prepare students for the College Board Advanced Placement Exam, those who enroll will take that exam in May. Students may choose to take the Advanced Placement Examination in Spanish Language. The cost for this test is approximately \$94.00.

AP SPANISH LIT. 9-10 (Honors/AP)

Course #4643/4644

Full Year = 1 Credit (.5 credit per semester)

Recommendation: Completion of Spanish 7-8 with a B- or better or with permission of instructor.

Grade: 11, 12, or permission of Instructor.

The AP Spanish course is a culmination of increased skills in speaking, listening, writing, and grammar mastery. The student will read authentic Spanish and Latin American literature, poetry, short stories and

contemporary writings with the aid of a dictionary. Vocabulary development will be increased greatly and knowledge of Spanish and Latin American culture and history will be emphasized. This course will fulfill the Arts/Humanities/Occupational Education graduation requirement and meets the criteria for an Honors Diploma. Because this course is intended to prepare students for the College Board Advanced Placement Exam, those who enroll will take that exam in May. The cost for this test is approximately \$94.00.

AP SPANISH LANGUAGE AND CULTURE

Course #4641/4642

Full Year = 1 Credit (.5 credit per semester)

Recommendation: Completion of Spanish 5-6 with grade of B or better or with permission of instructor.

Grades: 11-12 (10 if a native speaker or immersion student who has a high-intermediate level of the language).

The AP Spanish course is a culmination of increased skills in speaking, listening, reading, writing and grammar mastery. The student will read authentic Spanish literature and contemporary writings with the aid of a dictionary. The 6 themes of the AP test will be studied. Vocabulary development will be increased greatly and knowledge of Spanish culture and history will be emphasized. This course will fulfill the Arts/Humanities/Occupational education graduation requirement and meets the criteria for an Honors Diploma. Because this course is intended to prepare students for the College Board Advanced Placement Exam, those who enroll will take that exam in May. Students may choose to take the Advanced Placement Examination in Spanish Language. The cost for this test is approximately \$94.00.

COURSE DESCRIPTIONS - SPANISH FOR SPANISH SPEAKERS

Spanish for Spanish Speakers 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 for Spanish Speakers 3-4

Course #4653-4654

Full Year = 1 credit

Prerequisite: Native/heritage Spanish.

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

Spanish for Spanish Speakers 5-6

Course #4655-4656

Full Year = 1 credit (Honors)

PREREQUISITE: Native/heritage Spanish speaker who has successfully completed Spanish for Spanish Speakers 3-4 or has passed the Placement Exam.

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.

AP FRENCH LANGUAGE

Course #4581/4582

Full Year = 1 Credit (.5 credit per semester)

Grade: 11, 12

Recommendation: Completion of French 5-6 (or 7-8) with a recommended grade of C or better.

Special materials/Fees: AP Examination fees due by the end of the first semester & \$5.00 National French Contest Fee

The 4th year French course is a college level course earning college credit for students who pass the AP Exam. Students receive exam specific practice in listening, speaking, reading and writing with an emphasis on accuracy. Students are required to read French literature independently outside of the classroom and complete on-line homework on current events thus increasing their French vocabulary. While practicing the various tasks on the exam, students will acquire knowledge on a variety of subjects, develop opinions, write compositions, make speeches, engage in discussions and gain readiness for a college career. Students who complete their 4th year successfully will be multilingual. This course will fulfill the Arts/Humanities/Occupational Education graduation requirement and meet the honors level criteria for an Honors Diploma. The cost for this test is approximately \$94.00.

ELL Course Descriptions

ELL BEGINNING ENGLISH

Course #7611/7612

Full Year = 1 Credit (.5 credit per semester)

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

Prerequisite: ELL assessment results, Instructor approval

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

ELL BEGINNING READING/COMPOSITION

Course #7621/7622

Full Year = 1 Credit (.5 credit per semester)

Prerequisite: ELL assessment results. Instructor approval

This one-year course provides intensive English instruction to develop reading and composition skills in English. This course is intended to be taken in conjunction with ELL 7421 -7422. The central focus is to integrate reading and writing as important academic skills. Emphasis is placed on reading a variety of simple reading selections and to respond in writing. Different aspects of writing are presented including word order, organization, sequencing, and basic mechanics and spelling. Writing at this level will

incorporate vocabulary development and will include describing, giving directions, responding to simple fiction and non-fiction reading selections, and composing simple multi-paragraph stories.

ELL INTERMEDIATE ENGLISH

Course #7613/7614

Full Year = 1 Credit (.5 credit per semester)

Prerequisite: ELL assessment results. Instructor approval

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

ELL INTERMEDIATE READING/COMPOSITION

Course #7625/7626

Full Year = 1 Credit (.5 credit per semester)

Prerequisite: ELL assessment results. Instructor approval

This one-year course expands the composition and reading objectives introduced at the beginning level and is intended for intermediate level ELLs who are enrolled in ELL 7427 - 7428. 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.

ELL ACADEMIC ENGLISH 2

Course #7627/7628

Full Year= 1 credit (.5 English credit per semester)

Students may earn a maximum of 2 English credits from ELL English courses which **may include up to** one English credit from **either** ELL Academic English 1 or ELL Academic English 2.

Prerequisite: Must meet selection/enrollment criteria

Instructor approval

Completed ELL Academic English 1

Course Description

This course is intended for students who completed ELL Academic English 1, but who need further academic language development in oral and written communication, and who meet all entrance criteria for the course. Students will read and explore a variety of expository and narrative texts and respond orally and in writing. Students are expected to acquire and apply complex grammatical structures, word meanings and word formation in different academic contexts, explicit and implicit language use, use of abstract concepts and figurative expressions, and specific academic learning skills. While the overall goal for the course is similar for all schools, detailed objectives may vary, depending on specific linguistic characteristics of students enrolled in the course. 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 an ESL endorsed instructor preferably trained in SIOP.

Student must be concurrently enrolled in a grade level English course, this course is not designed to supplant the student's English course.

ELL ADVANCED ENGLISH

Course #7615/7616

Full Year = 1 Credit (.5 credit per semester)

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

Prerequisite: ELL assessment results. Instructor approval, concurrent enrollment in a mainstream English class strongly recommended

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

ELL MAINSTREAM SUPPORT

Course #7661/7662

Full Year = 1 Credit (.5 credit per semester)

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

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

ELL PEER TUTOR

Course #7655-7656-7657

Full Year = 1 Credit (.5 credit per semester)

Prerequisite: ELL and mainstream instructor approval, Tutor must have good academic standing

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

ELL ACADEMIC ENGLISH 1

Course #7619-7620

Full Year = 1 Credit (.5 credit per semester)

Prerequisite: Meets criteria (see entrance criteria document)

The focus of this course is to expand academic language development in oral and written communication. Students will read and explore a variety of expository and narrative texts and respond orally and in writing. Students are expected to acquire and apply complex grammatical structures, word meanings and word formation in different academic contexts, explicit and implicit language use, use of abstract concepts and figurative expressions, and specific academic learning skills. While the overall goal for the course is similar for all schools, detailed objectives may vary, depending on specific linguistic characteristics of students enrolled in the course. 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 an ESL endorsed instructor trained in SIOP

COURSE DESCRIPTIONS FOR FINE ARTS

AP (ADVANCED PLACEMENT) STUDIO ART-2D DESIGN

Course #6263-6264

Full year = 1 credit

Prerequisites: Completion of the 3-4 level art Courses with a “B” or better and/or instructor approval.

Fee: \$25

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 five 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. The cost of the AP exam is approximately \$94.00.

AP (ADVANCED PLACEMENT) STUDIO ART-3D DESIGN

Course #6265-6266

Full year = 1 credit

Prerequisites: Completion of the 3-4 level art Courses with a “B” or better and/or instructor approval.

Fee: \$25

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 five 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. The cost of the AP exam is approximately \$94.00.

AP (ADVANCED PLACEMENT) STUDIO ART: DRAWING

Course #6261-6262

Full year = 1 credit

Prerequisites: Completion of the 3-4 level art Courses with a “B” or better and/or instructor approval.

Fee: \$25

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 either **drawing or painting** media. Students enrolled in AP Studio Art are required to submit a portfolio. This portfolio will consist of five 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. The cost of the AP exam is approximately \$94.00.

ART 1

Course #6111

Semester = .5 credit

Prerequisite: None

Fee: \$25

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.

ART 2

Course #6112

Semester = .5 credit

Prerequisite: Art 1

Fee: \$25

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

Course #6113

Semester = .5 credit

Prerequisite: Art 2

Fee: \$25

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 students' knowledge in developing individual expression and ideas. Art history will also be a key component in the curriculum.

ART 4

Course #6114

Semester = .5 credit

Prerequisite: Art 3

Fee: \$25

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 play a key component in this course.

ART 5 (H)**Course #6115**

Semester = .5 credit (Honors)

Prerequisite: Art 4**Fee: \$25**

Students will be asked to demonstrate a personal theme and will develop a higher level of ability through self-motivation and direction. Close teacher supervision and strong communication between student and teacher will be expected. Culmination of the semester will have students submitting a portfolio and artist statements. Students will also submit artwork to the national Scholastic Arts Competition. Successful completion of both semesters of this 5-6 level course with a “C” or better qualifies for Honors credit.

ART 6 (H)**Course #6116**

Semester = .5 credit (Honors)

Prerequisite: Art 5**Fee: \$25**

This 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 able to display their work within their school environment through personal or group shows. Successful completion of both semesters of this 5-6 level course with a “C” or better qualifies for Honors credit.

ART 7 (H)**Course #6117**

Semester = .5 credit (Honors)

Prerequisites: Completion of Art 6 with a “B” or better and instructor’s approval**Fee: \$25**

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. Successful completion of both semesters of this 7-8 level course with a “C” or better qualifies for Honors credit.

ART 8 (H)**Course #6118**

Semester = .5 credit (Honors)

Prerequisites: Completion of Art 7 with a “B” or better and instructor’s approval**Fee: \$25**

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. Students are required to participate in student art shows throughout the school year. AP/Honors students are encouraged to take approved/pertinent classes at the Nevada Museum of Art. Successful completion of both semesters of this 7-8 level course with a “C” or better qualifies for Honors credit.

CERAMICS 1

Course #6131

Semester = .5 credit

Prerequisite: Art 1-2 or Foundations in Art

Fee: \$25

Ceramics 1 students will create artwork focusing on the four hand building techniques. Projects will incorporate decoration, glazing and the aesthetics of the elements and principles of design. A brief introduction to the potter's wheel and throwing techniques may be explored.

CERAMICS 2

Course #6132

Semester = .5 credit

Prerequisite: Ceramics 1

Fee: \$25

Ceramics 2 will further develop their hand building techniques to create larger and more extensive pieces. An emphasis will be placed on the potter's wheel and throwing techniques. Projects will incorporate the elements and principles of design. Critiques will be used to evaluate student work and that of others. Various Glazing and finishing techniques will be explored.

CERAMICS 3

Course #6133

Semester = .5 credit

Prerequisite: Ceramics 2

Fee: \$25

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

Course #6134

Semester = .5 credit

Prerequisite: Ceramics 3

Fee: \$25

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 (H)

Course #6135

Semester = .5 credit (Honors)

Prerequisite: Ceramics 4

Fee: \$25

Ceramics 5 students will demonstrate enhanced effort, craftsmanship and creativity as they will work independently. Critiques will be used to evaluate their work and that of others. All projects will be based on the Elements and Principles of Design. Students will take the lead in their learning

and contract with the instructor to begin a series of art pieces. Students can create functional or sculptural artwork using any technique. Advanced finishing techniques are expected. Students will concentrate on their individual creative concepts using various media. Completed work will be assembled to create a portfolio. Successful completion of both semesters of this 5-6 level course with a “C” or better qualifies for Honors credit.

CERAMICS 6 (H)

Course #6136

Semester = .5 credit (Honors)

Prerequisite: Ceramics 5

Fee: \$25

These technically proficient students will continue to collaborate with their teacher to design unique clay artworks that may be decorative, functional or both. They will continue to take the lead in their learning and contract with the instructor to either continue a series of clay art or begin a new series. Clear demonstration of the elements and principles of design, craftsmanship and technical skill will be emphasized. Critiques will be used to evaluate their work and that of others. These students will work with the ability to change their final products depending on the outcome of continued critiques with the instructor. Students will refine their artistic vision and voice through the use of artist statements. Completed work will be added to their art portfolio. Successful completion of both semesters of this 5-6 level course with a “C” or better qualifies for Honors credit.

CERAMICS 7 (H)

Course #6137

Semester=.5 credit (Honors)

Prerequisites: Completion of Ceramics 6 with a “B” or better and instructor’s approval

Fee: \$25

Students will concentrate on their individual creative concepts using various media. Completed work will be assembled to create a portfolio. The advanced student will compile their artwork into a professional quality portfolio. The portfolio will be capable of submission under the College Board’s Advanced Placement Studio Art Portfolio guidelines. Students will display their artwork at the local or state level. Examples include art shows and submissions to the Scholastic Arts Competition. Successful completion of both semesters of this 7-8 level course with a “C” or better qualifies for Honors credit.

CERAMICS 8 (H)

Course #6138

Semester = .5 credit (Honors)

Prerequisites: Completion of Ceramics 7 with a “B” or better and instructor’s approval

Fee: \$25

This final ceramics class shows a proficiency in a wide variety of media. Students will visit an artist’s studio or workshop and give a presentation of their visit to the class. Students will explore and know about art schools that specialize in multi-media art. The student will defend their work through the critique process. The critique will include but not limited to: media selection, creativity, growth, technical proficiency and correct and regular use of vocabulary.

The advanced student will compile their artwork into a professional quality portfolio. The portfolio will be capable of submission under the College Board’s Advanced Placement Studio Art Portfolio

guidelines. Students will display their artwork at the local or state level. Examples include art shows and submissions to the Scholastic Arts Competition. Successful completion of both semesters of this 7-8 level course with a “C” or better qualifies for Honors credit.

DESIGN 1

Course #6221

Semester = .5 credit

Prerequisite: None

Fee: \$25

This basic course is designed to give students confidence in finding visual solutions to problems that occur during the design process. Emphasis will be on acquainting the students with the Elements and Principles of Design. A time-line of designers and art movements will be introduced over the course of the semester and the use of a variety of art media including drawing, painting, sculpture materials, and if possible computers to create beginning level projects.

DESIGN 2

Course #6222

Semester = .5 credit

Prerequisite: Design 1

Fee: \$25

This course is designed to further enhance the design students’ problem-solving skills and visual communication abilities. The projects will be more specific than in Basic Design and will revolve around graphic design, package design, industrial design, fashion design, interior design and product design. Various mediums will be used during this class.

COURSE DESCRIPTIONS FOR MUSIC

CONCERT BAND

Course #6703/6704

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: At least one year's experience with a band or percussion instrument. Open to grades 9-12

Fee: \$25

This course is open to any student with the desire and ability to play concert band music ranging from traditional marches to contemporary works. During the fall, preparation begins for the winter and future concerts. Volunteer sub groups such as Drum line and Pep Band are formed to support fall and winter sports teams. Performances may require some evening and weekend participation. Emphasis for this class is to encourage the student to continue playing their instrument after their academic career is over. Local music festival participation may be part of the Spring Semester. The Concert Band will perform additional concerts in the spring. Co-curricular activities that require attendance and participation by students are home football games, selected festivals, winter concert, spring concert and other performances may be required. Due to the uncertain weather in the fall, this ensemble does not march thus **no PE credit** is offered.

Daily student participation and co-curricular performances are required and graded.

NOTE: Students need to furnish their own instrument though some school owned instruments are available on a limited basis. This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year (and passed)

CONCERT ORCHESTRA (STRING ENSEMBLE)

Course #6641/6642

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: At least one year's experience on an orchestral string instrument. Open to grades 9-12

Fee: \$25

This course is open to any student with the desire and ability to play string ensemble music ranging from traditional to contemporary works. The course is designed for group instruction in violin, viola, cello, and string bass; development of individual skills in instrumental performance and experience in concert performances. Emphasis for this class is to encourage the student to continue playing their instrument after their academic career is over. Local music festival participation may be part of the Spring Semester. The String Ensemble will perform concerts on the same dates as the concert band in winter and spring. **Daily student participation and co-curricular performances are required and graded.**

NOTE: Students need to furnish their own instrument though some school owned instruments are available on a limited basis. This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year (and passed).

JAZZ BAND

Course #6707/6708

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: Advanced players with director approval. Enrollment in the Concert Band is not required. Open to grades 9-12. *(Will be offered zero period as well as within the school day).*

Fee: \$25

Students will learn traditional jazz, current rock/jazz fusion, and funk styles. This course is designed for group performance preparation for local and school events, and local jazz festivals. This band will perform at the same concerts with the Concert Band in the winter and spring. Emphasis for this class is to encourage the student to continue playing their instrument after their academic career is over.

Daily student participation and co-curricular performances are required and graded.

NOTE: Students need to furnish their own instrument though some school owned instruments are available on a limited basis. This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement if taken for a full year (and passed).

HONOR JAZZ BAND

Course #6833/6834

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: Advanced players with director approval. Enrollment in the Concert Band is not required. Open to grades 9-12

Fee: \$25

MARIACHI BAND

Course #6694/6695

Full Year = 1 Credit (.5 credit per semester)

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

AP MUSIC THEORY

Course #6605/6606

By Teacher recommendation only.

The cost for the AP test is approximately \$94.00.

GUITAR (Beg./Int.)

Course #6719/6720

Full Year = 1 credit (.5 credit/semester)

PREREQUISITE: None. Open to: Grades 9 – 12

Fee: \$25

Classroom approach to learning guitar. The Music Department has some guitars for use in this class however, owning a guitar is an advantage. Course covers set-up, nomenclature, tuning, open chords, barre chords, playing lead and learning songs. Students may perform during Music Department concerts however, it is not required. Students will be expected to play in front of the guitar class on occasion. Two written tests and final exam are given.

Daily student participation and co-curricular performances are graded.

NOTE: This course may be repeated for credit and fulfills the Arts/Humanities graduation requirement when taken for a full year (and passed).

DRAMA 1-2 & 3-4

Course #6451/6452 and 6453/6454

COURSE DESCRIPTIONS FOR FAMILY AND CONSUMER SCIENCES **(HOME ECONOMICS)**

FOODS & NUTRITION 1

Course #10327/10328

Full Year = 1 Credit

PREREQUISITE: None, Open to grades 9-12

This course provides an introduction to the study of foods and nutrition. Emphasis is placed on exploring food choices and meal preparation in relation to nutrition, fitness, lifecycle, customs, and cooking methods.

\$30 lab fee REQUIRED

FOODS & NUTRITION 2

Course #10329/10330

PREREQUISITE: Foods and Nutrition I

This course is a continuation of Foods and Nutrition I. This course provides intermediate students with more advanced activities to develop their skills in food selection and preparation. The appropriate use of technology and industry-standard equipment is an integral part of this course.

\$30 lab fee REQUIRED

COURSE DESCRIPTIONS FOR SKILLED AND TECHNICAL SCIENCES

FURNITURE & CABINETMAKING 1 (Woods 1-2)

Course #10813/10814

FULL YEAR = 1 Credit

PREREQUISITE: None, Open to Grades 9-12

This course will introduce the beginning furniture and cabinetmaking student to the various stages of construction and assembly of wood products and related materials. This course is intended to provide students with the basic knowledge and skills necessary to design, construct, and finish furniture and/or cabinets in the woodworking industry. Through the course activities the student will gain an understanding of safety procedures, machine operation, and industrial applications.

\$30 Shop fee required.

FURNITURE & CABINETMAKING 2 (Woods 3-4)

Course #10815/10816

FULL YEAR = 1 Credit

PREREQUISITE: Furniture and Cabinetmaking I, Open to grades 10-12

This course is a continuation of Furniture and Cabinetmaking I. This course provides intermediate furniture and cabinetmaking student with the necessary knowledge and skills to pursue employment in related industries. This course will increase knowledge gained in Furniture and Cabinetmaking I. Laboratory activities will include advanced processes using tools and equipment currently being used by the industry, including the software and hardware components of computer numerical-controlled (CNC) equipment. The appropriate use of technology and industry-standard equipment is an integral part of this course. **\$30 Shop fee required.**

****Furniture & Cabinetry 3 & 4 (Woods 5-6 & 7-8) Course # 10817/10818 & 10819/10820**

Fees are the same = \$30.00 & lower level classes must be completed & there must be instructor approval.

WELDING TECHNOLOGY 1 & 2

Course #10729/10730

FULL YEAR = 1 Credit

PREREQUISITE: None. Open to grades 9-12

This course will introduce the student to the concepts and practices in welding while allowing the more ambitious student to gain occupational training experience necessary to participate in the American Welding Society Certification test. This course is intended to provide students with the basic knowledge, skills, and theory in the characteristics of metals, their structure and properties, and welding technologies. Students will gain an understanding of welding equipment, tools, safety procedures, machine operation, and industrial applications, and provide them with entry-level skills for employment.

\$30 Shop fee required.

WELDING TECHNOLOGY 3 & 4

Course #10731/10732 & 10733/10734

Fees are the same = \$30.00 & lower lever classes must be completed & there must be instructor approval.

AUTOMOTIVE TECHNOLOGY I

Course #10713/10714

Full Year = 1 Credit

PREREQUISITE: None

This course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be emphasized throughout the course.

\$30 Shop fee required.

AUTOMOTIVE TECHNOLOGY II

Course #10715/10716

One Year = 1 credit

PREREQUISITE: Automotive Technology I Open to grades 9-12

This course is a continuation of Automotive Service Technology I. This course provides intermediate automotive technology students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. This course focuses on safety, engine repair, automatic transmission, manual transmission, manual drive train, drive axles, clutch systems, suspension and steering, heating and air conditioning, engine performance, braking systems, and basic electrical systems. The appropriate use of technology and industry-standard equipment is an integral part of this course.

\$30 Shop fee required.

AUTOMOTIVE TECHNOLOGY III & IV

Course #10717/10718 & 10719/10720

Fees are the same = \$30.00 & lower lever classes must be completed & there must be instructor approval.

DRAFTING & DESIGN I (CADD 1)

Course #10803/10804

One Year = 1 credit

PREREQUISITE: None. Open to: Grades 9-12

This course introduces the student to the fundamentals of mechanical and architectural drawing as related to Computer Aided Drafting and Design (CADD). This course provides students with the knowledge and practice required to produce and analyze multi-view drawings, pictorial drawings, and dimensioning. Students will gain experience using both sketching techniques and computer assisted drafting programs. Various career opportunities and areas for postsecondary study will be explored.

\$30 Shop fee required.

DRAFTING & DESIGN II (CADD 2)

Course #10805/10806

One Year = 1 credit

PREREQUISITE: Completion of Drafting & Design I with a "C" or better. Open to Grades 9-12

This course is a continuation of Drafting and Design I. This course provides intermediate CADD (Computer-Aided Drafting and Design) students with advanced techniques and processes related to the various drafting and design industries. Areas of study include the development of advance CADD and sketching skills, plotting, scaling, auxiliary views, intersections, problem solving, critiquing, and team building. The appropriate use of technology and industry-standard equipment is an integral part of this course. This class is open to any male or female student. Completion of Drafting I with a "C" or better is recommended. Students will learn styles, floor plans, and general building codes while developing a set of plans for a house of their design.

\$30 Shop fee required.

COMPUTER COMPETENCY REQUIREMENT

One-half credit earned in the area of COMPUTERS is required for graduation. This half credit may be earned in the area of Computer Applications or Computer Literacy. Students attending a Washoe County middle school and successfully completing a computer course in the eighth grade may take the Credit-By-Exam and earn a WAIVER of the computer REQUIREMENT. These students must still have 22.5 credits to graduate. Students not qualifying for a waiver must earn credit for computers by taking the Credit-By-Exam or by successfully completing a course in high school, which meets the computer requirement.

COURSE DESCRIPTIONS FOR COMPUTER CLASSES

Digital Thinking

Course #8344

Course description:

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

AP COMPUTER SCIENCE PRINCIPLES

Course #10927/10928

.50 Credit per Semester

(Teacher Recommendation Required)

The cost for the AP test is approximately \$94.00.

AP COMPUTER SCIENCE A

Course #10699/10700

.50 Credit per Semester

(Teacher Recommendation Required)

The cost for the AP test is approximately \$94.00.

VIDEO GAME DESIGN (TBD)

Course #6223

.50 Credit per Semester

(Teacher Recommendation Required)

This course provides students with an in-depth introduction to technologies and techniques used in the game industry today. At semesters end, students will have: implemented a variety of core game systems (including rendering, input, sound, and collision and physics), developed a strong understanding of essential mathematics for games, and written multiple-fully functional games with Unreal 4 and C++, individually and as a team.

COURSE DESCRIPTIONS FOR PHYSICAL EDUCATION

PHYSICAL EDUCATION

Course #5101/5102

.50 Credit per Semester

PREREQUISITE: None. Open to Grades 9-12

Incline High School has an **exciting** physical education program for you! Many activities and games are offered for your enjoyment, learning and fitness. You can keep your body in shape and have fun while exercising. Classes will include, but not limited to fitness, flexibility, strengthening and activities. Physical education plays a role as an essential element in the total school curriculum designed to educate the “whole” person. This class is available to ALL STUDENTS! Physical education is a required course for a minimum of four semesters. You may enroll in this course in any semester. **A \$15 uniform fee is required. Some of the activities offered in the P.E. curriculum are:**

FALL SEMESTER

Softball

Golf

Flag Football

Tennis

Volleyball

Basketball

Bowling

SPRING SEMESTER

Floor Hockey

Wiffleball

Badminton

Indoor Soccer

Field Games

Weights

NOTE: Ninth grade students are encouraged to take P.E. one semester in conjunction with a mandatory semester of Health.

STRENGTH AND CONDITIONING

Course #5217/5218

.50 Credit per Semester

PREREQUISITE: None. Open to Grades 9-12

This course is designed to improve students’ muscular strength, flexibility, cardiovascular efficiency, agility and body contour. The program includes methods in weight training technique skills and conditioning exercises. **A \$10 uniform fee is required.**

LIFETIME HEALTH

Course #5311

.50 Credit per Semester

PREREQUISITE: None. Open to Grades 9-12

HIGH SCHOOL HEALTH GRADUATION REQUIREMENT

The State of Nevada guidelines for Health Education states that “To qualify for a standard diploma, evidencing graduation from high school, a student must earn at least one-half credit in health. The course shall include instruction in the physical, mental, emotional and social aspects of one’s health.” In Washoe County, that requirement can be met through completion of this Health Course of Study or through completion the JROTC Course offered the 5th semester.

Topics covered in the Washoe County School District Course of Study for Health include:

1. Body structure and function

2. Physical and emotional development
3. Drugs, alcohol and tobacco
4. Disease and disorders
5. Fitness and exercise
6. Nutrition
7. Consumer health
8. Safety, first aid and emergency care
9. Family health, growth and development
10. Environmental health and related fields
11. Community health
12. Health careers
13. 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.) instructor.

NOTE: Ninth grade students are encouraged to take Health one semester in conjunction with PE.

JROTC LEADERSHIP

The focus of Army JROTC is reflected in its mission, "To motivate young people to be better citizens". JROTC accomplishes the 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 benefits of this curriculum are not limited to JROTC cadets. 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 Corps 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 tutor, build houses, and work in middle and elementary schools to assist younger students to learn about character and team building and to provide an example for them to emulate. They participate in academic, marksmanship, drill and ceremony, orienteering, physical fitness, and leadership competitions as well as summer camps. When they qualify, they travel to participate at higher levels.

Four semesters of JROTC will fulfill the Nevada physical education requirement for graduation. A fifth semester of JROTC will satisfy health credit requirement; successful completion of the 6th semester of JROTC, a .5 credit of the Arts and Humanities / Career Technology Education (CTE) is fulfilled; upon successful completion of the 7th semester of JROTC, the other .5 credit of the Arts and Humanities / (CTE) is fulfilled, and a student will receive a.5 Honors Credit; and with completion of the 8th semester of JROTC, a Cadet will receive the other .5 Honors Credit.

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

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

JROTC does not recruit for the military; only about three 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 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 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) JROTC Classes listed below must be taken in sequence.

| | |
|--|------------------------|
| <u>JROTC I-II (LEADERSHIP, EDUCATION & TRAINING I) (LET I)</u> | |
| Course #: 5411/5412 | Grades: 9-12 |
| Credit: .5 /Semester | Prerequisite: None |
| Length: Year | Cost: School Dependent |

This is the basic Leadership Education and Training course. The student will learn the foundations of Army JROTC: getting involved, the making of a better citizen, moving up in the JROTC ranks and structure, personal appearance and the uniform, the United States Flag, and American military traditions and customs. Students will also learn basic leadership theory, skills and application, foundations and study skills for success in school, communication skills and conflict resolution. Students will also receive District mandated Sex Health and Responsibility Education (S.H.A.R.E.) during their first year in JROTC. NOTE, upon successful completion of the 4th semester of JROTC, the Physical Education requirement for graduation is fulfilled. The student must successfully complete JROTC I-II before taking JROTC III-IV unless prior approved is obtained from their teacher.

| | |
|--|---------------------------|
| <u>JROTC III-IV (LEADERSHIP, EDUCATION & TRAINING II) (LET II)</u> | |
| Course #: 5413/5414 | Grades: 10-12 |
| Credit: .5 /Semester | Prerequisite: HSRUTC I-II |
| Length: Year | Cost: School Dependent |

Open to all students who have successfully completed JROTC II. Students will learn middle level leadership theory, skills and application including effective communications skills (both oral and written). Next, students will learn wellness, fitness, first aid, and the use & effects of drugs and alcohol. They will be introduced to map and orientation skills. Also, they will be introduced to citizenship in American history and government; such as learning citizenship skills, conducting small group meetings, representing group sessions; they will also learn the foundations of the American political system, the Constitution, Bill of Rights, and American roles in democracy. The student must successfully complete JROTC III-IV before moving to JROTC V-VI, unless prior approved is obtained from their teacher.

| | |
|--|--------------------|
| <u>JROTC V-VI (LEADERSHIP, EDUCATION & TRAINING III) (LET III)</u> | |
| Course #: 5415-5416 | Grades: 11-12 |
| Credit: .5 /Semester | Prerequisite: 5414 |
| Length: Year | Cost: |

Open to all students who have successfully completed JROTC IV. The student will learn the basic command and staff principles, upper level leadership theory, skills and application, critical thinking and decision making skills. Also, the students learn advanced communication skills, advanced conflict resolution, career planning, planning skills and social responsibility, and advanced financial planning and management. NOTE, upon successful completion of the 5th semester of JROTC, the Health requirement for graduation is fulfilled; also, upon successful completion of the 6th semester of JROTC, a .5 credit of the Arts and Humanities / Career Technology Education (CTE) is fulfilled. The student must successfully complete JROTC V-VI before taking JROTC VII-VIII unless prior approved is obtained from their teacher.

| | |
|--|---------------------|
| <u>JROTC VII-VIII (LEADERSHIP, EDUCATION & TRAINING IV) (LET IV) (H)</u> | |
| Course #: 5417-5418 | Grades: 12 |
| Credit: .5 /Semester | Prerequisite: 5416 |
| Length: Year | Cost: \$10/semester |

Open to all students who have successfully completed JROTC VI. The student will learn advanced command and staff principles, advanced level leadership theory, skills and application, critical thinking and decision making skills. The student will spend the major portion of the year planning, organizing, and overseeing the execution of their units programs and activities, in essence, top level management and leadership. The student will act throughout the year as a classroom assistant instructor and will assign, prepare and present selected units of instruction to subordinate classes. Also, students will increase their knowledge in financial management and planning. Finally, fourth year Cadets will lead a Service Learning Project and provide a capstone reflection briefing on their JROTC experience. NOTE, upon successful completion of the 7th semester of JROTC, the other .5 credit of the Arts and Humanities / (CTE) is fulfilled, and a student will receive a .5 Honors Credit; and with completion of the 8th semester of JROTC, a Cadet will receive the other .5 Honors Credit. The student must successfully complete JROTC VII before taking JROTC VIII unless prior approved is obtained from their teacher.

COLOR GUARD/ DRILL TEAM .5 Credit per Semester

Course #5481/5482

This course is open to all cadets/students. The students will learn The History and Traditions of the American Flag; Instructional techniques to teach Drill and Ceremonies; Drill Commands; Individual, Squad, and Section Drill (with and without rifles). The students will also learn how to conduct military ceremonies (i.e. , Reviews, Honor Guards, and Color Guards). The course will require the student to coordinate, plan, rehearse, and participate in several events throughout the year, to include, The Cadet Formal Inspection, The Brigade Commanders' Drill Meet, The Nevada Day Parade, and also to perform at numerous school and community events. All students will be assigned to the Drill Company, which will meet at a specific period to be announced.

JROTC ADVANCED LEADERSHIP (H) .5 Credit per Semester

Course #5461/5462

This course is open to all cadets grades 9-12

JROTC SPECIAL TEAMS CLASS

Course #5471/5472

Grades: 9-12

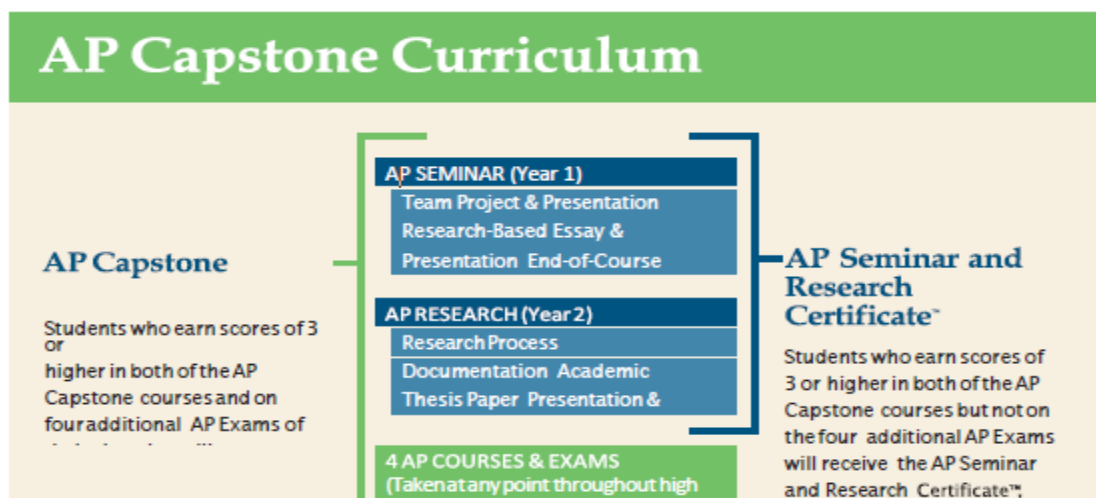
Credit: .5/Semester

Prerequisite: Instructor Approval

Length: Year

Cost: \$10/Semester

Open to all JROTC students who want to be members of the Battalion Color Guard, Drill Team and Honor Guard. Classes meet 8th period. The course will require the student to coordinate, plan, rehearse, and participate in several events throughout the year, to include, The Brigade Commanders' Drill Meet, The Nevada Day Parade, Veteran's Day Parade in Virginia City and also to perform at numerous school and community events. Successful completion of the course will earn the student one-half credit per semester. Students will be required to maintain attendance in accordance with WCSD policy on attendance required by other classes. This course does not fulfill physical education requirements.



AP SEMINAR

Course #8807/8808

Course Description: AP Seminar is a highly interactive course that develops critical thinking, research, presentation and collaborative skills that are necessary for success in both college and career while preparing students for success throughout his or her high school career. AP Seminar

is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, as well as foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The first semester is dedicated to developing the skills to be successful in this course and the second semester will comprise of work on the AP Seminar College Board required performance tasks and End of Course Exam. Performance Task 1: Team Project and Presentation (20% of Final AP Score); Performance Task 2: Individual Research Based Essay and Presentation (35% of Final AP Score); End of Course Exam (EOC is 45% of Final AP Score). The College Board fee is \$142.00. (Prices likely to increase each year). (Scholarships are available for students in need.)

Prerequisite: AP Seminar is open to sophomores, juniors, and seniors and requires a student application and teacher recommendations. This course can be taken alone or as a component of the Capstone Diploma Program.

AP RESEARCH

Course #8805/8806

Course Description: AP Research is for the mature, curious student who wants to write a 16 – 20 page paper based on their own collected data for a study of their choice. The course has a strong self-paced component which is tempered with regular progress and process checks. The teacher plays an advisory rather than a traditional role. The AP Research course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students design, plan, and conduct a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a Process and Reflection Portfolio (PREP). The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Core Content AP Research is not tied to a specific content area; rather, the course emphasizes and strives for competency in core academic skills. Students further develop the skills introduced and explored in the prerequisite AP Seminar course. The College Board fee is \$142.00. (Prices likely to increase each year) (Scholarships are available for students in need.)

Prerequisite: AP Research is open to juniors and seniors that have successfully completed AP Seminar. The course requires a student application and teacher recommendations. This course is a component of the Capstone Diploma Program.

SPECIAL EDUCATION

Students must be certified in Special Education in order to be eligible for Special Education services. These services may include direct instruction in a Special Education classroom, placement in a team taught general education class, or inclusion in a mainstream class with collaboration from the Special Education Department. Please consult with your child's Case Manager for specific courses available.

GUIDELINES FOR PLACEMENT OF SPECIAL EDUCATION STUDENTS IN ENGLISH, GRADES 9-12

Placement of Special Education students in English, grades 9-12, will be made according to the guidelines listed for each class. Determination for placement will be based on all available assessments, including, but not limited to the following:

- annual IEP data
- standardized test results
- results of CRTs and other curriculum-based assessments, including the Writing Traits Assessment
- results from STAR and/or Gates-McGinnitie assessments
- teacher recommendations
- grades in previous related subject area courses
- level of study/organizational skills
- attendance record
- behavioral record

Every incoming ninth grade Special Education student will be enrolled in English 1-2* or one of two resource Special Education classes: English Skills or Foundations in English. *NOTE: For the purposes of this document, "English 1-2" refers to first year or freshman English and may include such course titles as "Strategies in English" or "Honors English." "English 3-4" refers to second year or sophomore English and may include such course titles as "Strategies in English" or "Honors English." "English 5-6" refers to third year or junior English and may include such course titles as "Strategies in English," "AP English Language," or a number of other English courses for which juniors may earn English credit toward graduation. "English 7-8" refers to fourth year or senior English and may include such course titles as "Strategies in English," "AP English Literature," or a number of other English courses for which seniors may earn English credit toward graduation.

ENGLISH SKILLS

Course #7743/7744

The Special Education student enrolling in English Skills needs to acquire the following: basic writing process skills, basic reading skills and strategies, and basic knowledge of grammar and usage.

BRIDGE TO ENGLISH

Course# 7749/7750

FOUNDATIONS IN ENGLISH

Course #7751/7752

#7729/7730

The Special Education student enrolling in Foundations in English needs to acquire the following: proficient writing skills with attention to purpose and audience, proficient reading skills with attention to comprehension and inference, and application of grammar and usage in writing.

TRANSITION ENGLISH

Course #7745/7746

This class is open to any third or fourth year Special Education high school student who wishes to acquire practical living and employment skills. It is also available to the fifth year Special Education student who desires another year of English.

SPECIAL EDUCATION HIGH SCHOOL MATH

Every incoming ninth grade Special Education student will be enrolled in one of the following math courses: Algebra 1-2. Geometry, or a resource Special Education math class, i.e. Math Skills or Foundations in Algebra. Students in resource Special Education classes will benefit from smaller class sizes and individualized instruction. The goal is for every Special Education student to pass the High School Proficiency Exams and earn a standard high school diploma from the Washoe County School District. Curriculum pace in resource math courses will be determined by class mastery.

MATH SKILLS

Course #7763/7764

This course is for the first or second year high school Special Education student 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, and basic geometry and may include an introduction to basic algebraic concepts. After successful completion of the Math Skills class, a student may proceed to Foundations in Algebra or Algebra 1-2.

BRIDGE TO ALGEBRA

Course #7767/7768

FOUNDATIONS IN ALGEBRA

Course #7769/7770

This course is for the first, second, or third year high school Special Education student and may be repeated twice for credit (total 3 credits). It is designed to assist in the transition to Algebra 1-2. The curriculum will focus on a review of basic math skills with an emphasis on algebra and whole numbers; decimals; number theory; rational numbers and fractions; basic operations and rational expressions; ratios, proportions, and percent; integers; exponents; square roots and the Pythagorean Theorem; and a brief introduction to geometry, data, statistics, and probability. After successful completion of Foundations in Algebra, a student may proceed to Algebra 1-2 or Transition Math.

FOUNDATIONS IN GEOMETRY

Course #7771/7772

TRANSITION MATH

Course #7765/7766

This course is for the third and/or fourth year high school Special Education student and may be repeated once for credit (total 2 credits). A fifth year Special Education student may be enrolled in Transition Math for a third year for credit (total 3 credits). This course is designed to cover a wide number of mathematical topics/concepts over a two-year period. The curriculum will focus on consumer applications, including earning money, buying food, shopping, household budgeting, car maintenance/repair costs, home improvement, travel, personal budgeting, banking and investing, paying taxes, and career preparation. It will also focus on the world of work, including skills students need on the job such as wages, benefits, kinds of businesses, human resource departments, business travel, corporate banking, operating expenses, business management, casualty insurance, government regulations, risks for business owners, sales and marketing, and mail-order businesses.

SSTS (Student Support Transition Services)

Course #7231

This elective credit promotes the development of the leadership and self-determination skills necessary for students to actively participate in the IEP process. Goal setting and goal maintenance skills that support students as they transition from high school to the independent, adult world are emphasized. This curriculum focuses on choice making, decision making, problem solving, communication, self-awareness, self-instruction, and self-advocacy. In addition, student success in regular education classes is promoted by teaching organization, study, and test taking skills.

Special Education Course Offerings (Summarized) 2019-2020

Special Education High School Math

CLS Math

- This course will focus on basic math skills with an emphasis on life skill math applications. It will include multiplication, division, addition, subtraction, place values, decimals, whole numbers, word problems, and problem solving, with an emphasis on time concepts, money concepts, measurement, and cooking skills.

Basic Math Skills

- This course will focus on basic math skills in operations, place value, whole numbers, decimals, number theory, rational numbers, fractions, positive and negative numbers, rational expressions, exponents, square roots, graphs, charts, word problems, with inclusion of algebra and geometry concepts.

Bridge to Algebra

- This course is designed to assist in the transition to Algebra 1-2. It will focus on a review of basic math skills with an emphasis on pre-algebra. It will include basic skills in operations, fractions, negative numbers, word problems, charts, graphs, percentages, decimals, and an introduction to algebraic concepts.

Foundations in Algebra

- This class is designed to teach the fundamentals of elementary algebra. This course lays the foundations of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics. This class will teach all the content standards of the general education Algebra 1/2 class with a smaller class size.

Foundations in Geometry

- This class is designed to teach the fundamentals of geometry. This course lays the foundations of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics. This class will teach all the content standards of the general education Geometry class with a smaller class size.

Transition Math

- This course is for the third and/or fourth year high school Special Education student and may be repeated once for credit (total 2 credits). The curriculum will include basic math skills with an emphasis on personal finances including: personal budgeting, household budgeting, car maintenances/costs, home improvement, banking and investing, paying taxes, travel, insurance, and career preparation.

Math Support (elective credit)

- This course will focus on providing support for Special Education students enrolled in a General Education Algebra or Geometry class. This course will also focus on strengthening basic math skills; fractions, decimals, percentages, negative numbers, word problems, and problem solving.

CLS English

- This course will focus on Basic English skills with an emphasis on life skills. The students will learn how reading, speaking and writing skills transfer into everyday life applications.

Basic Skills English

- This course will focus on Basic English skills. The students will learn develop a better understanding of reading and writing comprehensive concepts and skills such as: reading comprehension, grammar, sentence structure, organization, fluency, decoding, vocabulary, analysis of text, and elements of literature to aide students to be successful in general education classes.

Bridge to English

- This course is designed to assist in the transition to General Education English. It will focus on a review of basic English Skills. The students will develop a better understanding of reading and writing comprehensive concepts with a focus on pre-writing strategies and writing using the narrative, informative, and persuasive styles. This will promote success in general education English classes.

Foundations in English

- This class is designed to teach the fundamentals of communication skills – reading writing, speaking and listening—necessary for college and career readiness in a twenty-first century, globally competitive society. This course lays the foundations of knowledge and skills to meet the Nevada Academic Content Standards in English. This class will teach all the content standards of the general education English class with a smaller class size setting.

Transition English

- This course will focus on Basic English skills with an emphasis on life skills. The students will learn how reading, speaking and writing skills transfer into everyday life applications after high school including resumes, mock job interviews, business writing, understanding contracts, philanthropy, self-assessment of interests etc...

English Support

- This course will focus on providing support for Special Education students enrolled in a General Education English class. This course will also focus on strengthening basic English skills including all reading and writing strategies used in general education classes.

WORK EXPERIENCE

Course #7861/7862

The Special Education Work Experience Program allows students to receive elective credit for employment of volunteer/community service. Students qualify for Work Experience credit by meeting the following criteria:

- Work Experience must be written in the IEP on the Transition pages
- The student must be employed or volunteering at the time the application is submitted
- The student must be 16 or turn 16 in the semester in which he/she is enrolled
- The application must be received during the open enrollment period

Students earn credit by being employed. A half credit (0.5) is earned for every 60 hours worked. The maximum credit per semester is 3.0 = 360 hours. The IEP team may determine the amount of credit the student can earn."

COMP LIFE SKILLS (1/2)

Course# 7813/7814 & 7815/78126

OTHER ELECTIVES

STUDY HALL

Course #8033

One Semester = This is a non-credit bearing class.

Students will have the opportunity to use this class for completing homework, working on class projects, or reading.

The class is designed to give students work time during the school day.

INTERNSHIPS (for AP, Honors and Gifted and Talented (GATE) students)

Course #7108

.5 Credit per Semester

PREREQUISITE: An overall GPA of 3.0 or higher, current enrollment in at least one honors or AP class and/or GT certification. Open to: Students in grades 9 -12

The Internship class is for juniors and seniors who are Honors/AP students and have a 3.0 or higher overall GPA or who are certified Gifted and Talented. The internship class allows students to explore career opportunities and enrichment activities through an assigned mentor in a field of the student's choice.

Course requirements: 1) Students will spend 86 hours with a professional in any feasible career area of their choice-such as law, medicine, business, government, research and many other fields. The GATE teacher will place the student with an appropriate mentor. 2) Students will be involved in the professional activities of their mentors (e.g. attend trials, observe operations, operate television cameras, design ads, etc. at their assigned internship). 3) Students will prepare a personal resume, write their goals and objectives, self-evaluate their work, record their hours and experiences in a log and journal to be turned in monthly, attend monthly evening seminars, give a presentation, and complete a written final exam.

The internship hours are completed after school hours and **students must provide their own transportation**. For more information, please contact Melissa LiCon the GATE office at 850-8049 or your school counselor. This course may be repeated up to four semesters in junior and senior years. This is not

an honors credit. Grades 11 and 12.

STUDENT LEADERSHIP

Course #7013/7014

.5 Credit per Semester

#7201/7202

PREREQUISITE: If not a student body or class officer, instructor's approval is required. Open to: Grades 9-12

This course is a requirement for ALL elected officers (both STUDENT BODY and CLASS OFFICERS)! The course is also available to any other students interested in the many facets of leadership and communication with instructor's approval. This class will prepare students to participate effectively in student government. Students are provided learning experiences in areas of planning, implementation and evaluation of student activity programs. Another part of this class is improved time management, goal setting, communication and organizational skills.

This course also encompasses the many means of communication that are imperative to leadership. Some of the projects created in this class are:

1. Computer Publishing
2. Announcing the Morning Bulletin over the School Video Broadcast System
3. Informative Posters
4. Colorful and Meaningful Bulletin Boards
5. Posting of Weekly Announcements

OFFICE EXPERIENCE

Course #8121/8122

.5 Credit per Semester

PREREQUISITE: Approval of Principal's Secretary, Open to grades 10-12

The course is designed to cover all areas of a large office through on-the-job training in the school's central office. The student will be able to: develop proper office skills, learn office procedures, develop appropriate work attitudes, and learn to use various office machines as well as the communication phone system. Students will be evaluated on their daily job performance, attendance, attitude and responsibility factor.

LIBRARY ASSISTANT **

Course #8095/8096

.5 Credit per Semester

PREREQUISITE: Approval of Librarian. Open to grades 10-12

Duties and responsibilities of Library Assistants include cooperating with the Librarian in providing an attractive library environment through book displays, exhibits and bulletin boards; assisting students in locating research and reading materials; assisting in the annual inventory of materials; verifying records; mending books and materials; shelving and filing library materials; performing related clerical activities as required; assisting in the operation of computer circulation system including input of data.

Training includes routine clerical filing procedures; library cataloging; circulation procedures; classification systems; reference works; audiovisual; familiarity with computer operations is desirable.

COUNSELING ASSISTANT **

Course #8125/8126

.5 Credit per Semester

PREREQUISITE: Counselor Invitation. Open to grades 10 -12

Students will assist the counseling office with light clerical work.

TEACHER AIDE **

Course #8115/8116

.25 Credit per Semester

PREREQUISITE: Teacher Invitation, open to grades 10-12

Students will assist teachers with various duties.

** Students who work for a teacher for one semester will earn .25 credit for that semester. An S/U academic grade and a letter grade for citizenship will be recorded. Students who work in an office or as a department aide will earn .5 credit for that semester, be required to take an appropriate final exam, and be awarded a letter grade for both academics and citizenship. Students who work in the library may be enrolled for .25 or .5 credit, with the appropriate grade (S/U or letter grade) awarded depending on the amount of credit earned.

DEPARTMENT AIDE **

Course #8112/8113

.50 Credit Per Semester

Teacher (Department Head) must approve

PEER TUTOR

Course #8162/8163

Incline Elementary/ Middle School/ On Campus

Open to: Grades 11-12

.5 Credit per Semester

PREREQUISITE: Good standing in academics, attendance, and approved by Ms. Gebhardt Elementary/Middle school

*Students who wish to serve as Tutors or Aides at either Incline Elementary School, or Incline Middle School, are required to enter into a contract regarding their attendance and behavior. 100% attendance is required. Students must provide their own transportation. It is the students' responsibility to have their attendance sheets signed daily. Grades will be issued based on attendance, initiative, productivity, responsibility and cooperation.

This course provides an opportunity to contribute and learn while working with students at the elementary and middle schools. Students will be assigned to specific teachers and will perform duties as assigned by the supervising elementary or middle school teacher. Tutoring in a wide variety of areas is needed as well as preparing classroom projects and assisting in teaching duties.

On Campus: Prerequisite: teacher approval

Students will work with other high school students as tutors to support and increase skills in math, science, social studies, reading, and /or writing. Course goals include: 1) enhancing the tutoring abilities of peer assistants; 2) identifying students with tutoring needs; 3) developing students with below standard abilities; 4) create awareness in literacy and/or our special needs population.

YEARBOOK

Course #1403/1404

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: Approval of the instructor. Open to juniors and seniors.

Yearbook is a demanding two semester course open to juniors and seniors which develops students' skills in layout, design, digital photography, and various computer programs. Students are responsible for all levels of production including book organization and design, editing, fund raising and advertisement sales, meeting deadlines, and publication. This class requires significant out of class time as students are expected to attend school events including concerts, plays, sporting events, banquets, etc...while providing their own transportation.

FRESHMAN SEMINAR

Course #7131/7132

Full Year = 1 Credit (.5 credit per semester)

PREQUISITE: Required by all freshmen

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

AVID

Full Year = 1 Credit (.5 credit per semester)

***Elective Credit**

This is an elective class that is part of a national college preparatory program. Entry into the program requires an interview and a strong desire to go to college. Students participate in weekly tutorial sessions, development of writing and study skills, critical thinking, oral presentations, college prep activities including practice exams, research and campus visits. Students are encouraged to enroll in this class for four years as statistics show that a continued enrollment produces a significant increase in college success rates.

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| 7161 AVID 1 | PREREQUISITE: MEET ENTRANCE |
| 7162 SEMESTER - .5 CREDIT ELECTIVE | REQUIREMENTS |

The freshman course focuses on organization, note taking, time management, college exploration and motivation, long term planning and goal setting. There is a strong support structure for success in all the student's classes, not just AVID, so the student will establish a solid foundation for success through his senior year and into college. Weekly tutorials provide college tutors to help with challenging material.

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| 7163 AVID 2 | PREREQUISITE: AVID 1 OR |
| 7164 SEMESTER - .5 CREDIT ELECTIVE | INSTRUCTOR PERMISSION |

The sophomore course continues development of study and test taking skills, college research and motivation as well as support for success in all classes. There is a strong emphasis on test preparation and review for the High School Proficiency Exams taken during their sophomore year. Personal skills and interests are identified and correlated to possible career choices. Students explore learning styles and identify effective personal strategies. There is continued emphasis on success in all classes with weekly tutorials.

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| 7165 AVID 3 | PREREQUISITE: AVID 1, 2 OR |
| 7166 SEMESTER - .5 CREDIT ELECTIVE | INSTRUCTOR PERMISSION |

The junior course supports students' efforts in honors and AP classes, encouraging them to obtain an Honors Diploma. Higher level thinking skills are developed with the use of Socratic Seminars, essays and research projects. Students identify colleges to which they would like to apply, prepare for the college entrance exams with practice tests, and begin scholarship research & applications. College tutors are available during weekly tutorials to provide motivation and encouragement in maintaining good grades and answering concerns about college.

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| 7167 AVID 4 | PREREQUISITE: AVID 1, 2, 3 |
| OR | |
| 7168 SEMESTER - .5 CREDIT ELECTIVE | INSTRUCTOR PERMISSION |

The senior course is a culmination of the previous 3 years of preparation with completion of college requirements, entrance exams, applications, admissions, financial aid forms, FAFSA, scholarships, college class selection. Students learn practical life skills such as budgeting, finances, job application, tax prep, and research their future career interests, establishing a map through college and into the work world.

OFF CAMPUS

Course #8001-8014

PREREQUISITE: Signed Parent Permission Form for seniors to take less than six classes.

Open to Students with Senior Class Standing Only

Must have administrator approval

EXTENDED STUDIES PROGRAMS

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

COMMUNITY SERVICE (0.5 credit):

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

Description:

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. Students are required to submit a project midway through the semester/summer. Credit in this course counts toward the maximum of four (4) alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

CREDIT BY EXAM (CBE) (0.5 or 1 credit):

- Fee: \$25 or \$50
- Exam dates are available on the above website, in the Extended Studies office, or from your counselor.
- S/NM grade
- Students must submit a Permission to Take CBE form signed by their Counselor at time of registration verifying their eligibility to test.
- The following subjects are available for 0.5 credit each:
 - Math: Algebra 1 S1, Algebra 1 S2, Geometry 1, Geometry 2, Algebra 2 S1, Algebra 2 S2,
 - Science: Biology 1, Biology 2, Chemistry 1, Chemistry 2, Physical Science 1
 - Social Studies: World History 1, World History 2, US History 1, US History 2, American Government 1, American Government 2.
- The following world languages are available for 1 credit each: Spanish 1-2, Spanish 3-4, French 1-2, French 3-4, German 1-2, German 3-4, Chinese 1-2, Chinese 3-4.

Description:

Eligible students who believe they are capable of passing a course without completing the coursework are allowed to challenge the course by taking a Credit by Exam. Eligibility requirements are listed on the Extended Studies website. CBEs are proctored and are scheduled frequently. Passing scores result in the student earning credit for the course being challenged. Credits earned through a CBE do not count toward the maximum of four alternative credits allowed for graduation.

JOB EXPERIENCE AND TRAINING (0.5 credit):

- Fee: \$50
- Semester course: Application and course completion must occur within the dates of each semester and/or summer.
- 180 hours and project required; S/U grade.

Description:

Credit for job experience is available for students who desire to earn elective credit by being employed and by experiencing hands-on training in the world of work. Students are not eligible for this course if they are employed or supervised by their parents or relatives. Students must be 16 years or older and be receiving a paycheck (showing deductions) from their employer to qualify to enroll in this elective class. In addition to the registration form, there is an agreement form that must be completed by the student, parent, and employer. Students are required to submit a project (resume) midway through the semester/summer. Credit earned in the Job Experience and Training course counts toward the total of four (4) alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

PE OPTIONS (0.5 credit):

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

Description:

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 reports are submitted by the student to Extended Studies. Students may count up to 2 hours per day. Students are required to submit a project midway through the semester/summer. A maximum of two PE credits may be earned through this course. It may not be used to raise a passing grade in PE but it may be used to replace a failing grade in PE. PE Options does not count as an alternative credit. Hours completed prior to the completion of registration are not counted.

SUPERVISED CURRICULUM PE (SCPE) (0.5 credit):

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

Description:

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. Students are required to submit a project midway the semester/summer. A maximum of two PE credits may be earned through this course. It may not be used to raise a passing grade in PE but it may be used to replace a failing grade in PE. SCPE does not count as an alternative credit. Hours earned prior to the completion of registration are not counted.

ALTERNATIVE MEANS OF EARNING CREDIT

Administrative Regulation 5127.1 limits the maximum number of credits from alternative means that may be applied toward high school graduation to four (4). For the purpose of this regulation, "alternative means" refers to credits earned through correspondence, off-site on-line (electronic) courses, credit-by-exam, work experience, community service, and travel study. Credits earned in summer school, extended day/night school, and on-site or district-sponsored on-line classes (e.g. Edgenuity, SCPE and PE Options) are not included as part of the maximum four credits. Grades earned in any supplemental or alternative program will be averaged into the appropriate semester's GPA.

EDGENUITY (Learning Center)

Course # 7701/7702

CREDIT RECOVERY PROGRAM

ALT ED / COMPUTER-BASED INSTRUCTION

Prerequisite: Counselor Approval

Grades: 10, 11, 12

1 Semester = ½ credit

Please check with the college or university that your son or daughter will be attending to see if the OLA (Online Edgenuity) credits will be accepted. If you intend to use *Edgenuity* credits for college athletics you need to consult with your counselor prior to taking an *Edgenuity* course, as these credits are pending approval with NCAA Clearing House.

The primary purpose of the alternative education program is to give students a chance to recover the credit needed to graduate. The *Edgenuity* courseware is designed to challenge students at the appropriate grade level. This 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. To be eligible for credit recovery, the student must have completed the entire 18-week semester in the assigned course and received an F grade in the class, or may have earned an F through failure to meet the 90% attendance requirement. *Edgenuity* courses are mastery-based. To earn a grade and subsequent credit, all tests including offline assignments, must be completed with a minimum of 70%. Partial completion will not be sufficient. The grade a student earns in an *Edgenuity* course may be used to replace an F earned in the same course. Students may not use *Edgenuity* courses to raise a grade.

EDGENUITY - RECOVERY PROGRAM

Edgenuity is a credit recovery program that is used through the WCSD Reengagement centers. This is a new program used to help students recover credits to graduate. The use of the Edgenuity program is a site based system that is still being explored by the WCSD.

GATE CAREER INTERNSHIP CLASS (7106/7107)

Prerequisite: An overall GPA of 3.25 or higher; enrollment in at least one AP/IB course and/or Gifted & Talented certification.

1 Semester = ½ credit Students may enroll in and repeat the internship class up to four semesters.

Grades: 11, 12

Course requirements: This course offers students the opportunity to "try on" a career while still in high school before choosing a college and major. 1) Students must complete an application and resume (to be turned in one semester prior to internship), and be eligible for the internship course; 2) Students will complete 70 hours under a mentor's direction in a field of

each students' individual choice. The teacher/internship coordinator will place the student with an appropriate mentor; 3) During their internship, interns will write goals and objectives, attend scheduled seminars, record and turn in their hours with verification by mentor, write and turn in a reflective journal, give a public oral presentation, complete a written take home final, and complete other work as assigned during the semester.

This class is geared toward students who are self-starters, and who work well independently. Assignments are turned in electronically, by email, and/or by fax. The internship hours are completed off campus at the mentor's worksite, and students must provide their own transportation.

For more information:

McQueen, Wooster, AACT, Incline, Sparks, Reed and Spanish Springs High Schools Contact: Melissa LiCon at mlicon@washoeschools.net

Galena, Damonte Ranch, Reno, North Valleys, Hug, and TMCC Magnet High Schools Contact: Lyndi Cooper-Schroeder at lcooperschroeder@washoeschools.net



Career and Technical Education (CTE)

Sequenced programs of study where students learn rigorous content through projects and activities that simulate real-world problem solving. CTE programs prepare high school students with the academic knowledge, technical skills, and 21st century competencies necessary to continue on their unique pathway to highly-skilled, in-demand careers of the future.

WCSD Career and Technical Education (CTE) programs focus on student achievement and global competitiveness through sequenced programs of study. Each program of study teaches technical skills alongside academic content while providing opportunities to gain and master 21st century competencies (soft skills) needed for success.

CTE programs are offered at comprehensive high schools in WCSD. CTE programs are open to all students at the entry level (Level 1). Continuation to the intermediate (Level 2) and advanced (Level 3) classes in any program of study require completing and earning a passing grade at all prior levels.

WCSD Career and Technical Education (CTE) programs align with postsecondary pathway and opportunities that include credentials/certifications, apprenticeships, military and service opportunities, and 2- and 4-year degrees. WCSD offers sequenced CTE courses in six program areas:

- Agriculture & Natural Resources
- Business & Marketing Education
- Education, Hospitality & Human Services
- Health Science & Public Safety
- Information & Media Technologies
- Skilled & Technical Sciences



CTE Students get a Head Start on College & Career



- Enroll in 9th or 10th grade... pick any area of interest...complete the 3-year sequence
 - Earn a B–average in the sequence*
 - Pass the technical skills and employability tests (3rd year) *
 - Learn skills needed for success in the career field
- Understand why academics matter (Language Arts, Math, Science, History) AND how they can be used with technical skills to solve real problems
- Develop confidence, leadership, group collaboration and perseverance to achieve goals

CTE Students Use High School to Save Time & Money Later

- Earn FREE college credits—up to 20 in some programs—through high school CTE classes
- Qualify for the CTE Diploma seal (**must meet the requirements above*)
- Obtain industry-recognized employment certifications
- Participate in internship and community experiences that often lead to paid opportunities
- Meet criteria for the College & Career Ready Diploma, Career Endorsement (**must meet other academic requirements, as well*)



CTE Students are Prepared to Continue on a Pathway to Career Success



- Start college on track to earn a certification or Associates Degree in less than 2 years ...and on a fast track to a 4-year degree (**when continuing in the area of CTE study*)
- Enter the military at an elevated rank
- Qualify for advanced job opportunities in industry
- Combine these opportunities to create a UNIQUE, PERSONAL pathway to success

FOR MORE INFORMATION: Call the Signatures & CTE Department at 775-327-3945 or visit the WCSD CTE website at <http://www.washoeschools.net/sacte>. Learn more about Nevada CTE at <http://www.doe.nv.gov/CTE/>.

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| Academy of Arts, Careers & Technology (AACT)* | Baking & Pastry* Community Health* Computer Science* Culinary Arts* Education & Training* | Emergency Medical Tech* Graphic Design* Greenhouse Management* High School of Business* Manufacturing Technology* | Marketing* Natural Resource Management* Veterinary Technician* Video Production* Welding Technology* |
| Damonte Ranch High School | Computer Science Foods & Nutrition | Theater Technology Video Production | Performing Arts Academy* |
| Galena High School | Aerospace Engineering* Computer Science | Construction Technology Environmental Engineering* | Foods & Nutrition Metalworking |
| Hug High School | Baking & Pastry Computer Science Culinary Arts | Human Development IT Essentials | Photography Sports Medicine* Web Design |
| Incline High School | Automotive Technology Computer Science | Drafting & Design Furniture/Cabinetmaking | Foods & Nutrition Welding Technology |
| McQueen High School | Automation Automotive Technology Baking & Pastry | Computer Science Construction Technology Culinary Arts | Global Studies Academy* Human Development Manufacturing Technologies |
| North Valleys High School | Agricultural Mechanics Culinary Arts Diesel Technology | Drafting & Design Graphic Design Greenhouse Management | IT Essentials Photography |
| Reed High School | Automotive Technology Biomedical * Energy Technology | Foods & Nutrition Graphic Design Manufacturing Technology | Metalworking Military Science |
| Reno High School | Animation Civil Engineering Computer Science | Graphic Design Sports Medicine Video Production | Web Design |
| Spanish Springs High School | Animation Automotive Technology Baking & Pastry Education & Training Entrepreneurship | Fashion Construction/Design Foods & Nutrition Graphic Design IT Essentials Photography | Sports Medicine* Video Production Web Design |
| Sparks High School | Construction Technology Family/Consumer Science | Manufacturing Technology Photography | Web Design |
| TMCC High School @ATC* | Advanced Manufacturing* Automotive* Architecture* | Construction Design* Diesel* Drafting* | HVAC/Refrigeration* Welding* Unmanned Ariel Vehicles* |
| Wooster HS | Computer Science Energy Technology | Metalworking Photography | International Baccalaureate (IB)* |



