



**2024-2025**  
**COURSE GUIDE**



Sanchez, Erika

## EARL WOOSTER HIGH SCHOOL

### ADMINISTRATION

Principal.....	David Kitchin
Assistant Principal.....	Laura Gingerich
Assistant Principal.....	Michon Otuafi
Assistant Principal.....	Erika Sanchez
Assistant Principal.....	Beth Whalen
Dean of Students.....	Tina Rosa

### COUNSELORS, DIRECTORS & COORDINATORS

Lead & IB Counselor.....	Erin Danielsen
9TH Grade Counselor.....	Casey McCann
10TH Grade Counselor.....	Alissa Wilmet
11TH Grade Counselor.....	Christina Zuniga
12TH Grade Counselor.....	Sheryl Hicks
Athletic Director.....	Bryan Farrow
IBDP Coordinator.....	Jennifer Lienau
IBMYP Coordinator.....	Zeynep Evenson
IBCP Coordinator.....	Dustin Coli

### DEPARTMENT LEADERS

English & EL.....	Robert Munson
Mathematics.....	Rene Flores
Science.....	Dylan Mucklow
Social Studies .....	Ian Callahan
Special Education.....	Kristine Wissel
P.E./Health.....	Kenneth Stynen
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Disclaimer: This document contains references to Board Policies and other documents pertaining to the rules and regulations of the Washoe County School District (WCSd). The District reserves the right to revise any of these documents during the school year. For the current version of any of these documents, please check the District's website at <https://www.wcsdpolicy.net/>.

## **THE 24-25 SCHOOL YEAR CALENDAR**

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



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

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

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

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

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

## **REQUIRED NUMBER OF CLASSES**

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

## **CREDITS**

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have a passing grade. Students who withdraw from a class after the 11<sup>th</sup> week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three(3) weeks after the beginning of the next semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

## REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

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

Course Title	WCSD Standard (2023-2024)	WCSD Standard (2025- beyond)	Alternative ^ (2023- beyond)	State Advanced	College and Career Ready with Endorsement	WCSD Honors	WCSD Honors/ College & Career Ready
English	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Math (Must include Algebra 1, Geometry & Algebra 2 or equivalent)	3.0	3.0	3.0	4.0	4.0	4.0 <sup>Δ</sup>	4.0 <sup>Δ</sup>
Science	2.0	2.0	2.0	3.0	3.0	3.0 <sup>†</sup>	3.0 <sup>†</sup>
American Government	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Economics and Personal Finance	0.5	0.5	0.5	0.5	0.5	0.5	0.5
U.S. History	1.0	1.0	1.0	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	0	1.0	1.0	1.0	1.0
PE	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Arts/Humanities/CTE	1.0	-0-	1.0	1.0	1.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	-0-	2.0*	2.0*
Electives	6.0	6.0	6.0	6.0	6.0	4.0	4.0
Flex Credit	1.0**	2.0**	2.0**	0	0	0	0
<b>TOTALS</b>	<b>23.0</b>	<b>23.0</b>	<b>23.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>
# of Honors Credits						8	8
Required Cumulative GPA				3.25 on a 4.0 scale (no rounding)	3.25 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)

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

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

\* Two credits in the same world language

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

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

<sup>^</sup> Student must have taken the NAA assessment to be eligible for the alternative diploma.



## **NEVADA ASSESSMENTS REQUIRED FOR GRADUATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## **GRADES AND GRADE POINT AVERAGE**

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

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5127 using a 4.0 grading scale. For EACH SEMESTER of an honors course that a student passes, .025 will be added to the unweighted overall GPA and .050 will be added to each semester of an

International Baccalaureate (IB) or Advanced Placement (AP) course, producing the weighted overall GPA. All Dual Credit College Courses also add to the weighted GPA with the equivalent to an AP bump (.050).

### **FINAL EXAMINATIONS**

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

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

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

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

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

### **AUDITING A COURSE**

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

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

### **WITHDRAWING FROM CLASS**

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

### **REPEATING A CLASS**

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

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. To replace an "F," the "same course" may include a modified title such as "OLE," or "Correspondence," etc. A regular course may not be used to repeat an Honors or Advanced Placement course to raise a grade when both courses can be taken for credit.

### **STANDALONE INTERNSHIP FOR ACADEMIC CREDIT**

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

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

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

Please note:

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

#### **Group:**

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

#### **Individual:**

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

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

#### Internship Request & Enrollment Requirements:

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

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

#### **WORK STUDY CREDIT**

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

FOR MORE INFORMATION: Contact your high school counselor.

#### **CREDIT BY EXAM**

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

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

FOR MORE INFORMATION: Contact your high school counselor.

#### **EXTENDED STUDIES PROGRAMS**

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

#### **Community Service** (0.5 credit):

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

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

### **PE Options** (0.5 credit):

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

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

### **Supervised Curriculum PE (SCPE)** (0.5 credit):

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

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

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

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

### **Advanced Placement**

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

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

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

### **International Baccalaureate** (Wooster HS only)

The International Baccalaureate (IB) offers students the opportunity to take internationally developed college level coursework at their high school taught by their teachers. Students enrolled in the IB programs, offered at Wooster High School, take end of course examinations each May. These examinations are written and scored by external IB examiners. Exams are scored on a 1(lowest) to 7 (highest) scale. Because each college (and often each department

within a college or university) has its own IB policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available.

Exams are given on a predetermined schedule in May of each year at an approximate cost of \$120 per exam. Students in WCSD who are enrolled in a course with “IB” in the title are **required to take the exam in that course per**

**Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam. For more information, visit the website at [www.woostercolts.com](http://www.woostercolts.com) or call Wooster HS at 775-321-3160.

### **CTE College Credit**

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

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

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

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

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

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

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

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

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

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

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

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

### **College Dual Credit**

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

**Registration:** Students can register for dual credit college courses through their high school counselor. To receive credit at both the high school and college, students must complete a specific **Application for Dual Credit** prior to



registering for a dual credit class and submit it to the high school. This is in addition to completing and submitting a college admission application as a non-degree student.

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

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

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

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

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

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

**FOR MORE INFORMATION:** Contact your high school counselor.

### **GOVERNOR GUINN MILLENNIUM SCHOLARSHIP**

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

### **TITLE IX**

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

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

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

## **ENGLISH**

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

**Course #7749-7750**

Full Year = 1 credit

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

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

**Course #7751-7752**

Full Year = 1 credit

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

### **Foundations in English 3-4**

**Course #7755-7756**

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete English 3-4 but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will continue to develop the fundamentals of communication skills – reading, writing, speaking, and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

### **English 1-2**

**Course #1201-1202**

Full Year = 1 credit

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



**English 1-2 (H)****Course #1203-1204**

Full Year = 1 credit (Honors)

**Prerequisite:** Admission into English 1-2 (H) will be based on the student's previous performance in both reading and writing. Teacher recommendation, current reading level, writing samples, and standardized test scores may be considered; however, a student's motivation and desire to participate in upper-level English courses should be the primary consideration.

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

**English 3-4****Course #1211-1212**

Full Year = 1 credit

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

**English 3-4 (H)****Course #1213-1214**

Full Year = 1 credit (Honors)

**Prerequisite:** Admission into English 3-4 (H) will be based on the student's previous performance in high school English. Teacher recommendation, current reading level, writing samples, and standardized test scores may be considered; however, a student's motivation and desire to participate in upper-level English courses should be the primary consideration.

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

**English 5-6****Course #1231-1232**

Full Year = 1 credit

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

course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

### **English 7-8**

**Course #1251-1252**

Full Year = 1 credit

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

### **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.

## Site Specific English Courses

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

### **Creative Writing**

**Course #1325-1326**

Full Year = 1 credit

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

### **Shakespeare (H)**

**Course #1366**

One semester = .5 credit (Honors)

This course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality works, students will gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. This course is designed to help students develop an understanding, appreciation, and enjoyment of the works of William Shakespeare and his unique ability with the English language. The class will read, discuss, and write about the sonnets and comedy, tragedy, and history plays. Students will engage in both short and long-term writing assignments in three main genres – argument, informative/explanatory, and analysis – as well as using writing as a way to comprehend text. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students should continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

### **20th Century American Literature (H)**

**Course #1500**

One semester = .5 credit (Honors)

This course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality 20th Century American Literature, seminal U.S. documents, 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 analysis – as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

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

**Course #1501-1512**

Full Year = 1 credit (Honors)

This course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students learn to understand and appreciate films as literature, while the course stresses visual as well as verbal literacy. Students will gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. Students will engage in both short and long-term writing assignments in three main genres – argument, informative/explanatory, and analysis – as well as using writing to comprehend text. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students should continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

**Science Fiction****Course #1503**

One Semester = .5 credit

This course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works in Science Fiction students will explore current social and scientific problems as they are reflected in novels and short stories set in the future. The class will focus on such issues as population growth, the struggle for power, genetic engineering, automation, space travel, alien beings, and nuclear war. Students will engage in both short and long-term writing assignments in three main genres – argument, informative/explanatory, and analysis – as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

**Psychology in Literature****Course #1504**

One Semester = .5 credit

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

**Psychology in Literature (H)****Course #1506**

One Semester = .5 credit (Honors)

This course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. The course begins with an introduction to psychology and an investigation of some of the theories of psychology, emphasizing such things as identity, defense mechanism, and perception as well as mental disorders such as psychoses and neuroses. The remainder of the course is devoted to investigating many of these theories as they appear in literature. The novels and plays focus on men and women who have trouble dealing with their respective societies because of psychological problems. Students will engage in both short and long-term writing assignments in three main genres – argument, informative/explanatory, and analysis – as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

**Psychology in Literature (H)****Course #1515-1516**

Full year = 1 credit (Honors)

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

**Poetry****Course #1507**

One Semester = .5 credit

This course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, 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 analysis – as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course stresses the belief that all people are poets, and anyone can learn how to write as well as read and understand poetry. It is designed for the student who would like the opportunity to write and read poetry and learn more about poetic forms and techniques. It is also designed for students who have never written poetry before and would like to learn how to do so. Through the reading and writing of poetry, students learn that the poetic experience is timeless and universal, and that the poet is an artist.

**Mythology****Course #1510**

One Semester = .5 credit

This course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality works, the student predominately explores the classical myths and legends of Greek and Roman mythology, and may include Norse, Arthurian, and other cultural mythologies, and will discuss how they reflect the societies that produced them. Emphasis will also be given to contrasting the variety of interpretations of man and the universe and to comparing changes in mythology with historical and cultural changes. Students will gain the capacity to challenge complex texts in all subjects and will engage in both short and long-term writing assignments in three main genres – argument, informative/explanatory, and analysis – as well as using writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

**Myth & Monsters****Course #1511**

One Semester = .5 credit

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

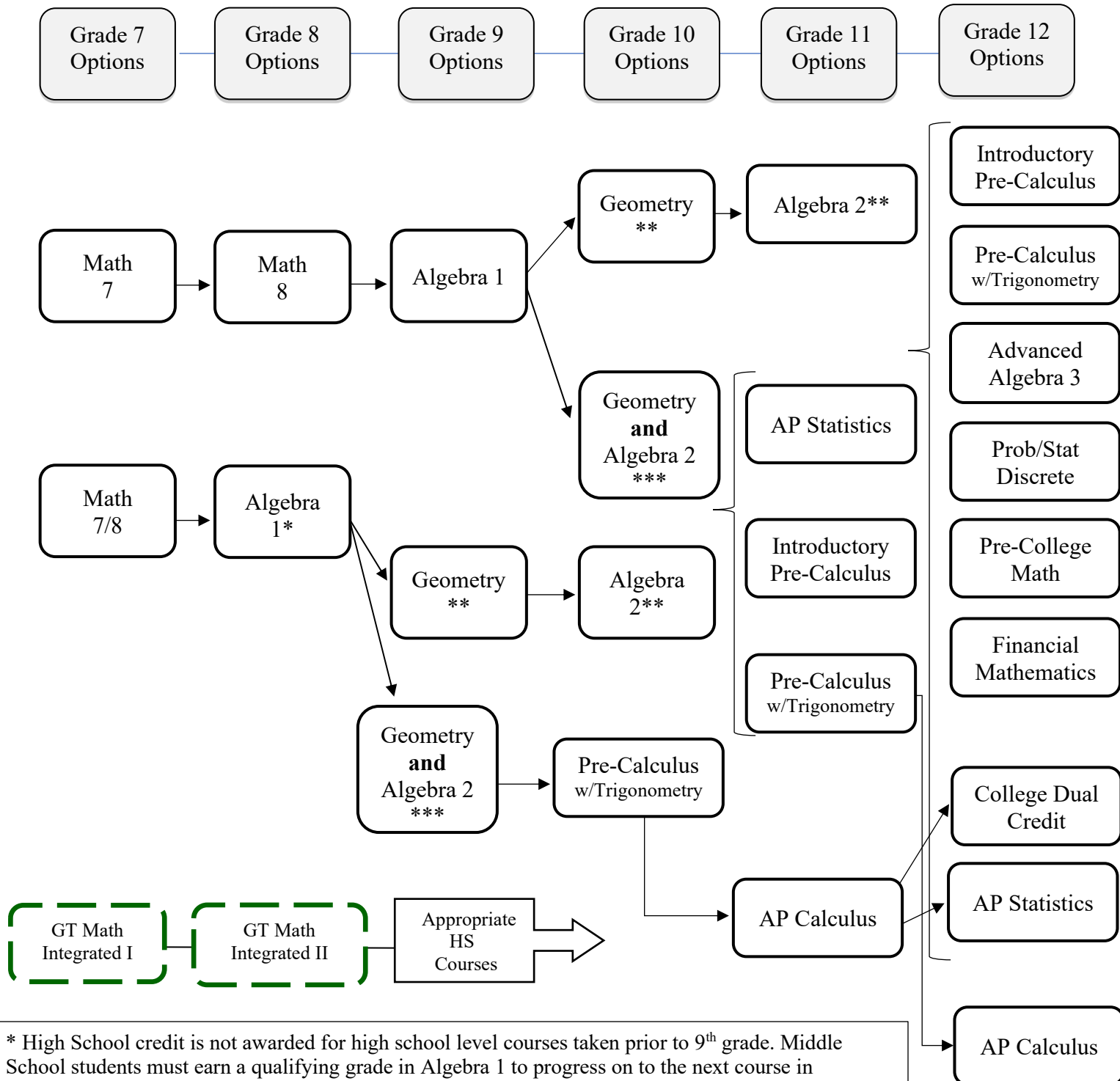
**Dramatic Literature****Course#1346**

One Semester = .5 credit

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

## MATHEMATICS COURSE SEQUENCE

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



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

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

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

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

## **MATHEMATICS**

### **Algebra 1**

**Course #2201-2202**

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

**Course #7769-7770**

Full Year = 1 credit

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

### **Geometry**

**Course #2211-2212**

#### **Foundations in Geometry**

**Course #7771-7772**

Full Year = 1 credit

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

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry, constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, work on realistic problems, and use technology when possible.

### **Formal Geometry**

**Course #2215-2216**

Full Year = 1 credit (Honors)

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

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry (Law of Sine and Cosine), constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, and work on realistic problems. An ability to think abstractly is critical for successful completion of this course.

### **Algebra 2**

**Course #2221-2222**

#### **Foundations in Algebra 2**

**Course #7779-7780**

Full Year = 1 credit

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

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

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

**Course #2227-2228**

Full Year = 1 credit (Honors)

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

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

### **Introductory Precalculus**

**Course #2049-2050**

Full Year = 1.0 credit

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

This is a one-year course designed to follow Algebra 2. The major topics of semester one of study are polynomials and rational functions, exponential and logarithmic functions, domain and range of advanced functions, the use of notation in set, interval and inequality, composition of functions, complex numbers, powers and roots, polynomial equations and inequalities, rational equations and inequalities. The major topics of semester two are matrix operations and applications, system of linear equations in two and three variables, conic sections, sequences and series, probability, and limits. At this time this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

### **Precalculus with Trigonometry**

**Course #2231-2232**

Full year = 1 credit (Honors)

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

This is a one-year course designed to teach the fundamentals of pre-calculus with trigonometry. The course begins with a review of the basics of functions, polynomial functions and equations, radical and rational functions and equations and exponential and logarithmic functions. Trigonometry topics are trigonometric functions; applications of trigonometric functions, trigonometric identities, polar coordinates, graphs of polar equations, complex numbers, powers and roots. Additional topics are vectors, sequences and series, conics, inverse and composition of functions, and limits. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

### **Advanced Algebra 3**

**Course #2241-2242**

Full Year = 1 credit

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

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

### **Probability, Statistics and Discrete Mathematics**

**Course #2243-2244**

Full Year = 1 credit

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

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



need to have completed the first semester of Probability, Statistics and Discrete Mathematics in order to continue into the second semester.

### **Financial Mathematics**

**Course #2423-2424**

Full Year = 1 credit

**Prerequisite:** Successful completion of all semesters of Algebra 2.

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

### **AP Statistics**

**Course #2271-2272**

Full Year = 1 credit (Advanced Placement)

**Prerequisite:** Successful completion of all semesters of Algebra 2.

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

### **AP Calculus AB**

**Course #2255-2256**

Full Year = 1 math credit (Advanced Placement)

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

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

### **AP Calculus BC**

**Course #2257-2258**

Full Year = 1 credit (Advanced Placement)

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

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

## **College Readiness Classes**

### **Pre-College Math**

**Course #2229-2230**

Full year = 1 credit

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

This is a two-semester mathematics course designed for students to learn more mathematics before taking Pre-Calculus w/Trigonometry or for seniors that do not qualify for Math 095. Topics covered include the fundamental operations on real numbers, linear equations and inequalities, systems, linear programming, rational exponents, polynomials, rational expressions, roots and radicals, and quadratics. Students will use MathXL and should have access to a computer to

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

### **Algebraic Precalculus**

**Course #2008**

One semester = 0.5 credit

**Prerequisite:** Seniors with successful completion of Algebra 2 in both semesters and meet the criteria set by UNR in the Memorandum of Understanding.

This is a one-semester course designed to follow Math 096 to help students place into a credit bearing math course in college. The major topics of this semester of study are exponential and logarithmic functions, and complex numbers, powers and roots, sequences and series, domain and range of advanced functions, notation: set, interval and inequality, composition of functions, polynomial equations and inequalities, rational equations and inequalities, matrix operations and applications, and system of linear equations in three variables. At this time this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

## **Special Education Classes**

### **Bridge to Algebra**

**Course #7767-7768**

Full Year = 1 credit

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

### **Two-Year Algebra 1**

**Course #7824-7825**

Two-Full Years = 2 credits

**Course #7826-7827**

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

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

### **Math Skills**

**Course #7763-7764**

One Year = 1.0 credit

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

### **Transitions Math**

**Course #7765-7766**

One Year = 1.0 credit

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



## **SCIENCE COURSE SEQUENCE**

Not all science classes are offered at every school

Course Title	Course #
<b>9<sup>th</sup> Grade *</b>	
Biology	3141/3142
Biology (H)	3143/3144
<b>10<sup>th</sup> Grade</b>	
Chemistry	3201/3202
Chemistry (H)	3203/3204
Physical Science	3101/3102
Earth Science	3131/3132
<b>11<sup>th</sup> Grade/12<sup>th</sup> Grade</b>	
Environmental Science	3111/3112
Forensic Science	3231/3232
Human Anatomy & Physiology (H)	3261/3262
Conceptual Physics	3235/3236
Physics (H)	3241/3242
Microbiology (H)	3171/3172
Astronomy	3267/3268
Zoology 1-2	3163/3164
Earth Science (H)	3133/3134
<b>Advanced Placement Science Classes:</b> Curriculum for AP classes is regulated by College Board. AP courses can be taken after successfully meeting the prerequisite(s) as stated in the course catalog.	
AP Biology	3149/3150
AP Chemistry	3211/3212
AP Environmental Science	3115/3116
AP Physics 1	3263/3264
AP Physics 2	3265/3266
AP Physics C: Mechanics	3247/3248
AP Physics C: Electricity & Magnetism	3259/3260

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

## **SCIENCE**

### **Biology 1-2**

**Course #3141–3142**

Full Year = 1 credit

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of biological science. This course meets the Nevada Academic Content Standards for Science. The course is organized into five main topics: 1) *Interdependent Relationships in Ecosystems*; 2) *Matter and Energy in Organisms and Ecosystems*; 3) *Structure and Function*; 4) *Inheritance and Variation of Traits*; 5) *Natural Selection and Evolution*. The performance expectations for high school life science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations.

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

**Course # 3143-3144**

Full Year = 1 credit (Honors)

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

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

**Course #3101-3102**

Full year = 1 credit

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

### **Chemistry 1-2**

**Course #3201-3202**

Full Year = 1 credit

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

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

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of chemical science. This course meets the Nevada Academic Content Standards for Science. The Disciplinary Core Ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Processes*. The performance expectations for high school chemical science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of chemistry. Students will use mathematical computations, read scientific text, and write critically to analyze data in chemical investigations. To be successful in this rigorous and challenging course, students should be able to work independently on activities and projects as well as read advanced text.

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

**Course # 3203-3204**

Full Year = 1 credit (Honors)

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

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

This one-year honors laboratory science course is intended to build a deeper understanding of the concepts of chemical science and prepare students for AP Chemistry. Emphasis is placed on developing critical-thinking skills by solving more complex problems and participating in advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Process*. The performance expectations for high school chemistry blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of chemistry. Students will use advanced mathematical computations, critically read scientific text, analyze chemical data, and prepare formal written laboratory reports following investigations.

### **Environmental Science 1-2**

**Course #3111-3112**

Full Year = 1 credit

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

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

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

**Course #3131-3132**

Full Year = 1 credit

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

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

### **Earth Science 1-2 (H)**

**Course # 3133-3134**

Full Year = 1 credit (Honors)

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

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

### **Astronomy 1-2**

**Course #3267-3268**

Full Year = 1 credit

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

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

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

**Course #3241-3242**

Full Year = 1 credit (Honors)

**Prerequisite:** Successful completion of two years of science, Algebra 1 and Geometry.

**Requisites:** Concurrent enrollment in Algebra 2 or higher.

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

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

### **Conceptual Physics 1-2**

**Course #3235-3236**

Full Year = 1 credit

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

This one-year laboratory science course is intended as an introductory course in physics that sets out to develop a well-rounded understanding in students of physical principles ranging from classical mechanics to modern physics. With this strong conceptual foundation, students are better equipped to understand the equations and formulas of physics and to make connections between the concepts of physics and their everyday world. This course meets the Nevada Academic Content Standards for Science, focusing on the physical science standards related specifically to physics.

Emphasis is on vocabulary, mental imagery, and engaging thought experiments that relate to things and events students are familiar with in their surrounding environment. The same principles will also be extended to describe phenomena at the very large and very small ends of the scale in our universe such as motion of atoms and galaxies. Special areas of emphasis include: mechanics, properties of matter, energy, sound, light, wave theory, electricity, magnetism, atomic theory, and nuclear physics. Demonstrations and informal experiments will be used to teach key concepts and reinforce big ideas. Students will be able to use the ideas of physics to develop their critical thinking skills, improve their problem-solving skills, and experience an enhanced perspective of their environment which will allow them to better understand and explain the everyday world.

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

**Course #3261-3262**

Full Year = 1 credit (Honors)

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

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

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

Upon successful completion of Human Anatomy and Physiology, students will develop: 1) an understanding of the methods and techniques used to study the human body; 2) knowledge of the structure of all systems in the body; 3) an understanding of the functions of all the systems of the human body; 4) an understanding of the role of each body

system in maintaining the homeostatic balance of the human body; 5) an awareness of relevant pathologies associated with human body systems; and 6) an awareness of the professional opportunities and requirements in the health sciences and related fields.

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

**Course #3171-3172**

Full Year = 1 credit (Honors)

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

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

### **Zoology 1-2**

**Course # 3163-3164**

Full Year = 1 credit

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

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

### **Forensic Science 1-2**

**Course #3231-3233**

Full Year = 1 credit

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

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

### **AP Biology**

**Course #3149-3150**

Full Year = 1 credit (Advanced Placement)

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

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

### **AP Chemistry**

**Course #3211-3212**

Full Year = 1 credit (Advanced Placement)

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

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



if students must register for a separate course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **AP Environmental Science**

**Course #3115-3116**

Full Year = 1 credit (Advanced Placement)

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

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

### **AP Physics 1**

**Course #3263-3264**

Full Year = 1 credit (Advanced Placement)

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

This one-year laboratory science course is the equivalent of a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **AP Physics 2**

**Course #3265-3266**

Full Year = 1 credit (Advanced Placement)

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

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

### **AP Physics C: Mechanics**

**Course #3247-3248**

Full Year = 1 credit (Advanced Placement)

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

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

### **AP Physics C: Electricity and Magnetism**

**Course #3259-3260**

Full Year = 1 credit (Advanced Placement)

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

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

## **SOCIAL STUDIES**

### **World History/World Geography Options**

1 credit required

#### **World History 1-2**

**Course #4101-4102**

Full Year = 1 World History/World Geography credit

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

#### **World History 1-2 (H)**

**Course #4103-4104**

Full Year = 1 World History/World Geography credit

This course focuses on World History from approximately the mid-1300s to the modern day. Students will examine important concepts in geography, history, and culture pertaining to regions around the globe. Students will analyze significant events, individuals, developments and processes across the world from the perspective of multiple and varied voices for a vivid and complex picture of history. This course is global in nature, with a multicultural, rather than Eurocentric, approach. Students will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: the Middle Ages, the Renaissance and Reformation, global expansion, empires and kingdoms of the world, the Enlightenment and revolutions, the rise of nations, imperialism, industrialization, civil rights of the 19th century, WWI, 20th Century revolutions, global depression, WWII, decolonization, the Cold War, globalization, and modern issues. Students will pursue historical study through primary source readings, research projects, group discussions, and directed readings. The honors course focuses heavily on the development of academic writing and discourse.

#### **AP World History: Modern**

**Course #4111-4112**

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

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

#### **AP European History**

**Course #4125-4126**

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

This course is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also focuses on nine units: Renaissance and Exploration, Age of Reformation, Absolutism and Constitutionalism, Scientific, Philosophical and Political Developments, Conflict, Crisis and Reaction in the Late 18<sup>th</sup>-Century, Industrialization and Its Effects, 19<sup>th</sup>-Century Perspectives and

Political Developments, 20<sup>th</sup>-Century Global Conflicts, Cold War and Contemporary Europe. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **World Geography**

**Course #4117-4118**

Full Year = 1 World History/World Geography credit

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

### **World Geography (H)**

**Course #4119-4120**

Full Year = 1 World History/World Geography credit (Honors)

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

### **AP Human Geography**

**Course #4181-4181**

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

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

### **US History Options**

1 credit required

### **US History 1-2**

**Course #4131-4132**

Full Year = 1 US History credit

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

**AP US History****Course #4145-4146**

Full Year = 1 US History credit (Advanced Placement)

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

**American Government/Economics and Personal Finance Options**

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

**American Government****Course #4161**

One Semester = 0.5 American Government credit

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

**American Government/ We the People (H)****Course #4173**

One Semester = 0.5 American Government credit (Honors)

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

**Economics and Personal Finance****Course #4205**

One Semester = 0.5 Economics credit

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

**AP Macroeconomics****Course #4222**

One Semester = 0.5 Economics and Personal Finance credit (Advanced Placement)

The AP Macroeconomics course is designed to allow students to investigate the principles of economics that apply to an economic system and issues of personal finance. Students will explore economic principles and models, determine and explain economic outcomes, and model economic situations using graphs and other visual representations. This course covers seven units of study: Basic Economic Concepts, Economic Indicators and the Business Cycle, National Income and Price Determination, Financial Sector, Long-Run Consequences of Stabilization Policies, and Open Economy-International Trade and Finance, and Personal Finance. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **AP Microeconomics**

**Course #4219 or 4220**

One Semester = 0.5 Economics and Personal Finance credit (Advanced Placement)

The AP Microeconomics course provides students the opportunity to study the principles of economics that apply specifically to the behavior of individuals within an economic system and issues related to personal finance. Within the context of microeconomics, students will explore economic principles and models, determine and explain economic outcomes, and model economic situations using graphs and other visual representations. This course explores units of study that include the following topics: basic economic concepts, supply and demand, production, cost, and the perfect competition model, imperfect competition, factor markets, market failure and the role of government, globalization, and personal finance. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

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

**Course #4171-4172**

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

This class satisfies both the American Government and Economics requirements

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

### **AP American Government/ We the People**

**Course #4175-4176**

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

This class satisfies both the American Government and Economics requirements

The "We the People" instructional program provides students with a course of instruction on the historical development of the Constitution, the Bill of Rights, and the basic principles of constitutional democracy. The program is designed to foster civic responsibility through the development of an understanding of the Constitution, the Bill of Rights, and the fundamental principles and values that students embody. The program also helps the student gain an understanding of the rights and responsibilities of citizens in our constitutional democracy. The "We the People" curriculum examines the following topics at levels appropriate for students at the senior high school/college level: political philosophy, history and experience, writing the Constitution, establishing the government, protection of basic rights, and the responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of judges from the community. Students will be required to do research work in the school library and at UNR. Students will also be required to give unit presentations before other classes, community organizations, and community professionals. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

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

### **AP African American Studies**

**Course #4051-4052**

Full Year = 1 Arts/Humanities Credit (Advanced Placement)

Can be used to satisfy the Flex credit graduation requirement

The AP African American History course is an interdisciplinary course that encourages students to explore and evaluate the diverse experiences of African Americans. Students engage in this study through direct examination of authentic and varied primary sources that explore central themes. The four central themes of the course are 1) Migration and the African Diaspora, 2) Intersections of Identity, 3) Creativity, Expression, and the Arts, and 4) Resistance and Resilience. Through the lens of these four themes students will practice applying disciplinary knowledge, evaluating diverse perspectives, contextualizing historical and contemporary events, source analysis, and argument development. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **AP Art History**

**Course #6267-6268**

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

Can be used to satisfy the Flex credit graduation requirement

The AP Art History course prepares students for the AP Art History Exam. The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of European and non-European cultures. In this course, students engage in both visual and historical study about art and its contexts. Students develop an understanding of artworks in their context, considering issues of patronage, gender, politics, religion, and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience, and the role of both the artist and work of art in a particular society. Throughout the study of AP Art History, students examine how and why the work looks the way it does and what it means within its particular context. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **Cultural Studies**

**Course #4049-4050**

Full Year = 1 elective credit

Can be used to satisfy the Flex credit graduation requirement

This year-long course will investigate the political, social, and economic connections and contributions of diverse groups throughout history and contemporary America to better prepare students for lives and careers in an increasingly multicultural society. Students will think critically about the world and their place in it by evaluating systems of power and the impacts of those systems on diverse communities. Through an inquiry-based approach, students will explore identity, intersectionality, cultural contributions, and strategies various groups used to overcome oppression and create communities of respect, equity, and diversity. As a result, students will become conscious about the world around them and civically engaged in order to take action on issues they find important and relevant.

### **Holocaust and Genocide Studies (H)**

**Course #4059-4060**

Full Year = 1 elective credit (Honors)

Can be used to satisfy the Flex credit graduation requirement

The purpose of this course is to teach students why, how, what, when, and where the Holocaust took place, including the key historical trends and antecedents that led up to and culminated in the “final solution”. Learning about the Holocaust demonstrates the fragility of all societies and institutions that are supposed to protect the security and rights of all, and how these institutions can become monopolized and manipulated by those who seek control and power. Examining the Holocaust historically enforces the mentality that all civilians, and especially those in leadership positions, must reinforce humanistic values that protect a free and just society. Examining the Holocaust helps demonstrate to students the dangers of prejudice, discrimination, and dehumanization to deepen their reflection about contemporary issues that affect societies around the world, such as the power of extremist ideologies, propaganda, the abuse of official power, and group-targeted hate and violence.

### **Sports in History – Elective**

**Course #4005-4006**

One Semester = 0.5 elective credit

Full Year = 1 credit

This course will examine the development of sports through numerous historical perspectives. Students will explore the issues of gender, race, ethnicity and social class in relation to sports and within a historical context, and its relationship to the social, economic, cultural, and political forces in both the world and the United States. Students will learn through a variety of methods including classroom discussions, primary source readings, as well as digital resources.

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

**Course #4257-4258**

One Semester = 0.5 elective credit

Full Year = 1 credit

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

### **Psychology 1-2**

**Course #4245-4246**

Full Year = 1 Arts/Humanities credit

Can be used to satisfy the Flex credit graduation requirement

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

### **AP Psychology**

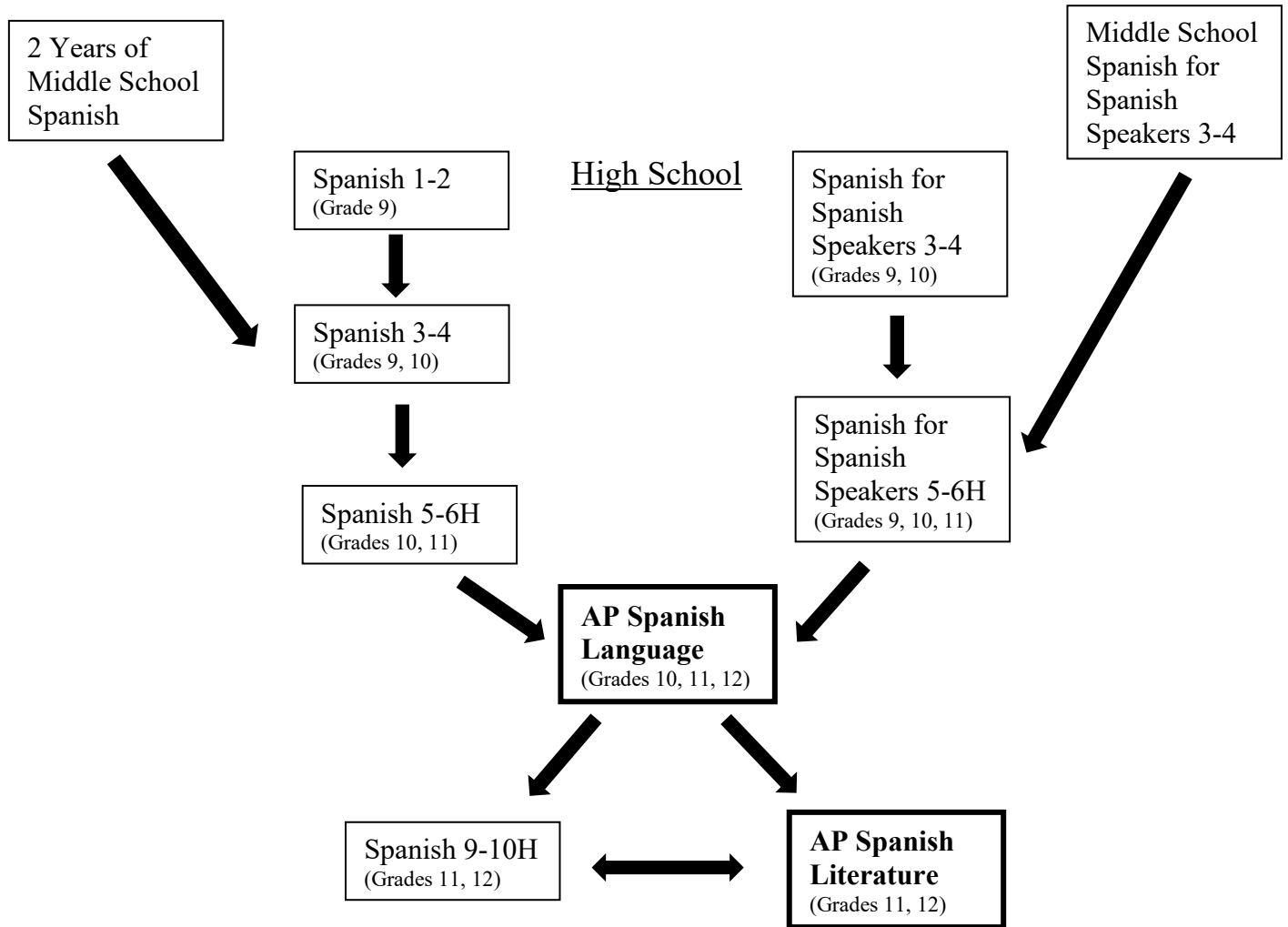
**Course #4249-4250**

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

Can be used to satisfy the Flex credit graduation requirement

The AP Psychology class is a one-year course designed to give students a working knowledge of the theories and key concepts of each of the major subfields as well as expose students to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes. The class will train students to apply psychological principles and understand connections between ideas and theories and leave students with an appreciation of the scientific methods and ethical procedures that produce such knowledge. This course covers nine units of study: Scientific Foundations of Psychology, Biological Bases of Behavior, Sensation and Perception, Learning, Cognitive Psychology, Developmental Psychology, Motivation, Emotion and Personality, Clinical Psychology, and Social Psychology. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

## SPANISH PATHWAYS





## **WORLD LANGUAGE**

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

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

Full Year = 1 credit

French 1-2 – Course #4551-4552

Spanish 1-2 – Course #4611-4612

German 1-2 – Course #4681-4682

Chinese 1-2 – Course #4711-4712

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

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

Full Year = 1 credit

French 3-4 – Course #4553-4554

Spanish 3-4 – Course #4613-4614

German 3-4 – Course # 4683-4684

Chinese 3-4 – Course # 4713-4714

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

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

Full Year = 1 credit (Honors)

French 5-6 (H) – Course #4555-4556

Spanish 5-6 (H) – Course #4615-4616

German 5-6 (H) – Course #4685-4686

Chinese 5-6 (H) – Course #4715-4716

This Honors level course is a continuation of world language level 3-4. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Intermediate-Low to Intermediate-Mid Range). Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **World Language Level 9-10 Honors Courses**

Full Year = 1 credit (Honors)

French 9-10 (H) – Course #4559-4560

Spanish 9-10 (H) – Course #4619-4620

This course is designed to reinforce skills learned in previous Spanish classes. Students will expand their vocabulary, as well as knowledge of Spanish grammar. Students will learn new verb tenses and sentence structures. The 5Cs of World Languages will be included through the courses, which are communication, culture, connections, comparison, and community. These courses will develop the listening, reading, speaking, and writing skills. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **AP Spanish Language & Culture**

**Course #4641-4642**

Full Year = 1 credit (Advanced Placement)

The Advanced Placement Spanish Language course is designed for those students interested in broadening their knowledge of Spanish at a pre-college level. The goal of AP Spanish Language is to develop students' communicative ability in the three modes of communication: interpersonal, interpretive, and presentational. Students will participate in daily prompts that emphasize listening, speaking, reading, and writing. Extensive reading in the language is required. Written compositions and essays are assigned regularly, and oral work is required. A complete review of grammar is included. Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **AP Spanish Literature**

**Course #4643-4644**

Full Year = 1 credit (Advanced Placement)

AP Spanish Literature is a culmination of increased skills in speaking, listening, reading, and writing. The student will read Spanish literature and contemporary writings with the aid of a dictionary. Vocabulary development will be increased greatly, and knowledge of Spanish culture and history will be emphasized. They will become increasingly proficient in written and spoken Spanish and will be able to use Spanish to discuss literature and current events. All classroom instruction will be in Spanish. Students will be required to use the language exclusively in class. Reading assignments, oral practice, and essay writing will be emphasized, as well as grammar and vocabulary exercises. Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **AP French Language & Culture**

**Course #4581-4582**

Full Year = 1 credit (Advanced Placement)

The Advanced Placement French Language and Culture course is designed to prepare French students for the AP French Language and Culture exam. The goal of AP French is to develop students' communicative ability in the three modes of communication (Interpersonal, Interpretive and Presentational) through the use of authentic materials. This

course will develop students' listening comprehension and reading skills using different kinds of authentic texts and aural materials. AP French will hone students' ability to express themselves in both written and oral French at the level of intermediate to pre-advanced range. These skills will be practiced through the study of cultural aspects of the French and francophone world in six major categories set by the College Board. Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **AP German Language & Culture**

**Course #4697-4698**

Full Year = 1 credit (Advanced Placement)

The AP German Language and Culture course is a culmination of increased skills in speaking, listening, reading, writing, and grammar mastery. The student will read German literature and contemporary writings with the aid of a dictionary. Vocabulary development will be increased greatly, and knowledge of German 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. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **AP Chinese Language & Culture**

**Course #4719-4720**

Full Year = 1 credit (Advanced Placement)

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **Advanced Spanish Conversation**

**Course #4627-4628**

Full Year = 1 credit (Honors)

**Prerequisite:** *AP Spanish Language & Culture or the equivalent of 4 years of High School Spanish.*

This course is designed to aide advanced-level students of Spanish in the improvement of their Spanish conversational and presentational skills. Reading, writing, and listening are components to this class with extensive emphasis on oral communication in professional and educated settings. Daily conversations include street slang and common expressions utilized in Spanish speaking communities. Topics addressed include a variety of cultural, social justice, political, and economic issues. While rubrics with parameters are provided as a guide, the majority of course content is student-designed and student-taught 100% in Spanish. The purpose of this course is to prepare students to be able to actively use their Spanish in the workplace, educational settings, and among Spanish speakers in their communities. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **Advanced Spanish World Issues**

**Course #4629-4630**

Full Year = 1 credit (Honors)

**Prerequisite:** *AP Spanish Language & Culture or the equivalent of 4+ years of High School Spanish.*

This course is designed promote high level cultural competency on global issues for advanced-level students of Spanish. This course is intended to follow the **Advanced Spanish Conversation** course. **Advanced Spanish World Issues** is conducted 100% in Spanish and includes reading, writing, listening, and speaking

with heavy emphasis on conversation, discussion, and debate about world issues. Specific topics include but are not limited to race, ethnicity, politics, gender, social justice, economics, etc. Like the Advanced Spanish Conversation course, the majority of course content is student-designed and student-taught 100% in Spanish. The purpose of this course is to prepare students to be culturally competent and active participants among the global communities in which they reside. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **Spanish Literacy (Spanish for Spanish Speakers)**

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

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

**Course #4653-4654**

Full Year = 1 credit

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

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

**Course #4655-4656**

Full Year = 1 credit (Honors)

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

### **Paiute**

#### **Paiute 1-2**

**Course #4771-4772**

Full year = 1 credit

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

#### **Paiute 3-4**

**Course #4773-4774**

Full year = 1 credit

Prerequisite: Paiute 1-2

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

## **PHYSICAL EDUCATION**

### **PE**

Full Year = 1 credit

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

**Course #5101-5102**

**Course #5103-5104**

### **PE 9-10**

Full Year = 1 credit

This course is designed for students in grades 9-10 in which students are introduced to a variety of sports in three to five-week units. These sports are divided into three categories: lifetime, team, and individual. Activities may include aerobics, badminton, basketball, flag football, jogging, pickle ball, soccer, softball, tennis, track, volleyball, and weight training. Emphasis is on the teaching of rules, skills, and strategies in the instructional sports as well as the recreational aspects of team sports. There are daily warm-up activities, which include cardiovascular runs and calisthenics. Students are expected to dress out in the required PE uniform daily.

**Course #5105-5106**

**Course #5107**

### **PE 10-11-12**

Full Year = 1 credit

This course is designed for students in grades 10-12 in which students are introduced to a variety of sports in three to five-week units. These sports are divided into three categories: lifetime, team, and individual. Activities may include aerobics, badminton, basketball, flag football, jogging, pickle ball, soccer, softball, tennis, track, volleyball, and weight training. Emphasis is on the teaching of rules, skills, and strategies in the instructional sports as well as the recreational aspects of team sports. There are daily warm-up activities, which include cardiovascular runs and calisthenics. Students are expected to dress out in the required PE uniform daily.

**Course #5109-5110**

**Course #5111 (semester)**

### **Fitness/Wellness 1-2**

Full Year = 1 credit

This course is a first-year entry level class required for all students that have not taken a fitness class in high school or participated in a summer school fitness class. This class will teach activity-related skills, fitness knowledge, and personal motivation techniques in a positive and supportive atmosphere that will promote the establishment and utilization of lifelong fitness habits. Students will: 1.) Fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle. 2.) Exhibit responsibility for their own health related fitness status. 3.) Demonstrate the ability to perform basic and advanced skills and tactics to participate in multiple life-long activities. 4) Independently design and apply their own program to achieve and maintain personal wellness goals.

**Course #5121-5122**

### **Fitness/Wellness 3-4**

Full Year = 1 credit

**Prerequisite:** Successful completion of Fitness/Wellness 1-2 or equivalent

This course is a second level class for students who wish to continue with the curriculum from Fitness/Wellness 1-2. This class will teach activity-related skills, fitness knowledge, and personal motivation techniques in a positive and supportive atmosphere that will promote the establishment and utilization of lifelong fitness habits. Students will: 1.) Fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle. 2.) Exhibit responsibility for their own health related fitness status. 3.) Demonstrate the ability to perform basic and advanced skills and tactics to participate in multiple life-long activities. 4) Independently design and apply their own program to achieve and maintain personal wellness goals.

**Course #5123-5124**

### **Life Sports**

Full Year = 1 credit

**Course #5131-5132**

**Course #5133 (semester)**

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

### **Power Walking**

**Course #5141-5142**

Full Year = 1 credit

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

### **Aerobics**

**Course #5151-5152**

Full Year = 1 credit

**Course #5153 (semester)**

This course is designed to introduce the student to walking and aerobic routines for total body conditioning for lifetime aerobic activities. The class will include warm-up, proper walking techniques, Yoga techniques, isotonic calisthenics for developing muscle strength and endurance, weight training, proper training guidelines, stretching and cooling down. Walking will be done throughout the semester with appropriate dress required for both hot and cold temperatures. Participants will be expected to improve movement skills, flexibility, and cardio-respiratory endurance while conditioning the body. Upon completion of this course, students will be able to: (1) have an understanding of the physical fitness components; (2) perform aerobically for a minimum of 30-45 minutes without stopping; (3) stretch, using correct techniques; (4) use correct power walking techniques; (5) identify correct and incorrect techniques used in all areas of exercise; and (6) identify and follow safety cues during class. NOTE: A variety of walking courses are used during the semester. Many of these are out in the community. Students are responsible for walking at an appropriate pace, staying with assigned class, and following school rules/community laws at all times.

### **To the Max**

**Course #5161-5162**

Full Year = 1 credit

**Course #5163 (semester)**

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

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

### **Team Sports**

**Course #5171-5172**

Full Year = 1 credit

**Course #5173 (semester)**

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

### **Basketball Conditioning**

**Course #5203-5204**

Full Year = 1 credit

**Course #5202 (semester)**

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

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

### **Advanced Basketball Conditioning**

Full Year = 1 credit

**Course #5205-5206**

**Course#25100 (.25 credit)**

**Prerequisite:** Approval of Instructor. At least one year of competitive basketball experience. Returning Athletes who have been in the program will be given spots first.

This course is designed to prepare the competitive basketball player for the competitive season. Course content will include: Daily strength, conditioning and explosive movement training, varsity level basketball-specific skill development, agility work, and team play combination of activities designed to prepare the athlete both physically and mentally. The athlete should have a strong base and background in basketball and a good understanding of basketball fundamentals.

### **Volleyball**

Full Year = 1 credit

**Course #5191-5192**

**Course #5193 (semester)**

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

### **Aerobics/Weight Training**

Full Year = 1 credit

**Course #5211-5212**

This course is an introduction to aerobics and weight training. Classroom activities will include discussion of healthy lifestyles, personal fitness, wellness, and nutrition. The class is designed to increase the student's strength, flexibility, endurance, cardiovascular fitness through a rigorous running program, and lifting weights for muscular toning. Expectations for student involvement and commitment will be high.

### **Fitness/Weight Training**

Full Year = 1 credit

**Course #5213-5214**

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

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

Full Year = 1 credit

**Course #5215-5216**

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

### **Conditioning/ Weight Training**

Full Year = 1 credit

**Course #5217-5218**

**Course #5219 (semester)**

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

### **Advanced Conditioning/Weight Training**

Full Year = 1 credit

**Course #5221-5222**

**Course #5220 (semester)**

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

### **Football Conditioning/Fundamentals**

**Course #5223-5224**

Full Year = 1 credit

**Course #5225 (Semester)**

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

### **Advanced Football Conditioning**

**Course #5227-5228**

Full Year = 1 credit

**Course #5229 (semester)**

This course requires instructor approval and is designed for those athletes who excel in the Olympic core lifts. This class will focus specifically on the physical and psychological needs of the football athlete in the areas of weight training, flexibility, plyometrics, conditioning, and performance enhancement skills (i.e., relaxation, visual imagery, positive affirmation, film evaluation, and goal setting). Students, with the help of the instructor, will develop and follow an individualized football specific computerized strength-training program.

### **Power Spinning**

**Course #5234-5235**

Full Year = 1 credit

This course is designed to introduce the student to spinning as a lifetime aerobic activity. A typical class will include stretching warm up, cool down and a 40-minute spinning session. Topics relating to total fitness, such as target heart rate, metabolism, and nutrition will be discussed throughout the course. Additional activities will include strength training and various activities.

### **Soccer & Conditioning**

**Course #5236-5237**

Full Year = 1 credit

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

### **Introduction to Yoga**

**Course #5252-5255**

Full Year = 1 credit

This is an introduction to Yoga and the Pilates dynamic system of muscle conditioning. The course will provide a rejuvenating workout for your brain as well as for your body. The class will focus on fundamental practices of awareness, relaxation and conscious breathing which include the practice of postures, breath control, relaxation, light meditation, self-discipline and training of the mind body and concentration. Students will develop body awareness, increase vitality and peace of mind. Students will learn the names of Yoga postures and Pilates exercises. Students will be required to name postures and write their own workout. This class is combined with Power Walking, along with weight training, body strength workouts, a variety of aerobic, and functional fitness training. Writing assignments will be given to better understand the benefits of life-long wellness. Students are strongly encouraged to purchase their own yoga mats. Students are responsible for cleaning the yoga mat.

### **Introduction to Yoga/Power Walking**

**Course #5035-5036**

Full Year = 1 credit

Intro to Yoga/Power Walking: This course is designed to introduce the student to power walking and yoga, along with a variety of aerobics as life-long physical activities. Walking will be done throughout the semester/year with appropriate dress required for both hot and cold temperatures. Students are responsible for walking at a sufficient pace,



staying with the class and always following school rules/community laws. This class also includes an introduction to Yoga and the Pilates dynamic system of muscle conditioning. The course will provide a rejuvenating workout for your brain as well as for your body. The class will focus on fundamental practices of awareness, relaxation and conscious breathing which include the practice of postures, breath control, relaxation, light meditation, self-discipline and training of the mind body and concentration. Students will develop body awareness, increase vitality and peace of mind. Students will learn the names of Yoga postures and Pilates exercises. Students will be required to name postures and write their own workout. Writing assignments will be given to better understand the benefits of life-long wellness. Topics relating to total fitness, such as target heart rate, metabolism, and nutrition will be discussed throughout the course. Students are strongly encouraged to purchase their own yoga mats. Students are responsible for cleaning the yoga mat.

### **Dance**

**Course #5241-5242**

Full Year = 1 credit

**Course #5243 (semester)**

Dance will present the student with physical dance skills, based upon exercise, aerobics and coordination techniques. Using contemporary music, students will learn the process of pulse-monitored exercise, which is the safest way to engage in aerobics, including the use of step aerobics, hi-low aerobics and cardio kickboxing. The class will include a conditioning component to consist of power walking, jogging, bleachers and interval workouts. Students will be introduced to the history of dance and will engage in dance activities indicative of historical dance. Some dance styles utilized will be folk dance and American social dance. Dance is designed to offer students the opportunity to produce and perform before their peers. The curriculum of this course is aligned with Nevada Academic Content Standards for Physical Education.

### **Beginning Dance**

**Course #5245-5246**

Full Year = 1 credit

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

### **Advanced Dance**

**Course #5247-5248**

Full Year = 1 credit

Dance will present the student with physical dance skills, based upon exercise, aerobics and coordination techniques. Using contemporary music, students will learn the process of pulse-monitored exercise, which is the safest way to engage in aerobics, including the use of step aerobics, hi-low aerobics and cardio kickboxing. The class will include a conditioning component to consist of power walking, jogging, bleachers and interval workouts. Students will be introduced to the history of dance and will engage in dance activities indicative of historical dance. Some dance styles utilized will be folk dance and American social dance. Dance is designed to offer students the opportunity to produce and perform before their peers. The curriculum of this course is aligned with Nevada Academic Content Standards for Physical Education.

### **Lifetime Fitness**

**Course #5253-5254**

Full Year = 1 credit

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

### **Lifetime Fitness/Yoga**

**Course #5257-5258**

Full Year = 1 credit

This course is a combination of Fitness Weights and Introduction to Yoga. It is designed for all students who wish to improve their cardiovascular endurance, muscular strength, muscular endurance, flexibility, and agility through a rigorous program for total body conditioning. This course includes warm-up, techniques of strength training, Cross Fit, power lifting, running short and long distances, different types of cardiovascular training, and core strengthening and

Yoga. The class will include the practice of postures, breath control, cleansing techniques, relaxation, meditation, self-discipline and training for the mind, body, and concentration. Students will develop body awareness and increase vitality and peace of mind. Students will learn the names of Yoga asanas or postures and will be required to perform postures as part of the final. There is a daily physical fitness workout that students will be expected to participate in each class period. Open to grades 9-12

## **JOBS FOR NEVADA’S GRADUATES (J4NG)**

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

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

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

### **J4NG ELECTIVE G09**

**Course # 8451-8452**

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

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

### **J4NG ELECTIVE G10**

**Course #8424-8425**

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

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

### **J4NG ELECTIVE G11**

**Course #8426-8427**

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

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

### **J4NG ELECTIVE G12**

**Course #8417-8418**

One year = 1 credit

Employability Skills Class – Jobs for Nevada’s Graduates:

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

## **COMPUTER LITERACY**

### **Computer Science & Applications**

**Course #8344 or 8345**

One Semester = 0.5 credit

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

### **AP Computer Science Principles**

**Course #8389-8390**

One year = 1 credit

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

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

## **HEALTH**

### **Health**

**Course #5311**

One Semester = 0.5 credit

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

## **VISUAL AND PERFORMING ARTS**

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

### **Visual and Performing Arts: Visual Arts**

#### **Foundations in Art**

**Course # 6107-6108**

One Year = 1 credit

Foundations in Art is a survey Course designed to give students a broad exposure to the fine arts. Students will learn and apply the elements and principles of art as they create. Various media will be used to explore art making and its relationship to our history and various cultures. Critical thinking will be used to assess and analyze the merits of personal work as well as that of others.

#### **Art 1-2**

**Course # 6111-6112**

One Year = 1 credit

Art is an introductory class designed to give students a background for both understanding and producing quality visual art. This class follows a rigorous, comprehensive curriculum, as mandated by the Nevada Department of Education Standards for visual arts. Units in drawing on the right side of the brain, elements and principles of design, color theory, painting and multi-media may be explored. In Art 2 technical skills will be refined by working from observation, judging proportion using sighting and referencing. Artwork will incorporate basic composition and perspective. Students will demonstrate the use of the elements and principles of design, study the historical context of art, and develop their critiquing skills. Various drawing and painting materials and techniques will be used.

#### **Art 3-4**

**Course # 6113-6114**

One Year = 1 credit

**Prerequisite:** Successful completion of Art 1-2

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

#### **Art 5-6 (H)**

**Course # 6113-6114**

One Year = 1 credit (Honors)

**Prerequisite:** Successful completion of Art 3-4

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

#### **Art 7-8 (H)**

**Course # 6117-6118**

One Year = 1 credit (Honors)

**Prerequisite:** Successful completion of Art 5-6

This class is for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in visual communications or fine art. AP/Honors students are encouraged to take approved/pertinent classes at the Nevada Museum of Art.

#### **Ceramics 1-2**

**Course # 6131-6132**

One Year = 1 credit

This introductory course focuses on the skills and knowledge that students need to create ceramic sculpture and pottery. Students will become familiar with the entire ceramic process from making clay to firing and glazing their

work as well as the geology and chemistry of clay and glazes. Several important hand-building techniques will be taught including pinch building, coil building, slab building, and a brief introduction to wheel thrown pottery. Students will also become familiar with the elements and principles of art, as well as the work of some important ceramists and other modern sculptors.

### **Ceramics 3-4**

**Course # 6133-6134**

One Year = 1 credit

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

Ceramics 3 will focus heavily on advanced hand building and wheel throwing. Students will work with different clays and decorative methods. Clear use of the elements and principles of design will be stressed. Historical uses of clay and ceramics will be incorporated with all projects. Critiques will be used to evaluate student work and that of others.

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

### **Ceramics 5-6 (H)**

**Course # 6135-6136**

One Year = 1 credit (Honors)

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

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

### **Ceramics 7-8 (H)**

**Course # 6137-6138**

One Year = 1 credit (Honors)

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

In Ceramics 7-8 students will have the opportunity to pursue and refine their artistic voice using the ceramic medium and the continued study of important historic and contemporary Ceramic artist. It is expected that students will demonstrate a high level of technical proficiency and knowledge. Students will create a body of exhibition quality work and will be required to exhibit their work.

### **Drawing 1-2**

**Course # 6141-6142**

One Year = 1 credit

**Prerequisite:** Successful completion of Art 1-2 and/or recommendation of the instructor

Drawing 1 will introduce students to basic drawing techniques, perspective and the elements and principles of design. A variety of subject matter will be covered using many drawing materials. Evaluation skills will be developed through critique and class discussions.

In Drawing 2 skills of drawing from observation will be explored. Students will learn to judge proportion using sighting and referencing. Drawings will incorporate basic composition and multi-point perspective. Various drawing materials and techniques will be used. Evaluation skills will be developed through critique and class discussion.

### **Drawing 3-4**

**Course # 6143-6144**

One Year = 1 credit

**Prerequisite:** Successful completion of Drawing 1-2 and/or recommendation of the instructor

In Drawing 3 students will learn basic portrait drawing. Students further develop their drawing skills and techniques to create drawings with depth and volume. Students will explore more advanced problems with emphasis on creative interpretation, developing ideas and explore methods for personal expression.

Drawing 4 will teach students how to draw the human figure. Students will study the structure and anatomy of the human form and learn proportion, volume, form and mass of the figure. Emphasis will be placed on expression and emotion.

**Drawing 5-6 (H)****Course # 6145-6146**

One Year = 1 credit (Honors)

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

Students are given the opportunity to fine tune their drawing and observation skills. This course develops a higher level of drawing ability and compositional awareness. Students will concentrate on their individual creative concepts using various media. Completed work will be assembled to create a portfolio.

Drawing 6 is an advanced study of drawing techniques and media with an emphasis on creativity. Students will concentrate on their individual creative concepts using various media. Proficiency in a media of choice will be stressed. Students will refine their artistic vision and voice using artist statements. Completed work will be added to their art portfolio.

**Drawing 7-8 (H)****Course # 6117-6118**

One Year = 1 credit (Honors)

**Prerequisite:** Drawing 5-6

Drawing 7 guides students in developing a theme of personal interest and then creating works based upon that theme. Artwork will be developed based on artist statements and multiple pieces will be based on their theme. A variety of materials may be used, and technical proficiency will be stressed. In Drawing 8, students will refine their artistic vision and voice using artist statements. Work will be structured around a basic theme or concept. Proficiency in a media of choice will be stressed. Careers in the art industry will be explored.

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.

**AP Studio Art: Drawing****Course #6261-6262**

One Year = 1 credit (Advanced Placement)

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

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

**Painting 1-2****Course # 6151-6152**

One Year = 1 credit

**Prerequisite:** Successful completion of Art 1-2 or Foundations in Art

This course is designed for the student who wishes to concentrate on painting the entire semester. Students will learn and practice color theory, gain knowledge of the elements and principles of design, and learn various painting techniques. Students will be graded on creativity, quality and concept. This class will explore a variety of media.

The painting class continues by refining technical skills. Projects will become more complex. Paintings will demonstrate the use of the elements and principles of design. Students will study the historical context of painting and develop their critiquing skills. Various media may be used including acrylic, watercolor, and mixed media.

**Painting 3-4****Course # 6153-6154**

One Year = 1 credit

**Prerequisite:** Successful completion of Painting 1-2

This is an Intermediate Studio Course with challenging and open-ended projects. Students are expected to develop a process of self-evaluation to clarify their personal visions and to express and defend their creative platforms. Design and composition concepts as well as looking at art from art history will be part of the instruction.

The second semester of this Intermediate Studio Course will have challenging and open-ended projects. Students are expected to develop a process of self-evaluation to clarify their personal visions and to express and defend their creative platforms. Design and composition concepts as well as looking at art from art history will be part of the instruction. Students will be asked to submit a portfolio of paintings from the entire year.

### **Painting 5-6 (H)**

**Course # 6155-6156**

One Year = 1 credit (Honors)

**Prerequisite:** Successful completion of Painting 3-4

This course probes the advanced student's creative matrix, encouraging personal vision. Emphasis is on the development of an individual aesthetic and the ability to articulate ideas based on self-evaluation. A strong awareness of contemporary painting is encouraged. Teacher supervision involves a dialog on art and creative resolutions.

### **Painting 7-8 (H)**

**Course # 6117-6118**

One Year = 1 credit (Honors)

**Prerequisite:** Successful completion of Painting 5-6

Painting 7 will enable students to refine their time period studies with a concentration of two or three artists. Students will be expected to work independently with close teacher supervision. Students will be expected to participate in the Scholastic Arts Competition and in the AP College Board Portfolio process (not necessarily for AP College Board credit).

Painting 8 will provide students with individual opportunities to explore classical and contemporary painting, techniques and concepts, with the emphasis on the understanding of its formal language and the fundamentals of artistic expression. Demonstrations, slide lectures, group and individual critiques will be given throughout the course. Individuality and creativity will be nourished! Students will be expected to participate in the Scholastic Arts Competition and in the AP College Board Portfolio process (not necessarily for AP College Board credit).

### **Animation I**

**Course #6181-6182**

One Year = 1 credit

This course introduces students to the basic principles of two and three-dimensional computer animation and graphics. Areas of study include storyboarding, character creation, background development, traditional animation techniques, and the use of industry-standard technology. Projects are provided to develop the student's career-based animation skill.

### **2D 3D Multimedia 1-2**

**Course #6171-6172**

One Year = 1 credit

Students will be introduced to and gain experience working in a variety of two- and three-dimensional media as well as develop an understanding of the elements and principals of design. Emphasis will be placed on quality, craftsmanship, creativity, as well as practice and skill technique with new materials. This class will stress creative expression, problem solving skills, historical and cultural information, aesthetic valuing, and connections to careers. Projects will be created in a variety of both two and three dimensions.

### **2D 3D Multimedia 3**

**Course #6173**

One Semester = 0.5 credit

Students will develop an enhanced understanding of multimedia and craftsmanship while creating more complex two- and three-dimensional art. Student will expand their understanding of the language of art and the history of multimedia. Students will refine the ability to critique artwork and to demonstrate critical thinking skills. Students will be able to work independently to refine and create projects with that demonstrate enhanced technical skill. Careers using the multimedia arts will be explored. Projects will be created using a variety of two- and three-dimensional media.

### **Intro to Darkroom Photo**

**Course #6224-6225**

One Year = 1 credit



Introduces the basics of black and white darkroom photography with an emphasis on the history of darkroom photography, composition, film development, enlarging techniques, and manipulation of images to produce a body of work to be presented as a portfolio at the end of the semester. Alternative photography techniques such as solarization and transfers will also be introduced. Students enrolled in this course will have a course fee assessed to their student account.

### **Intro to Digital Photography & Adobe Photoshop**

**Course #8019-8020**

One Year = 1 credit

Introduces the basics of photography as well as an introduction to, Adobe Photoshop. Students will utilize and apply basic methods of image capture, rendering techniques, and manipulation of images to produce a body of work to be presented as a portfolio at the end of the semester. A digital SLR is required. Students enrolled in this course will have a course fee assessed to their student account.

### **Photo 1-2**

**Course # 6121-6122**

One Year = 1 credit

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

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

### **Photo 3-4**

**Course #6139-6140**

One Year = 1 credit

**Prerequisite:** Successful completion of Photo 1-2

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

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

**Course #9481-9482**

One Year = 1 credit

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

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

**Course #9483-9484**

One Year = 1 credit

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

**Mural Art****Course #6931-6932**

One Year = 1 credit

This course is an introduction to mural making using ceramics and painting/ drawing skills. Students will explore cultural and historical purposes for making a mural or various kinds of public/ community artworks. Hand building, surface decoration, glazing, and other methods of ceramic decoration will be taught. The history of painting, ceramics and mural makings, related to movements will be explored and infused into the assignments. Students will be required to submit work to various art competitions, including the Scholastic Arts.

**AP Studio Art: 2D Design****Course #6263-6264**

One Year = 1 credit (Advanced Placement)

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

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

**Advanced Studio Art****Course #6277-6278**

One Year = 1 credit

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

**AP Studio Art: 3D Design****Course #6265-6265**

One Year = 1 credit (Advanced Placement)

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

This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The Course is designed to prepare students to submit portfolios to the College Board's advanced placement Art Portfolio in 3D-design. Students enrolled in AP studio Art are required to submit a portfolio. This portfolio will consist of 5 pieces of their best quality work and twenty-eight images of work showing a breadth of media and a concentration of one area of study. All AP exams have a cost associated with them.

**Visual and Performing Arts: Theatre****Theatre Arts 1-2****Course #6501-6502**

One Year = 1 credit

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

**Theatre Arts 3-4****Course #6511-6512**

One Year = 1 credit

**Prerequisite:** Successful completion of Theatre Arts 1-2

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

**Advanced Theater Arts****Course #6503-6504**

One Year = 1 credit (repeatable)

**Prerequisite:** Successful completion of Theatre Arts 3-4

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

**Theater Performance****Course #6505**

One Semester = 0.5 credit (repeatable)

**Prerequisite:** Audition and Casting or Instructor Approval

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

**Theatre Repertory****Course #6516**

One Semester = 0.5 credit (repeatable)

**Prerequisite:** Theatre 1-2 or Drama Workshop and Instructor Approval

Creative Drama is an improvisational, non-exhibition, process-oriented form of drama, where participants are guided by a leader to imagine, enact, and reflect on experiences real and imagined. Creative drama takes children's natural world, creative play, and develops it further, using theatre techniques, to create learning experiences which are for the participants. Theatre is largely concerned with communication between actors and an audience; Drama is largely concerned with experience by the participants.

**Acting Styles****Course#6541**

One Semester = 0.5 credits

**Prerequisite:** Theater 3-4

Students in this course explore sophisticated differences in acting styles through research, script analysis, performance and theatre criticism, applying their learning to challenging and diverse scene work. Some of the styles taught include Absurdism, Expressionism, Futurism, Romanticism, and Realism. The course includes rigorous reading, writing and acting assignments. Directing projects include an emphasis on play selection, historical/sociological research, and analysis of emerging directorial concepts, the rehearsal process, and post-production evaluation. The course requires rigorous reading and writing and acting assignments, as well as a final directing proposal.

**Acting and Writing for the Screen****Course #6542**

One Semester = 0.5 credits

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

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

**Directing****Course#6539**

One Semester = 0.5 credits

**Prerequisite:** Theatre 3-4

Students in this course explore sophisticated differences in acting styles through research, script analysis, performance and theatre criticism, applying their learning to challenging and diverse scene work. Some of the styles taught include Absurdism, Expressionism, Futurism, Romanticism, and Realism. The course includes rigorous reading, writing and acting assignments. Directing projects include an emphasis on play selection, historical/sociological research, and analysis of emerging directorial concepts, the rehearsal process, and post-production evaluation. The course requires rigorous reading and writing and acting assignments, as well as a final directing proposal.

**Musical Theatre Workshop****Course #6506-6513**

One Year = 1 credit (repeatable)

**Prerequisite:** Choir 1-2 or Theatre 1-2

Students will learn the history of the American Musical Theater and how it has developed, how to audition for a musical, and how to create a resume. They will also participate in movement and dance choreography, learn character development through dialogue and music, perform a variety of scenes and selections from musical theater literature, and participate in all technical and creative aspects of musical theater production. Through individual and group coaching and directing of vocal, movement, and technical production skills, students will gain a knowledge of all aspects of musical theater production that will prepare them for participation in community and professional theater.

**Playwriting****Course #6475-6476**

One Year = 1 elective credit

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

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

**Technical Theater****Course #6509-6510**

One Year = 1 credit (repeatable)

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

**Visual and Performing Arts: Dance****Jazz/Hip-Hop****Course #6527-6528**

One Year = 1 credit

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

**Tap Theatre Dance****Course #6531-6532**

One Year = 1 credit

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

**Ballet/Contemporary****Course #6533-6534**

One Year = 1 credit

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

## **Visual and Performing Arts: Music**

### **Music Appreciation**

**Course #6599-6600**

One Year = 1 credit

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

### **Music in Society**

**Course #6597-6598**

One Year = 1 credit

This class is for students who wish to advance their musical knowledge and skill through the exploration of music in diverse world cultures. This course examines the role of music in society through a study of musical works and performances within a cultural and historical context. Representative cultural bearers along with required attendance at live performances provide the experiential component so crucial to the understanding and enjoyment of music.

### **Music Theory**

**Course #6601-6602**

One Year = 1 credit / One Semester = 0.5 credit

**Course #6603**

Students will study the fundamentals of music as well as music analysis, construction, form, music technology, and the beginnings of music composition. This class is for the music student who wants to better prepare for entrance into a music program at the college level, or professional level. It is recommended for the advanced students in Orchestra, Choir and Band to take music theory. This class is also open to any student wishing to learn more about the workings and theory of music.

### **Music Theory (H)**

**Course #6607-6608**

One Year = 1 credit (Honors)

This course is designed to develop students' ability to listen to, perform, analyze, notate, and compose music using foundational elements found during the Common Practice Period and beyond. Students will develop skills in melodic dictation, sight singing, score analysis (visual), score analysis (aural), part writing, realizing a figured bass, and harmonizing a melody. This fast-paced curriculum is for the music student who seeks to better prepare for entrance into a music program at the college or professional levels. It is highly recommended that students take a performing ensemble course alongside this course.

### **AP Music Theory**

**Course #6605-6605**

One Year = 1 credit (Advancement Placement)

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

### **Digital Music**

**Course #6622**

One Semester = 0.5 credit

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

### **Commercial Music**

**Course #6623-6624**

One Year = 1 credit

Commercial Music and Sound Production is a hands-on music technology course that emphasizes collaborative, project-based learning with a focus on real-world projects and applications. While working on music and sound production projects, students develop proficiency in the Nevada Academic Fine Arts Standards for Music Technology, including Creating, Performing, Responding, and Connecting.

In this course, students develop employable skills used in the music and sound recording industries, such as live and studio sound production, sound recording, mixing, mastering, Foley art production, digital music production, advertising, booking, and music publication. Project-based instruction is supported with theoretical and practical instruction in topics such as acoustics, copyright, business, and entrepreneurship.

In alignment with the Nevada Academic Fine Arts Standards for Music Technology, students may be required to participate in co-curricular rehearsals and performances beyond the school day to receive credit for this class.

## **Visual and Performing Arts: Music/Instrumental**

### **Beginning Orchestra**

**Course #6639-6640**

One Year = 1 credit

Beginning orchestra offers introductory level instruction on violin, viola, cello and double bass. Students will explore the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on developing techniques through music community. Students will be required to perform in concerts during and/or after school wearing the in ensemble's designated attire. For an annual rental fee, school instruments are available for students who qualify.

### **Concert Orchestra**

**Course #6641-6642**

One Year = 1 credit

**Prerequisite:** Middle School Advanced Orchestra or instructor approval

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

### **Chamber Orchestra**

**Course #6643-6644**

One Year = 1 credit (repeatable)

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

**Prerequisite:** Instructor approval and Concert Orchestra or Sinfonia Orchestra

Chamber Orchestra will focus on increased technical and musical fluency for 10th grade, 11th grade, and 12th grade students on violin, viola, cello, and double bass. Acceptance for advancement to Chamber Orchestra will be based upon application (which includes a performance audition). Students will refine their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on refining technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other

events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify.

### **Sinfonia Orchestra**

**Course #6645-6646**

One Year = 1 credit (repeatable)

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

**Prerequisite:** Instructor approval or Concert Orchestra

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

### **Eclectic Orchestra**

**Course #6625-6626**

One Year = 1 credit (repeatable)

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

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

Eclectic Styles Orchestra is a year-long course for 10th graders, 11<sup>th</sup> graders, and 12th graders. This course is also available for all 9th grade students simultaneously enrolled in Concert Orchestra. Students are encouraged to enroll concurrently in a second orchestra ensemble. Students will augment and connect musical knowledge, understanding, and performances through music literature including (but not limited to) American Roots music, blues, classical, fiddle, jazz, rock and non-Western musical styles. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify. Other instruments may join per instructor approval.

### **Symphonic Orchestra**

**Course #6681-6881**

One Year = 1 credit (repeatable)

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

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

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

### **Beginning Mariachi**

**Course# 6693-6694**

One Year = 1 credit (repeatable)

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

**Advanced Mariachi****Course#6695-6696**

One Year = 1 credit (repeatable)

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

**Marching Band****Course #6701-6702**

One Semester = 0.5 credit

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

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

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

**Marching Band/Wind Ensemble****Course #6691-6692**

One Year = 1 credit

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

**Marching Band/Symphonic Band****Course #6705-6706**

One Year = 1 credit

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

**Marching Band/Concert Band****Course#6889-6890**



One Year = 1 credit

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

### **Concert Band**

**Course #6703-6704**

One Year = 1 credit

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

### **Jazz Band**

**Course #6707-6708**

One Year = 1 credit

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

### **Advanced Jazz Band**

**Course #6709-6710**

One Year = 1 credit

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

### **Symphonic Band**

**Course#**

One Year = 1 credit

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

### **Wind Ensemble**

**Course #6711-6712**

One Year = 1 credit

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

### **Band: Beginning Percussion**

**Course #6713-6714**

One Year = 1 credit

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

### **Band: Percussion**

**Course #6715-6716**

One Year = 1 credit

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

### **Beginning Guitar**

**Course #6719**

One Semester = 0.5 credit

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

### **Intermediate Guitar**

**Course #6720**

One Semester = 0.5 credit

This semester course is designed for students with intermediate experience on guitar. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences.

### **Advanced Guitar**

**Course #6722**

One Semester = 0.5 credit (repeatable)

**Prerequisite:** Beginning/Intermediate Guitar or audition

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

### **Ukulele 1**

**Course #6724**

One Semester = 0.5 credit

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

### **Ukulele 2**

**Course #6725**

One Semester = 0.5 credit

This course is designed for students who have basic skills in playing the ukulele and wish to progress to an intermediate level of skill. Areas of concentration include review of basic playing techniques, advanced strumming

patterns, advanced rhythmic notation and mixed meters, basic song-writing and chord functions, advanced aural skills, musical literature for the instrument, and small and large ensemble playing experiences.

### **Visual and Performing Arts: Music/Choir**

#### **Concert Choir**

**Course #6801-6802**

One Year = 1 credit

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

#### **Intermediate Choir**

**Course#6805-6806**

One Year = 1 credit

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

#### **Advanced Choir**

**Course #6803-6804**

One Year = 1 credit

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

#### **Bass Choir**

**Course #6807-6908**

One Year = 1 credit

This course is open to advanced low voice students by audition only. Students continue to use and refine good vocal technique to further the student's musicianship and performance skills. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

#### **Treble Choir**

**Course #6809-6810**

One Year = 1 credit

This is an advanced course designed for students interested in singing and performing with an all treble choir. Literature ranging from traditional to contemporary will be covered. Chorus will be divided into three and four-part arrangement (SSA, SSAA). Students are eligible to audition for Advanced Choir (Intermezzo) as well as for Washoe County School District Honor Choir and Nevada All-State Choir. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

#### **A Capella/Jazz Choir**

**Course #6811-6812**

One Year = 1 credit

This course is designed for the advanced vocal student and will develop solo as well as ensemble singing. Students continue to refine vocal skills to further the student's musicianship through the performance of more advanced literature. An appropriate treble/bass balance will be maintained. Audition is required. Students are required to

participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival. This class may qualify for Honors credit. See the instructor for Honors requirements.

### **Chorale**

**Course #6813-6814**

One Year = 1 credit

This course is open to all beginning choir/general music students interested in learning to sing, read music, and explore musical concepts. With this training, students will be eligible to advance to the Concert Choir or audition for Treble Choir, Intermediate Choir or Advanced Choir. Students may be required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances may include but are not limited to Fall, Winter, Zone, Spring, and Festival.

### **Madrigal Singers**

**Course #6815-6816**

One Year = 1 credit

This course focuses on a variety of styles of music on a more challenging level. Extensive performances within the community will be encouraged. Audition is required. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit.

### **VSNS Choral**

**Course #6817-6818**

One Year = 1 credit

The vocal ensemble class is designed for advanced choral students interested in singing madrigals, vocal jazz, and a cappella music of many styles. This class will not exceed 16 students (four on each vocal part) to qualify for district and state ensemble competitions. The emphasis will be tone production, beauty and blend. Students in this class will be expected to audition for WCSD Honor Choir and Nevada All-State Choir. In addition, students will be expected to sing with the ensemble at district and state solo/ensemble festivals and competitions. This class may qualify for Honors credit. See the instructor for Honors requirements.

### **Vocal Solo Ensemble**

**Course #6819-6820**

One Year = 1 credit

The vocal ensemble class is designed for advanced choral students interested in singing madrigals, vocal jazz, and a cappella music of many styles. This class will not exceed 16 students (four on each vocal part) to qualify for district and state ensemble competitions. The emphasis will be tone production, beauty, and blend. Students in this class will be expected to audition for WCSD Honor Choir and Nevada All-State Choir. In addition, students will be expected to sing with the ensemble at district and state solo/ensemble festivals and competitions.

## **ELECTIVES**

ADD SCHOOL SPECIFIC ELECTIVES HERE

### **Medical Terminology (H)**

**Course #8549-8550**

One Year = 1 credit

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

### CONCURRENT ENROLLMENT COURSES

<b>English 101</b> (English)	<b>Course #14151-14152</b>
<b>English 102</b> (English)	<b>Course #14159-14160</b>
<b>History 101</b> (Elective)	<b>Course #14233</b>
<b>History 102</b> (American History)	<b>Course #14234</b>
<b>History 102c</b> (American History)	<b>Course #14157-14158</b>
<b>Political Science 101</b> (American Government)	<b>Course #14228</b>
<b>Economics 100</b> (Economics and Personal Finance) Note: UNR only (they have added content to the course to meet the standards)	<b>Course #14101</b>
<b>Economics 101</b> (Economics and Personal Finance)	<b>Course #14102</b>
<b>Math 126</b> (Mathematics)	<b>Course #14226</b>
<b>Math 127</b> (Mathematics)	<b>Course #14227</b>
<b>Math 181</b> (Mathematics)	<b>Course #14161-14152</b>
<b>Math 182</b> (Mathematics)	<b>Course #14232</b>
<b>Statistics 152</b> (Mathematics)	<b>Course #14225</b>
<b>Psychology 101</b> (Arts/Humanities)	<b>Course #1453-14155</b>
<b>Spanish 226</b> (World Language)	<b>Course #14155-14156</b>
<b>Theatre 209</b> (Arts/Humanities)	<b>Course #14235</b>

## **CAREER AND TECHNICAL EDUCATION**

COPY/PASTE SCHOOL SPECIFIC PROGRAMS HERE