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Board of Trustees – 2013**

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## **INCLINE HIGH SCHOOL**

### **OUR MISSION**

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

### **BELIEF STATEMENTS**

Incline High School promotes integrity, humanity, and scholarship.

Incline High School develops responsible individuals who contribute to society.

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

## **INCLINE HIGH SCHOOL ADMINISTRATIVE OFFICES**

**Stacey Cooper, Principal**  
**Mark Zimmerman, Assistant Principal**  
**Valerie Jackson, Administrative Assistant**  
**Barbara Schellinger, Registrar**  
**Barbara Loeschner, Bookkeeper**  
**Brenda Neely, Attendance Clerk and Bilingual Aide**  
**Athletic Director, Tom Canino and Elizabeth Gebhardt**  
**Dean, Elizabeth Gebhardt**

## **ACADEMIC DEPARTMENTS**

**Math:** Russell Resney\*, Michael Jennings, Darin Manning  
**Special Education:** Kari Michael\*, Courtney Taves, Tina Pazell  
**Fine Arts, Music, Vocational:** Ann Clark\*, Jim Krupa, Bryan Thornton  
**Science:** Joel Kivo\*, Steve Brown, Russell Resney  
**World Languages, ESL/ELL:** Janette Holman\*, Jeni Cross, Laura Smith  
**Social Studies:** Milton Hyams\*, Amy Henderson, Pamela Miller  
**English:** Shelah Brown\*, Aaron Parsons, Tom Canino, Nancy Rogan, Courtney Taves  
**Physical Education, Health, Foods:** Jan Groff, Elizabeth Gebhardt

**HSROTC:** Lieutenant Colonel Bart Tragman, USA (Ret.).  
First Sergeant Larry Porter, USA (Ret.).  
**Alt Ed / Computer Based Instruction / Career Center:** Marilyn McLochlin  
**Library:** Shelah Brown, Milly Corneil  
\*denotes academic department chair

## **COUNSELOR**

**Patty Haddad:** Freshman, Sophomore, Juniors & Seniors

## **PRE-REGISTRATION INFORMATION**

### **GENERAL INFORMATION**

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

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

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

### **REGISTRATION**

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

### **ENROLLMENT**

The offerings of Incline High School are open to all students who have completed the 8th grade, with some courses being limited to juniors and seniors. The principal, assistant principal, and/or counselor are in the high school two weeks before school opens in the fall to assist students. Incline High School is open from 8:00 a.m.- 3:00 p.m. during the summer.

### **WITHDRAWAL OF COURSE OFFERINGS**

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

### **CLASS PERIODS**

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

## THE GATEWAY COURSE OF STUDY

(Administrative Regulation 6511)

Gateway is a default course of study in which all students will automatically be enrolled in:

1. 4 years of math
2. 3 years of science
3. 6 courses as seniors

### Exceptions

Per Administrative Regulations 6511, 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 is directly receiving ESL services (and for whom it is determined that it would be educationally inappropriate to complete the Gateway Course of Study).
3. A student who has transferred into a WCSD high school as a junior or senior and cannot earn the fourth mathematics or third science credit during the school year in his/her remaining school years before graduation. Determination of whether a student can earn the fourth mathematics and/or third science credit will be made jointly in a conference with the student, parent, counselor, and principal or curriculum assistant principal within 10 days of enrollment.
4. A student exempted through the formal opt-out procedure.

**PLEASE NOTE:** No student is automatically exempted; every case should be considered on an individual basis.

## HIGH SCHOOL GRADUATION REQUIREMENTS

(Administrative Regulation 5127)

The **REQUIRED COURSES** are as follows:

English	4 credits
Mathematics	3 credits
Science	2 credits
World History/World Geography	1 credit
US History	1 credit
American Government	1 credit
Arts/Humanities / Occupational Ed.	1 credit
PE/HSROTC or approved equivalency	2 credits
Health or approved equivalency	.5 credit
Computer Literacy	<u>.5 credit</u>
<b>TOTAL</b>	<b>16 credits required courses</b>
Electives	<u>6.5 credits</u> elective courses
<b>GRAND TOTAL</b>	<b>22.5 credits to graduate</b>

In addition to the minimum 22.5 credits earned, all students must receive a passing score on all required sections of the Nevada High School Proficiency Exam.

## **TYPES OF DIPLOMAS**

In order to graduate from a Washoe County high school, a student must earn a minimum of 22.5 credits including certain requirements and a variety of electives. In addition, each student must have passed all required sections of the Nevada High School Proficiency Examination (NHSPE). One of the following will be issued to qualifying students:

**STANDARD DIPLOMA:** This student will have completed a minimum of 22.5 credits with all requirements met and will have passed all required sections of the NHSPE. See “Graduation Requirements.”

**ADVANCED DIPLOMA:** This student will have completed a minimum of 24 credits, including all requirements for a standard diploma plus one additional credit of science (total 3 credits) and one additional credit of math (total 4 credits) with a minimum of 3.25 GPA (no rounding) including all credits applicable toward graduation, and will have passed all required sections of the NHSPE.


**HONORS DIPLOMA:** The Honors Program is designed to enhance academic preparation and challenge students through more rigorous course work. An honors course offers material that is intellectually stimulating and challenges students beyond the scope of regular classroom work; assumes a mastery of the basics required for further study in a given area; emphasizes the quality of work over the quantity of work; provides depth and divergence through the study of ideas, themes, and problems; integrates knowledge across disciplines; demands use of higher order thinking skills including abstract reasoning, analysis, synthesis, and evaluation; requires flexibility in thinking and the use of divergent viewpoints; requires a proven student work ethic and full engagement in learning as an experience in its own right; requires excellence in the use of oral, written, and research skills; and promotes the use of a variety of in-depth performance tasks and assessment tools.

This student will have completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors level classes, and will have passed all required sections of the NHSPE, a minimum 3.40 GPA, weighted (no rounding), and no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript. This diploma is designed to reward students who take and succeed in the most challenging academic program that the high school has to offer. See “Honors Diploma Requirements” for specific required courses. NOTE: Students who earn an Honors Diploma automatically qualify for an Advanced Diploma.

**ADJUSTED DIPLOMA:** This student must be certified as a Special Education student. The student must have completed a minimum of 22.5 credits, but may not have completed all of the requirements for a Standard Diploma and/or may not have passed all required sections of the NHSPE. The student’s IEP will specify the conditions under which he/she will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma until his/her 22<sup>nd</sup> birthday.

**CAREER & TECHNICAL EDUCATION ENDORSEMENT:** A pupil who successfully completes a program of career and technical education and who otherwise satisfies the requirements for graduation from high school must be awarded a high school diploma with an endorsement indicating that the pupil successfully completed the program of career and technical education. See [www.washoe.k12.nv.us/cte/](http://www.washoe.k12.nv.us/cte/) and click on CTE Endorsement for HS Diploma for a list of courses that comprise a program in your area of interest.





**CERTIFICATE OF ATTENDANCE**: This student will have completed all of the requirements and credits needed for a Standard Diploma but will not have passed one or more required sections of the NHSPE by the date of graduation. After completing appropriate remedial work, if the student passes the failed section(s) of the NHSPE within fifteen months following the receipt of a Certificate of Attendance, he/she may exchange the Certificate of Attendance for a Standard Diploma issued by the home high school. If the student has not passed all sections of the HSPE within the fifteen (15) month designated time period, he/she may attend the Washoe Adult Program in order to continue efforts to obtain a Washoe High School diploma.

**GED**: This high school does not issue an equivalency or adult diploma. For information about these programs, contact the Washoe Adult Program at 333-5020.

## REQUIRED COURSES FOR GRADUATION DIPLOMAS

Course Title	WCSD Standard	State Advanced	WCSD Honors
English	4.0	4.0	4.0
Math	3.0	4.0	4.0
Science	2.0	3.0	3.0 <sup>†</sup>
American Government	1.0	1.0	1.0
U.S. History	1.0	1.0	1.0
World History/World Geography	1.0	1.0	1.0
PE/HSROTC	2.0	2.0	2.0
Arts/Humanities/Occupational Ed.	1.0	1.0	1.0
Computer Literacy	.5	.5	.5
Health	.5	.5	.5
World Language	-0-	-0-	2.0*
<b>TOTAL</b> <i>REQUIRED CREDITS</i>	<i>16.0</i>	<i>18.0</i>	<i>20.0</i>
Electives	6.5	6.0	4.0
<b>TOTALS</b>	<b>22.5</b>	<b>24.0</b>	<b>24.0</b>
<b># of Honors Courses</b>	<b>8</b>		
Required GPA	3.25 on 4.0 scale (no rounding)		3.40 on 4.0 scale (no rounding), no course failures as Jr. /Sr., unless the course is repeated to remove the "F" from the transcript. U is not considered for this purpose.

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

\* Two years in the same world language

All diplomas require passage of all sections of the Nevada High School Proficiency Examination.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5127 (4.0 grading scale; minuses dropped.) Then for each semester of an honors course that a student passes, .025 will be added to the unweighted overall GPA and .050 will be added to each semester of an IB or AP course, producing the weighted overall GPA. The list of designated honors courses (which includes all Advanced Placement and International Baccalaureate courses) recognized for the honors diploma program will be utilized in this weighting formula.

## **NEVADA HIGH SCHOOL PROFICIENCY EXAM**

In order to graduate from a Nevada high school with a Standard, Advanced, or Honors diploma, a student must pass the math, reading, science, and writing sections of the High School Proficiency Exam (HSPE). Students are eligible to take the math, reading, and science examinations for the first time during the fall of their 10<sup>th</sup> grade year and the writing exam in the spring of their 11<sup>th</sup> grade year. Once a student has passed a section, he/she does not take that section again.

Students who do not pass one or more sections of the HSPE during the first attempt must participate in testing sessions scheduled during the fall and spring of the 11<sup>th</sup> grade year and then at various times during the 12<sup>th</sup> grade year. However, prior to all testing attempts after the junior year, students must receive appropriate remediation in the area(s) in which they have not passed the test, beginning immediately after receipt of test scores. Appropriate remediation includes enrollment in an approved course or the use of tutors and special programs.

### **Alternative criteria for a standard High school diploma for certain pupils who fail to pass the Science and/or Writing portions of the HSPE:**

In order for students to exercise the option to attempt the Alternative Science and/or Writing Assessments they must:

- Have passed the HSPE reading and math assessments;
- Have failed the HSPE science and/or writing assessment at least 2 times prior to their 12<sup>th</sup> grade year;
- Have an unweighted GPA of at least 2.75; and
- Have earned sufficient credits to be on schedule to graduate with their class.

A pupil, who meets the eligibility criteria above, may demonstrate proficiency in writing and science by submitting to the Department of Education a portfolio of work prepared by the pupil. For more information contact your school.

## **REQUIRED NUMBER OF CLASSES**

With the Gateway Course of Study, all students are automatically enrolled in six courses each year. Only seniors whose parents consent to opt-out may take less than six but no fewer than four credits. All students are encouraged to take advantage of the numerous educational opportunities available to them during high school.

## **GRADES**

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

## FINAL EXAMINATIONS

Washoe County School District guidelines require a final examination of all students in all courses which award one-half (.5) credit or more. Appropriate semester tests may consist of skill or performance tests as well as oral or written examinations, depending upon the objectives of the course and the nature of the learning activities of the class. The ability to express ideas is a significant goal of educational programs; therefore, essay test questions should be included as part of the final examination in classes in which teachers have used written evaluation in the course of instruction. Students who miss a semester final and do not make it up within the first three weeks of the following semester will fail the course. The grade weight of the semester exam is 10% in 2012-2013, 15% in 2013-2014, and 20% in 2014-2015. **No exams will be given early.**

## CREDITS

Most classes in the WCSD instructional program award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have completed work successfully, and have taken the final examination. Students must be enrolled in a course within the first twenty days in a semester to receive credit in that course. Students who withdraw from a class **after** the eleventh week of the semester will receive an "F" no matter 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 "incomplete" provided there has been contact/approval by the students counselor or administration. Incompletes must be made up within three weeks after the beginning of the next semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to make contact with the teacher to arrange to complete the necessary work.

## REPORTING TO PARENTS

Reports notifying parents of their student's progress in school are issued quarterly. Grade reports issued at the conclusion of the first nine weeks of each semester are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester reflects the student's work for the entire semester and is not an average of two nine-week grades. These semester academic grades, along with the credits earned, citizenship grades, and attendance are posted to the student's permanent record at the end of each semester. 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 a special Academic Warning Notice halfway between each official report.

Report cards and Progress Reports are distributed to students after the close of the reporting period, except for the final reporting period when report cards are mailed home. Check the current school calendar for specific dates.

## **AUDITING A COURSE**

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

A student may be removed from an audited course at the discretion of the high school administration and the course instructor. An academic grade of "NM" ("no mark") and a regular A-F citizenship grade will be assigned to students in an audited course. A student may not drop a course to an audit after the 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 eleven (11) weeks will receive no credit. After the eleventh week a student withdrawing from a class shall receive a grade of "F" and no credit. A student who is accepted to AUDIT a class must do so prior to the eleventh week.

## **REPEATING A CLASS**

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

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. For the purpose of replacing an "F," the "same course" may include a modified title such as "CBI," "Night School," "Correspondence," "CBE," etc. If the intention of the student is to raise a grade, it is expected that the student will repeat the same course and in the same format it was originally taken or in WOLF. For the purpose of raising a grade, the "same course" may not include a modified title except for WOLF "OL".

## **ALTERNATIVE MEANS OF EARNING CREDIT**

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

### **AACT High School**

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

- \*Business and Finance
- \*Communication Arts & Media
- \*Culinary & Hospitality
- \*Education: Early Childhood and Elementary
- \*Engineering
- \*Medical Careers
- \*Natural Resources & Animal Science

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

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

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

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

## **Blazing the Trail to College and Career Success**

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

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

For more information about application deadlines: Speak with your high school counselor; visit our website at [www.washoe.k12.nv.us/aact](http://www.washoe.k12.nv.us/aact); or contact the Academy at 861-4418.

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

The following paragraphs will BRIEFLY describe some of the opportunities which are available to students in the Washoe County School District 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. Although these programs are generally approved and accepted by the admissions offices at the University of Nevada, Reno and Truckee Meadows Community College, 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. If students have questions about any of these programs or wish to discuss their options, each student should contact his/her counselor, administrator, the WCSD Supplemental Credit Office, or the Admissions Office at UNR, TMCC, or other institution.

### **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. High school and college instructors from around the nation score exams on a scale of 1-5. 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 (including the military academies) allow AP students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Some high school students begin college as sophomores as a result of passing several AP exams. Because each college (and often each department within a college or university) has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution to determine what type of credit/waiver will be available. To quick-check a college’s AP policy, go to [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

WCSD course titles which include the notation “AP” or “Advanced Placement” are year-long courses and ALL requirements must be met before the “AP” designation is awarded. Students register for AP courses during regular high school pre-registration each spring. Exams are given

on a predetermined schedule in May of each year at an approximate cost of \$87 per exam. Students do not have to be enrolled in an AP course in order to take an AP Exam, but students in WCSD who are enrolled in a course with “AP” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

FOR MORE INFORMATION: Contact your high school AP Coordinator or your high school counselor.

### **CREDIT BY EXAM**

Students who wish to challenge certain high school courses in may take a Credit By Exam (CBE) through the Supplemental Credit Office of the Washoe County School District. The exam fee is \$50 for WCSD students. A passing score will earn the student high school credit.

There are often challenge exams or placement exams at the college level that will earn the student credit or enhanced placement at the college. The College Level Examination Program (CLEP) offers a type of credit by exam to potential college students who have been out of high school for a number of years and have some “life experience” which will allow them to test out of some beginning level college classes; there is a fee for CLEP tests. In addition, many colleges have their own school or department exams for this purpose. There is usually not a fee for the school exams.

FOR MORE INFORMATION: For information about CBE, contact your high school counselor regarding application, fees, and deadlines. Additional information may also be found on the Supplemental Credit Office website at [www.washoe.k12.nv.us/supcredit](http://www.washoe.k12.nv.us/supcredit). For information about CLEP and college placement exams, contact the admissions office at your intended college.

### **COLLEGE ADMISSIONS TEST**

As part of the admissions process students who plan to attend a college, university, or community college will take one or both of the college entrance exams (SAT Reasoning and/or ACT). High scores on one or more sections of these exams may allow the student to waive a beginning college course and earn initial placement in a higher level course. SAT Subject Test scores may also be used for admissions and/or enhanced placement.

FOR MORE INFORMATION: Register on the web for SAT Reasoning and SAT Subject tests at [www.collegeboard.com](http://www.collegeboard.com) and for ACT at [www.act.org](http://www.act.org) , or contact your counselor for registration materials and/or additional information.



### **CONCURRENT ENROLLMENT**

In addition to college classes offered through Distance Education and Dual Credit (see below), qualified junior and senior high school students may register for other courses offered at UNR or TMCC, including certain correspondence and web-based courses. Students must complete an Application for Admission, will pay the usual costs for college courses, and will attend class on the college campus. Courses will appear on a college transcript, but not on the high school transcript. Students with at least two AP or IB courses may apply for the Early College Program (see below).

**FOR MORE INFORMATION:** Contact the Office for Prospective Students at UNR (784-4700), TMCC, or Sierra Nevada College. For information about correspondence or web-based programs, contact the Office of Independent Learning at UNR at 784-4652 or on the web at [www.dce.unr.edu/istudy](http://www.dce.unr.edu/istudy).

### **DISTANCE EDUCATION (ELECTRONIC DELIVERY)**

Through the Distance Education Program certain college classes are available to junior and senior high school students via Cable TV (UNR and TMCC) or on the web (UNR and TMCC). For Cable TV classes, a course may be offered at the same time to college students in a “live” setting on campus. Students should consult a Distance Education brochure or contact one of the offices listed below since the offerings are limited. Some Distance Education courses are offered for Dual Credit that may be applied to high school elective credit needed for high school graduation. Fees for courses will vary at the two institutions; fee reductions may be available to some students. Students interested in the Distance Education Program will need to complete appropriate registration forms.

**FOR MORE INFORMATION:** Contact the Office of Independent Learning at UNR (784-4652) for the web classes, the Office of Extended Studies at UNR (784-4046) for electronic distance education, or the Office of Distance Education at TMCC (673-7814) ([www.tmcc.edu/e-learning](http://www.tmcc.edu/e-learning)).

### **DUAL CREDIT**

UNR, TMCC and SNC offer campus-based college courses to high school students through which they may earn college credit and elective high school credit at the same time. These designated courses are taught TO college students AT the college BY college professors. High school students attend class on the college campus. In addition, UNR and TMCC offer some Dual Credit college courses to high school students through correspondence or through their web-based programs (see Distance Education above).

A one-semester Dual Credit course earns the successful student 3 or 4 college credits and one high school credit. Grades become part of the student’s GPA at both institutions. High school students pay regular college tuition and fees for most Dual Credit courses. Most Dual Credit classes have prerequisites including completion of certain courses, minimum high school 3.0 GPA, and one-time attendance at an orientation session. Courses offered at the high school are not available for Dual 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. Elective courses are courses that have not been approved to be offered as academic credit, but have been approved to be offered as elective credit by the WCSD Board of Trustees and the State Board of Education.

Students register for Dual Credit courses with their high school counselor. In order to receive credit at both the high school and college, students must complete a specific application for Dual Credit IN ADVANCE and submit it to the high school as well as completing and submitting a college Admission Application as a non-degree student. Students must submit both a high school and a college transcript when applying to a regular degree program at UNR or at any other college or university. Not all colleges accept courses taken through Dual Credit programs, so it is important to check with the admissions office at your intended college/university. Grades in Dual Credit courses become part of the high school GPA.

FOR MORE INFORMATION: Contact your high school counselor.

### **GATE/ AP INTERNSHIP CLASS (7106/7107)**

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

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

**Grades: 11, 12**

**Course requirements:** 1) Students must complete an application and be eligible for the internship course; 2) Students will complete 80 hours under a mentor's direction in a field of each students' individual choice. The teacher/internship coordinator will place the student with an appropriate mentor; 3) Interns will prepare a resume, write goals and objectives, self-evaluate their work, attend monthly seminars, record their hours and experiences with verification by mentor, give an oral presentation, complete a written take-home final, and complete other work as assigned during the semester.

**This class is geared toward students who are self-starters, and who can work well independently. Assignments are turned in electronically by email, or by fax. The internship hours are completed outside of the school day, and students must provide their own transportation.**

**For more information:**

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

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

## **EARLY COLLEGE**

The Early College Program is a joint effort of the Washoe County School District and the University of Nevada, Reno. It provides seniors and juniors with the opportunity to take university courses while still in high school. You will receive admissions and registration assistance, as well as academic advising, to help you in selecting appropriate courses. You will experience significant financial savings – students participating in Early College will pay reduced university tuition. You will have access to the IGT –Knowledge Center, one of the largest research libraries in the State of Nevada, state of the art technology laboratories, and other student services. The courses you take will transfer to most colleges and universities. Qualifications for participation: High school junior or senior, graduating on time, 3.25 cumulative GPA, taking at least two Advanced Placement (AP), Honors, or International Baccalaureate (IB) classes your junior or senior year, and approval from your parent, high school counselor & curriculum vice principal. Early College is not a dual credit program. Credit earned will become part of the student’s university transcript, but is not recorded on the high school transcript unless the student also enrolls for Dual Credit. For dual credit information, contact your high school counselor. Participants must provide their own transportation to and from UNR and pay for books, fees, and supplies. Participants can take up to eight credits per semester. University courses for which high school AP or IB courses and exams are offered are not available through the Early College Program.

FOR MORE INFORMATION: Contact the Office of Prospective Students at UNR, 682-5914.

## **TECH PREP**

College Tech Prep is offered in Career & Technical Education courses in each high school, and at the Academy of Arts, Careers and Technology (AACT). Students earn community college credit at the same time they are earning high school credit. College Tech Prep courses are taught TO high school students AT their high school BY their own high school teacher. There is NO tuition cost! To earn community college credit, students must:

1. Be a high school student
2. Enroll in a CTE Tech Prep Articulated course
3. Complete a College Tech Prep application
4. Earn a grade of B or better in the course

**Students may earn a maximum of 21 credits through the TMCC Tech Prep Program**

FOR MORE INFORMATION: Talk with your high school counselor, visit the Career Center at your high school or look at the Career and Technical Education web site: [www.washoe.k12.nv.us/cte/](http://www.washoe.k12.nv.us/cte/) and click on College Tech Prep.

## **TMCC HIGH SCHOOL**

TMCC High School is an early college high school, located on the Dandini campus of Truckee Meadows Community College. The school is designed for Washoe County School District sophomores, juniors and seniors who are accepted based on criteria reflecting college readiness. Students enrolled at TMCC High School are degree seeking and as part of the registration/enrollment process establish a college graduation plan. The goal for students enrolling as 10<sup>th</sup> graders will be to graduate high school with an Associate's degree in art or science and their graduation plan will guide course enrollment each semester that will result in an A/A or A/S. Students who enroll their junior year will earn transferrable college credit in their last two years of high school, but *may* earn enough credit for an Associate's degree upon high school graduation or within a semester following graduation.

TMCC High School students take English, US History, Government, and Algebra 2 at the high school level. Other classes taken by the student are graduation electives and are attained through college courses. Students are responsible for expenses associated with college classes such as books, supplies, and transportation to the campus.

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

FOR MORE INFORMATION: visit: <http://www.tmcchighschool.org/> or call TMCC High School at 674-7660.

Feel free to call TMCC High School at 674-7660 for any additional information.

## **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: <https://nevadatreasurer.gov/MillenniumScholarship.htm> for specific information regarding GPA and course requirements as well as NSHE Policies and Procedures.

## **POST-SECONDARY OPTIONS**

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

### **COLLEGE ENTRANCE REQUIREMENTS**

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

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

### **NCAA ELIGIBILITY**

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

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

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

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

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

### **TITLE IX**

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

## VALEDICTORIAN AND SALUTATORIAN

The number one ranked student in the senior class will qualify as Valedictorian and the number two ranked student in the senior class will qualify as Salutatorian, provided those students have been a full time student at Incline High School for a minimum of two years and have earned an Honors Diploma. The ranking of the number one student and the number two student will be based upon a weighted GPA for seven semesters of course work beginning with the first semester of the ninth grade where the student is fully enrolled in high school and ending with completion of the first semester of the twelfth grade.

For Incline High School, senior ranking will be based on the same weighted GPA criteria used for the Millennium Scholarship. Transcripts and other official documents will use both the weighted and un-weighted GPA as adopted by the WCSD.

### F.E.R.P.A

#### *Access to Student Educational Records – A Parental Guide Protecting the Privacy of Student Information Family Education Rights and Privacy Act (FERPA)*

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

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

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

#### **Parents Right to Opt Out of Release of Student Information**

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

You will need Adobe Acrobat Reader software to download, view and print the FERPA files. If you don't have the plug-in, you can download it for FREE by [clicking here](#).

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

#### *What is general directory information?*

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

- name, address, telephone listing, electronic mail address

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

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

### *Who may obtain such information?*

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

### *May parents see results of tests given their child?*

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

### *Can the school legally refuse to show parents any records?*



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

### *May parents/guardian have copies of such information?*

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

### *How do parents look at such information?*

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

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

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

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

### *What is the procedure for challenging school records?*

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

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

### *What happens if my student's information is released?*

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

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

### *Protection of Pupil Rights Amendment (PPRA)*

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

- The administration of surveys that contain questions from one or more of eight protected areas:
  1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the student and his/her family;
  3. Sex behavior and attitudes;
  4. Illegal, antisocial, self-incriminating and demeaning behavior;
  5. Critical appraisals of other individuals with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
  7. Religious practices, affiliations or beliefs; or
  8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing.
- Any non-emergency, invasive physical examination or screening.


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

*Dr. Bryn Lapenta, Senior Director  
Student Accounting  
Washoe County School District  
425 East Ninth Street (location address)  
P.O. Box 30425 (mailing address)  
Reno, NV 89520-3425  
Phone: (775) 325-2079*

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

*Scott Reynolds, Director  
Student Support Services  
Washoe County School District  
380 Edison Way (location address)  
P.O. Box 30435 (mailing address)  
Reno, NV 89520-3425  
Phone: (775)-861-4439  
The state department*

*Nevada Department of Education  
700 East Fifth Street*



*Carson City, Nevada 89710*

*Phone: (775) 687-9181*

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

*Family Policy and Compliance Office*

*400 Maryland Avenue, SW*

*Washington, DC 20202-4605*

*Phone: (202) 260-3887*

**For a copy of FERPA in English, [click here.](#)**

**For a copy of FERPA in Spanish, [click here.](#)**

\_\_\_\_\_ **Book Deposit \$20.00**

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

\_\_\_\_\_ **Activity Fee \$ 25.00\***

**\*Required for all athletes**

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

\_\_\_\_\_ **Athletic Transportation Fee \$ 25.00\***

**\*Required for all athletes**

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

\_\_\_\_\_ **Athletic Impact Fee \$ 5.00\***

**\*Required for all athletes**

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

\_\_\_\_\_ **ID Card Free**

An ID card is **required** for all students. Students must carry their ID card with them at all times on school premises.

\_\_\_\_\_ **Planner \$4.00**

A school planner is **required** for all students. Students will be required to have their planners in all classes.

\_\_\_\_\_ **PE Uniform \$7.00**

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

\_\_\_\_\_ **Music Fee \$25.00**

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

\_\_\_\_\_ **JROTC Fee \$10.00**

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

\_\_\_\_\_ **English Lab Fee (DLG) \$4.00**

**Required** for all freshmen. Keep this guide for all four years at IHS.

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

**Required** for all science classes for supplies.

**Teacher:** \_\_\_\_\_

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

\_\_\_\_\_ **Ceramics Class \$30.00 per semester**

**Required** for all art classes for class supplies.

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

**Required** for all culinary arts classes for supplies.

\_\_\_\_\_ **Industrial Arts Fee \$25.00 per semester**

**Required** for all industrial arts classes for class supplies.

\_\_\_\_\_ **Yearbook \$ 65.00**

**Optional** for Yearbook. Name on cover requires \$3.00 additional fee before December 1<sup>st</sup>.

**Total Fees Paid:** \_\_\_\_\_

## FOUR-YEAR COURSE PLANNING FORM

Class requirements vary for different graduating classes. Make certain you review YOUR plan with your counselor to be certain you plan correctly to graduation on time with the type of diploma you wish to earn. Read all information in the course offering book so you know how to plan your four years wisely. Use the form below to help plan your high school course work and to share with your counselor. Your course selection will affect your ability to properly prepare for admission to various post-secondary schools and for your success in passing all high school proficiency exams.

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

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

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

## COURSE OFFERINGS 2013-2014

### COURSE DESCRIPTIONS FOR ENGLISH

#### **ENGLISH 1-2**

**Course #1201-1202**

Full Year = 1 credit

This one-year course will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as 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.

#### **ENGLISH 1-2 (Honors)**

**Course #1127-1128**

**Full Year = 1 Credit**

**PREREQUISITE:** Admission into Honors English 1-2 will be based on the student's previous performance including, but not limited, to teacher recommendation, reading level, writing samples, student's desire to learn and work ethic.

This course is designed for highly motivated freshmen with strong compositional and critical thinking skills. Students will be introduced to a variety of authors, cultures, times, and literary forms. During the first semester, students will study poetry, including analysis, figures of speech, famous poets, and applicable literature terms. The short stories unit includes comprehensive study of the elements of literature required to gain complete understanding of a written work. Students will also participate in the Pre-AP Independent Reading Assignment which involves reading and responding to four novels of literary merit. In the second semester, students will read three works of literary merit and write literary response papers focusing on the six-trait model. Through the use of dialectical journals, writing assignments, and peer-editing, students will reflect on literature and develop critical thinking skills. In addition, students will write a research project that includes library research and citation of sources. Assessments include quizzes, unit tests, presentations, writing and literary analysis. 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-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as

well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

### **ENGLISH 3-4 (Honors)**

**Course #1227-1228**

#### **Full Year = 1 Credit**

**Prerequisite:** Admission into Honors English 3-4 will be based on the student's previous performance, including, but not limited to, teacher recommendation, reading level, writing samples, student's desire to learn and work ethic. English 1-2

This one-year course is designed for the highly motivated sophomore English student and focuses on skills and strategies in reading, writing, listening, speaking, research, vocabulary, and usage. Students will write for a variety of purposes. In addition to continued study of Greek and Latin Roots, students will focus on prefixes and suffixes as tools to define words in context. The course will include a concentrated study of communication and public speaking skills.

### **ENGLISH 5-6**

**Course #1231-1232**

#### **Full Year = 1 credit**

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

### **AP LANGUAGE AND COMPOSITION**

**Course #1341/1342**

#### **Full Year = 1 Credit**

**Prerequisite:** Admission into AP English 5-6 will be based on each student's previous performance, including, but not limited to, teacher recommendation, reading level, writing samples, student's desire to learn and work ethic.

This one-year course is designed for the superior, highly motivated junior student and stresses advanced composition, English usage improvement, vocabulary enrichment, a survey of American literature, and a study of rhetoric and argumentation. Included in this course will be weekly SAT/ACT vocabulary study and standardized test preparation. Writing assignments emphasize logic, research, organization, originality, and structural clarity. Reading and writing will be extensive as this course focuses on preparing students for the Advanced Placement exam in English Language and Composition in May. A reading and writing project will be required over the summer and due the first week of school. The fee for the AP Language and Composition exam is \$89.

Full Year = 1 credit

This 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. Through close 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 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 narrative--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.

### AP LITERATURE AND COMPOSITION

Course #1441/1442

1 Year = 1 Credit

**Prerequisite:** Admission into AP English 7-8 will be based on the student's previous performance, including, but not limited to, teacher recommendation, reading level, writing samples, student's desire to learn and work ethic.

This challenging and swiftly-paced course is designed for superior, highly-motivated seniors. The class focuses on skills and strategies in reading, writing, listening, speaking, research, and vocabulary and usage. The focus is on British and world novels as well as in-depth analysis of poetry. Through intensive study of representative works from various genres and periods, students will deepen their understanding of the techniques writers use to provide both meaning and pleasure to their readers. Students will consider and analyze a work's structure, style, and theme as well as elements of figurative language, imagery, symbolism, and tone. Students will practice writing clear, organized, and insightful literary based papers and acquire the analytical skills necessary for the academic rigors of university. An extensive reading and writing project will be required over the summer. The fee for the AP Literature and Composition exam is \$89.

### Read 180 1-2

Course #1115/1116

Full Year = 1 elective credit

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



### Read 180 3-4

Course #1117/1118

Full Year = 1 elective credit

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

### Read 180 5-6

Course #1120/1121

Full Year = 1 elective credit

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

### System 44

Course #1122/1123

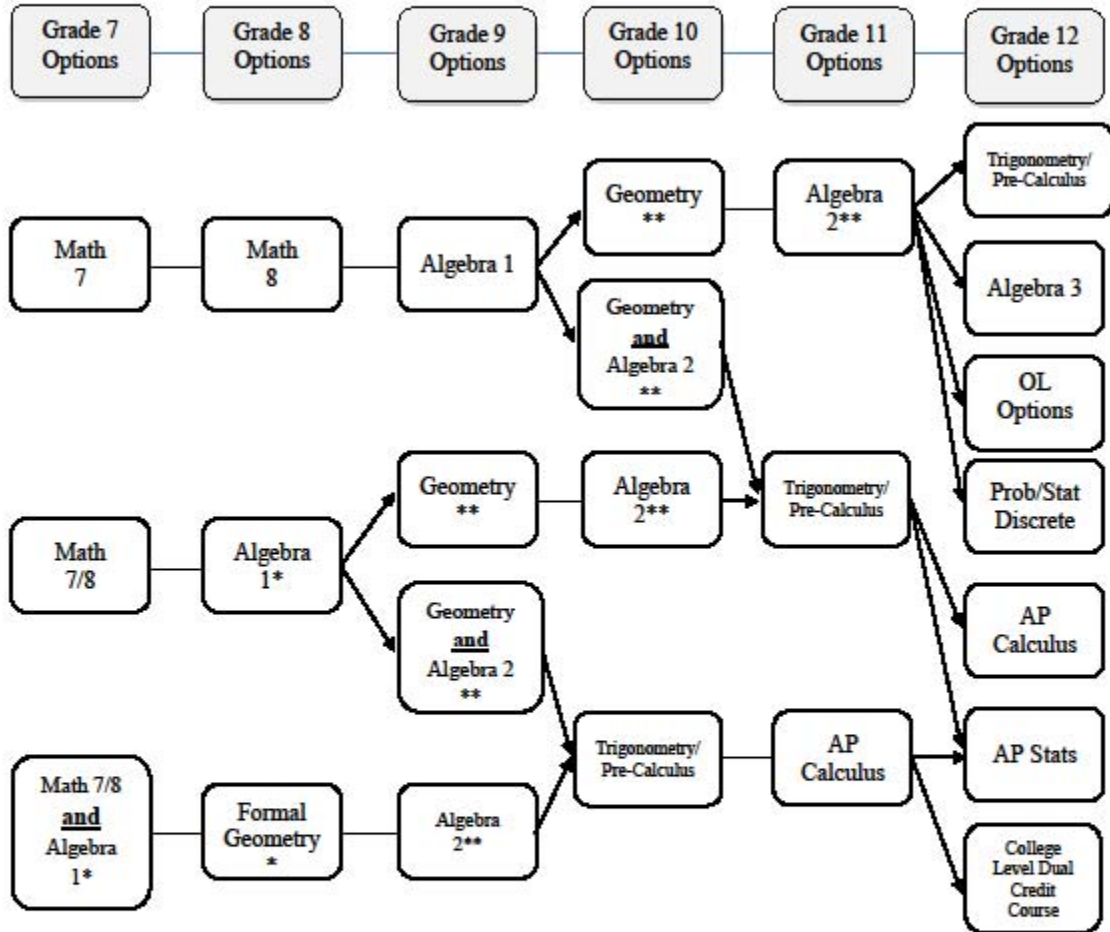
Full Year = 1 elective credit

*System 44* is designed for our students reading at a basic or below-basic level. *System 44* helps students learn to decode and to understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered and helps get students on the path to college and career readiness. Instruction is delivered through the highly motivating, System 44 computer software, small and whole group instruction, and independent reading at a student's instructional level. Once students complete the System 44 program, they will be ready to transition into Read 180 to begin working on comprehension skills. Students earn elective credit for this course; **it does not fulfill one of the English credits required for graduation.**



### Grades 7-12, WCSD Pathways to Advanced Mathematics 2012-2013

PK-12 Mathematics in Washoe County School District consists of instruction and assessment aligned to the Common Core State Standards.



\* High School credit is not awarded for high school level courses taken prior to 9<sup>th</sup> grade. Students must earn a C or better 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 Algebra 2 STEM (H)

**ALGEBRA 1****Course #2201/2202****Prerequisite: None****1 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 Common Core State Standards in Mathematics (CCSS-M) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses and for the NV High School Proficiency Exam (NHSPE). The CCSS-M 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 1-2****Course #2211/2212****Prerequisite: Successful completion of Algebra 1****1 Year = 1 credit**

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

Students may enroll in Algebra 2 and Geometry concurrently.

**FORMAL GEOMETRY 1-2****Course #2215/2216****Prerequisite: Successful completion of Algebra 1****1 Year = 1 credit (Honors)**

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

Students may enroll in Algebra 2 and Formal Geometry concurrently.

**ALGEBRA 2****Course #2221/2222****Prerequisite: Successful completion of Algebra 1 and Geometry or Formal Geometry****1 Year = 1 credit**

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

Students may enroll in Algebra 2 and Geometry concurrently.

**ALGEBRA 2 STEM****Course #2227/2228****Prerequisite: Successful completion of Algebra 1 and Formal Geometry.****1 Year = 1 credit (Honors)**

This is a one-year course, which strengthens and expands the techniques and concepts learned in Algebra 1. This course will strengthen the student's problem solving and algebraic skills in preparation for advanced mathematics courses. The major topics of study are: relations and functions; domain and range of parent functions; systems of nonlinear equations; polynomials and polynomial functions; complex numbers; quadratic equations; rational and radical functions, exponential and logarithmic functions; probability and statistics and the trigonometric functions with the use of the unit circle. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems. Since this is a STEM class students will be expected to go beyond the scope and sequence of a regular Algebra 2 course. They will be asked to model and apply what they learn.

Students may enroll in Algebra 2 and Formal Geometry concurrently.

**Prerequisite: Successful completion of Algebra 2 with a grade of “C” or better is recommended**

**1 year = 1 credit (Honors)**

This is a one-year course designed to teach the basic fundamentals of trigonometry and to teach a variety of additional pre-calculus concepts. The major topics of study are: exponential and logarithmic functions; trigonometric and circular functions; Cartesian and polar forms of equations; and complex numbers: powers and roots; vectors; sequences and series; domain and range of advanced functions; notation: set, interval and inequality; composition of functions; and polynomial equations. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems. Graphing calculators are required.

**ADVANCED ALGEBRA 3****Course #2241/2242**

**Prerequisite: Completion of Algebra 2**

**1 Year = 1 credit**

**Lab Fee: \$10-\$20**

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

**AP CALCULUS AB****Course #2255/2256**

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

**1 Year = 1 credit (Advanced Placement)**

This is a one-year course designed to offer a formal Advanced Placement Calculus AB course 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 must take the Advanced Placement Calculus AB Test given in May in order to get AP credit. This exam costs approximately \$87.00. Graphing Calculators are required.

**AP CALCULUS BC**

Course #2257/2258

**Prerequisite: Successful completion of Trigonometry/Pre-Calculus; Grade of “C” or better****1 Year = 1 credit (Advanced Placement)**

This is the first semester of a one-year course designed to offer a formal Advanced Placement Calculus BC course 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 must take the Advanced Placement Calculus BC Test given in May in order to receive AP weighting. This exam costs approximately \$87.00. Graphing Calculators are required.

**MATH SUPPORT**

Course #2023/2024

**Prerequisite: Teacher recommendation and/or test scores; Concurrent enrollment in Algebra 1.****1 Year = 1 elective credit****1 Semester = ½ elective credit**

This is an elective course designed to provide students with support for mathematics courses. It will include a review of basic computational skills and concepts. Students may be simultaneously enrolled in this elective course when test scores or teacher recommendations indicate they are working below standard course levels. Emphasis will be placed on helping students to successfully complete their high school mathematics courses. In addition, students will develop the ability to reason and communicate mathematically, solve problems, and develop increased confidence in their mathematics ability. Concepts will be introduced using a variety of instructional methods including use of manipulatives, explorations, group activities, and/or the PLATO Program.

**EARLY COLLEGE MATH 096**

Course #2021

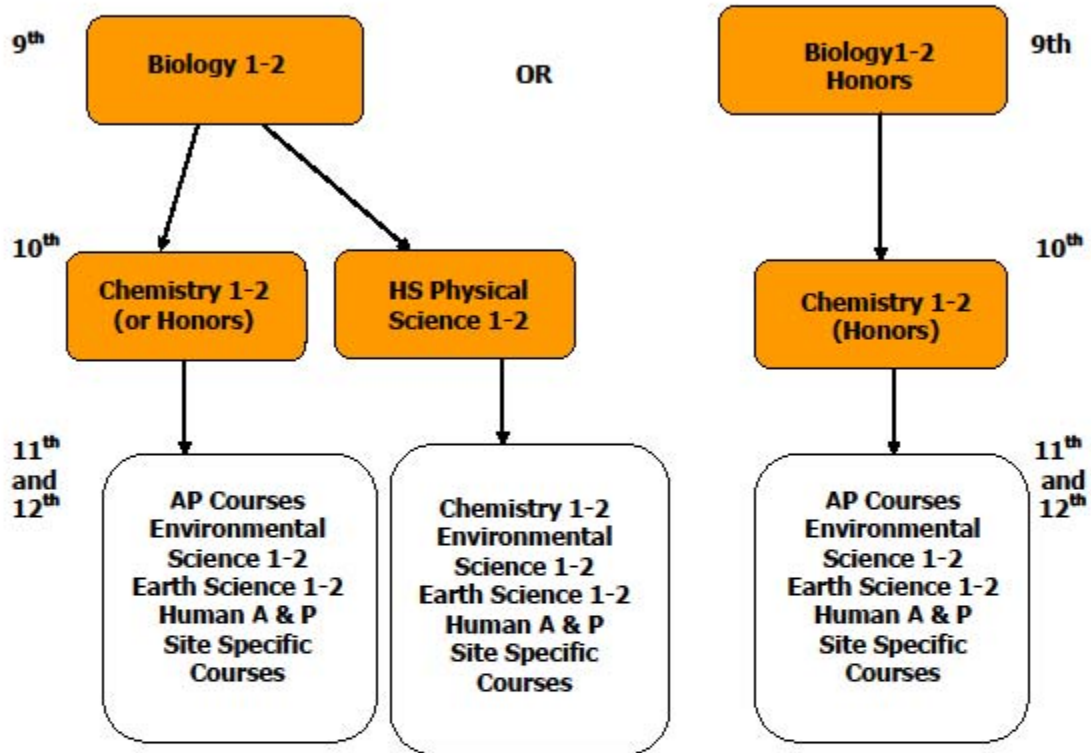
**Prerequisite: Qualifying score on the Accuplacer or ACT/SAT****1 Semester = ½ elective credit**

This is a mathematics course designed to help students place in to a credit bearing math course in college. Topics covered include: graphing linear equations, solving systems of linear equations in two variables and linear inequalities, solving quadratic, rational and radical equations, factoring, simplifying rational and radical expressions and complex numbers, determining the equations of lines and solving application problems.

**EARLY COLLEGE MATH 095****Course #2010****Prerequisite: Qualifying score on the Accuplacer or ACT/SAT****1 Semester = ½ elective credit**

This is a mathematics course designed to help students place in to a credit bearing math course in college. Topics covered include the fundamental operations on real numbers, first degree equations, inequalities in one variable, polynomials, integer exponents, solving quadratic equations by factoring.

## High School Science Course Sequence Guidelines for Gateway Curriculum





## **COURSE DESCRIPTIONS FOR SCIENCE**

**Please refer to Science Course Sequence Diagram**

### **BIOLOGY 1-2**

**Course #3141/3142**

Full Year = 1 credit

This one-year survey course is intended to help 9<sup>th</sup> grade students develop a conceptual understanding of the fundamental concepts of biological sciences. This course will cover the State of Nevada Life Science standards which are essential for success on the High School Proficiency Exam (HSPE). This course is designed to cover the dynamic processes of life and to show how our survival as a species is dependent upon the understanding of the following biological principles: genetics, natural history, ecology, evolution, cell processes, heredity, and biotechnology. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

Upon successful completion of Biology, students will understand 1) the natural laws that govern the existence of life; 2) the interrelationships in the world of life and the chemical and physical processes involved; 3) the skills necessary for utilizing and maintaining the equipment and instruments for science; 4) how to incorporate more applied science to the real world; and 5) several occupational fields in the sciences.

### **HONORS BIOLOGY 1-2**

**Course #3143/3144**

Full Year = 1 credit (Honors)

This one-year course is intended to cover introductory biological concepts for the academically-oriented student. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. This course is designed to cover the following biology concepts, unity and diversity, continuity of life, homeostasis, and change through time. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

Upon successful completion of Honors Biology, students will understand 1) the basic concepts controlling all living things, 2) laboratory and field methods biologists use in exploring the living conditions, 3) develop an awareness of the various careers dealing with biological science, and 4) create an increased appreciation for all life by instilling a greater awareness and comprehension of the study of biology.

## PHYSICAL SCIENCE 1-2

Course #3101/3102

Full Year = 1 credit

This one-year course is intended to reinforce physical science concepts and is intended as a second year science course and to help students be prepared for the Nevada High School Proficiency Exam. It uses physical science as a process for critical thinking and problem solving. This course is designed to cover the study of the physical science standards for chemistry and physics, and the earth and space science standards. The nature of science standards are embedded throughout this course. This course meets high school graduation requirements for science and college entrance requirements for laboratory science.

Upon successful completion of Physical Science, students will understand 1) heat and energy transfer in and out of the atmosphere and influence weather and climate; 2) scientific theories of origins and evolution of the universe; 3) evidence for processes that take place on a geologic time scale; 4) atomic structure explains the properties and behavior of matter; 5) the interactions between force and motion; and 6) there are interactions between matter and energy.

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

## HONORS CHEMISTRY 1-2

Course #3203/3204

Full Year = 1 credit (Honors)

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

This one-year course is intended to cover general chemistry concepts for the academically-oriented student. Strong algebra skills are necessary to be successful in this course. Emphasis will be placed on the fundamentals of inorganic chemistry: matter; atomic structure; chemical bonding; chemical reactions; gas laws; acids, bases, and salts. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

Upon successful completion of Honors Chemistry, students will understand: 1) the nature of chemistry which includes elements, compounds, and mixtures; 2) the structure of matter which includes atomic structure, periodicity, and chemical bonding; 3) the language of chemistry which includes nomenclature, chemical equations, and stoichiometry; 4) the states of matter which included gases, liquids, and solids; 5) chemical solutions, acids, bases, and salts; 6) physical chemistry which includes thermodynamics, kinetics, equilibrium and electrochemistry; and 7) chemistry and our world which includes organic and nuclear chemistry and chemistry in the environment.

## **ENVIRONMENTAL SCIENCE 1-2**

**Course #3111/3112**

Full Year = 1 credit

**Prerequisites:** Two years of science; credit earned in Algebra 1.

This one-year course is intended as a 3<sup>rd</sup> year Gateway course and will investigate various environmental issues in the local and/or regional area(s). The course is designed to cover ecosystems, the processes of natural selection, conservation, threats to our environment, and alternative energy sources. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

Upon successful completion of Environmental Science, students will: 1) develop a recognition of the flow of matter and energy between living things and their environment; 2) explore the relationships between living things and their environment and how life has evolved over time; 3) develop an understanding of the problems faced by political systems and communities in regulating industry and land use planning; 4) recognize the relationship between societal structure and its impacts on resources; and 5) explore the methods of environmental decision making and the use of cost benefit analysis.

## **EARTH SCIENCE 1-2**

**Course #3131/3132**

Full Year = 1 credit

**Prerequisites:** Two years of science; credit earned in Algebra 1.

This one-year course is intended as a 3<sup>rd</sup> year Gateway course and will explore the atmospheric processes and the water cycle; the solar system and universe; and the earth's composition and structure. This course is designed to emphasis the sun's energy and the transfer and flow of energy between and within systems will be explored, weather, components of the universe, formation of the universe, celestial motion, geological processes, plate tectonics, and earth's composition and resources. Students have the opportunities to gain an understanding of the history of the development of the earth and space sciences, to learn about the unique geological factors of Nevada, to explore the uses of knowledge of the earth and its environment in various careers. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science. This course requires that students can confidently use Algebra 1 skills.

Upon successful completion of Earth Science, students will: 1) recognize that matter and energy interact through time to produce changes; 2) develop an understanding of the amount of time involved in earth processes; 3) become aware that the oceans are the earth's most prominent feature; 4) identify the pathways in the hydrologic cycle; and 5) recognize pollutants and human effects on earth systems.

## PHYSICS 1-2

Course #3241/3242

Full Year = 1 credit (Honors)

**Prerequisites:** Successful completion of Biology 1-2 and Chemistry 1-2 with a “C” or better and successful completion of Algebra 1 and Geometry or higher with a “C” or better.

**Requisites:** Concurrent Enrollment in Trigonometry/Pre-Calculus.

This one-year course is intended as a 3<sup>rd</sup> year Gateway course and will cover the study of motion and energy; and time and space. The course includes concepts in Kinematics, dynamics, energy, static, electricity, wave theory and modern physics. This course is designed to emphasis critical thinking and problem solving using math skills including algebra, geometry, and trigonometry. Students will participate in wide-range of activities including discussions, demonstrations and laboratory exercises. This course will require high levels of reading comprehension, math skills, and problem solving techniques. This course meets high school graduation requirements for science, Gateway requirements, and college entrance requirements for laboratory science.

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.

## AP BIOLOGY

Course # 3149/3150

Full Year = 1 Credit (Honors)

**PREQUISITE:** Completion of Biology and Chemistry, Instructor Approval

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

**AP CHEMISTRY****Course #3211/3212****Full Year = 1 Credit****PREREQUISITE:** Completion of Biology and Chemistry. Teacher Approval

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

**AP PHYSICS C****Course #3247/3248****Full Year = 1 Credit (Honors)****PREREQUISITE:** Completion of 2 years of science. Taking Calculus, or have taken Calculus

Physics is the study of motion and energy and time and space. This is a college level course that includes the topics of Kinematics, dynamics, energy, static, electricity, and modern Physics. This course will emphasize critical thinking and problem solving using math skills including algebra, geometry, trigonometry, and calculus. This course is designed to provide students with the skills to pass the Advanced Placement physics test offered at the end of the school year. Successful completion of the AP test allows students to earn college credits at most universities and can place them in honors science courses in college. Students must also be taking or have taken Calculus which will be used throughout the class. Students will participate in wide-range of activities including discussions, demonstrations and laboratory exercises. **\$10.00 lab fee.**

**SCIENCE SUPPORT****Course #3011/3012****Full Year = 1 Elective credit****One Semester = .5 Elective credit****PREREQUISITE:** Teacher recommendation and/or test scores

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

## COURSE DESCRIPTIONS FOR SOCIAL STUDIES

### **WORLD HISTORY**

Course #4101/4102

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

**PREREQUISITE:** None

This full year course provides students with an opportunity to examine the scope of human history. Students will analyze the cause and effects of major historical events, and be able to analyze current events from a historical perspective. This course will encompass the following content with an emphasis on the development of Western Civilization: Classical Civilization: Greece & Rome; World Religions; The Renaissance; World Exploration; Revolutions as Agents of Change; Nationalism and Imperialism; Global Conflicts and World Wars; International Relations; and Current Events/Contemporary Topics. Major projects include Documentary making and Power Point development. World History or World Geography will fulfill Sophomore Social Studies requirement.

**Students with special interest in the social sciences are encouraged to take both World History and World Geography taking one of these courses his/her Freshman year and the other as an academic elective during Sophomore year.**

### **WORLD GEOGRAPHY**

Course #4117/4118

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

**PREREQUISITE:** None

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

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

**Students with special interest in the social sciences are encouraged to take both World History and World Geography taking one of these courses his/her Freshman year and the other as an academic elective during Sophomore year.**

### **AP HUMAN GEOGRAPHY**

Course #4181/4182

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

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

This course fulfills sophomore social studies graduation requirement for World History/World Geography; however, students with special interest in the area are encouraged to take this course during their sophomore, junior or senior year as an elective after earning required sophomore social studies credit. All students enrolled in AP Human Geography will take the Advanced Placement Exam in May and are required to do so to earn AP credit. The cost of the Exam is approximately \$87.00. (Scholarships are available for students in need)

**PREREQUISITE:** AP Geography is recommended for sophomores, juniors, or seniors as an advanced elective for those who have taken either World History or Geography as freshmen. Students must have

taken at least one honors or AP class previously earning a B or higher. Permission of the instructor is also required.

### **UNITED STATES HISTORY**

**Course #4107/4108**

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

US History is a required two-semester course which focuses on the social, political, and economic development of the United States from the Reconstruction period through the present. The course is designed to develop students' skills in content literacy, historical inquiry and analysis, writing, as well as the evaluation and application of media, information, and technology. Students will participate in activities which enable them to analyze changes in the United States over time and develop the tools necessary to become active citizens in our democratic republic. Units include: Introduction to the Character of the Nation 1607-1865; Industrial Revolution, Immigration, Imperialism, Organized Labor and Urbanization 1865-1920; Boom to Bust and Back Again 1920-1945; Cold War and Hot Protests 1945-1980; and Current Topics in US History 1980-2010. Major projects include Documentary making, Chautauqua presentations, and Power Point development.

### **AP UNITED STATES HISTORY**

**Course #4145/4146**

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

**PREREQUISITE:** Permission of the instructor

AP U.S. History is a challenging course that is meant to be the equivalent of an introductory college course and can earn students college credit (depending upon successful completion of the AP Exam and institutional requirements of universities). It is a two-semester survey of American history from the Age of Exploration to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, study group activities, participation in discussions, construction of projects, and self-regulated reading. This class requires a summer assignment, as well as afterschool/night sessions in the spring semester in preparation for the AP Examination. Students must take the Advanced Placement Exam given in May to receive AP credit. The cost of the Exam is approximately \$89.00. (Scholarships are available for students in need)

### **AMERICAN GOVERNMENT**

**Course #4207/4208**

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

American Government is a required course open only to seniors. The course is designed to provide the student with a practical knowledge of the American governmental and economic system and its contemporary relation to the international community. Units of study will include: Foundations of Government; The United States Constitution: Its Development and Principles; Federalism in the United States; Political parties, voting and interest groups; Civil liberties; The Congress of the United States; The Presidency and the Executive Branch; The Judiciary and Landmark Court Cases; Public Policy; Citizenship/Immigration Policy; Macro-Economics and Financial Literacy; State and Local Government. Current events are regularly integrated into the course.

**AP US GOVERNMENT & POLITICS/WE THE PEOPLE:  
CITIZEN AND THE CONSTITUTION**

**Course #4175/4176**

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

**PREREQUISITE:** Teacher recommendation and instructor approval required. Class size may be limited.

AP Government & Politics/*We the People* is a challenging course that combines the Advanced Placement and *We the People* curriculums. Students can earn college credit depending upon successful completion of the AP Exam and institutional requirements of universities. Advanced Placement US Government & Politics is a course that satisfies the American Government requirement and challenges students to achieve a higher level of academic competence in the area of governmental studies. The *We the People: Citizen and the Constitution* program provides students with a course of instruction on the historical development of our Constitution and the Bill of Rights. The *We the People* examines: political philosophy; constitutional history, law, and experience; writing and ratifying the Constitution; establishing the institutions of government; development and protection of fundamental rights; and the role of the citizen in a democratic society.

Students will participate in simulated academic and legal congressional hearings on the content of the course, delivering oral presentations before a panel of three judges from the communities. This class is rigorous and requires significant time outside of class to prepare for competitions. Students must take the Advanced Placement US Government & Policy Exam given in May. The cost for this test is approximately \$87.00. (Scholarships are available for students in need)

**INTRODUCTION TO ECONOMICS**

**Course #4204**

**Semester = .5 Credit**

**PREREQUISITE:** Open to juniors and seniors; open to sophomores with instructor approval.

This one semester course is designed to prepare students to make important economic decisions in their personal lives, while gaining an understanding of the market economy. Understanding how competitive markets work, and of the tradeoffs involved in trying to accommodate unlimited wants, with limited resources, is essential for meaningful dialogue on what governmental bodies should be doing. Students will examine Macro-Economic concepts of inflation, unemployment, and monetary policy. The student will engage in role playing simulations, play the fantasy stock market game, and discuss current economic issues. Through examining how people respond to incentives, cost benefit analysis, choices and opportunity costs, the student will be much better prepared to make rational choices in the future.

**SOCIAL STUDIES SUPPORT**

**Course #2023/2024**

**Full Year = 1 Elective credit**

**One Semester = .5 Elective credit**

**PREREQUISITE:** Teacher recommendation and/or test scores

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



## COURSE DESCRIPTIONS FOR WORLD LANGUAGES

### **SPANISH 1-2**

**Course #4621/4622**

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

**PREREQUISITE:** Grade point average of B- or better recommended. Open to Grades 9-12

Spanish 1-2 is a full year course, which introduces and develops language skills through the 5 Cs and TPRS. The study of communications, cultures, connections, comparisons, and communities (5Cs), and Total Physical Response Storytelling (TPRS) enhances the course for fluency.

### **SPANISH 3-4**

**Course #4623/4624**

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

**PREREQUISITE:** Completion of Spanish 1-2 with grade of C or better or passing the CBE in the middle school.

Spanish 3-4 is a full year course, which continues to develop language through Total Physical Response Storytelling and the 5 C's. An increase in reading, writing and speaking, along with development of complex language structures, forms and extensive vocabulary is required. This course is more intensive and rigorous than Spanish 1-2.

### **SPANISH 5-6 (Honors)**

**Course #4615/4616**

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

**PREREQUISITE:** Completion of Spanish 3-4 with grade of C or better

Spanish 5-6 is a full year course, which reviews, broadens language, and promotes global-mindedness through practice of complex structures, extensive vocabulary via research using various media sources and texts.. Total Physical Response Storytelling and study of the 5Cs is continued. Increased emphasis is placed on reading, writing, speaking and complex verb forms.

### **SPANISH 7-8 LANGUAGE (Honors/AP)**

**Course #4617/4618**

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

**Prerequisite:** Completion of Spanish 5-6 with grade of B- or better or permission of instructor. Grades 11-12

Spanish 7-8 is a full year course, which reviews and extends language concepts and literature through the use of textbooks, class activities, and media services.. Students must purchase his/her own workbook called Trianguelo for \$28.00. The student must take the Advanced Placement AP Spanish Language exam given in May. Cost for this test is \$89.00.

### **SPANISH 9-10 LITERATURE (Honors/AP)**

**Course #4619/4620**

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

**PREREQUISITE:** Completion of Spanish 7-8 with a B or better and permission of instructor

Advanced Placement Spanish 9-10 is a full year course that through analysis of short stories, poetry and prose emphasizes and develops reading and writing skills as well as verbal communication in order to prepare students for college courses in foreign language. Students must take the Advanced Placement Spanish Literature exam in May. Cost for this test is \$89.00.

## Waiting on DL verification

### COURSE DESCRIPTIONS - SPANISH FOR SPANISH SPEAKERS

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

#### **SPANISH FOR SPANISH SPEAKERS 3-4**

**Course #4653/4654**

Full Year = 1 credit

**Prerequisite:** Native Spanish speaker who has successfully completed Spanish 1-2 or has passed the Placement Exam. **Students may take the Advanced Placement Exam, which is approximately \$89.**

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

#### **SPANISH FOR SPANISH SPEAKERS 5-6**

**Course #4655/4656**

Full Year = 1 credit (Honors)

**PREREQUISITE:** Native Spanish speaker who has successfully completed Spanish for Spanish Speakers 3-4 or has passed the Placement Exam. **Students may take the Advanced Placement Exam, which is approximately \$89.**

Spanish for Spanish Speakers 5-6 is taught in Spanish. 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 credit.

#### **FRENCH 1-2**

**Course #4561/4562**

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

**PREREQUISITE;** Grade point average of B- or better recommended

French 1-2 is a full year course that introduces and develops language skills through study of communications, cultures, connections, comparisons, and communities (5Cs). Total Physical Response Storytelling enhances the course for fluency.

**FRENCH 3-4**

Course #4553/4554

**Full Year = 1 Credit (.5 credit per semester)****PREREQUISITE:** Completion of French 1-2 with grade of C or better

French 3-4 is a full year course that continues to develop language through Total Physical Response Storytelling and the 5 C's. An increase in reading, writing and speaking, along with the development of complex language structures, forms and extensive vocabulary is required. This course is more intensive and rigorous than the previous.

**FRENCH 5-6 (Honors)**

Course #4555/4556

**Full Year = 1 Credit (.5 credit per semester)****PREREQUISITE:** Completion of French 3-4 with grade of C or better

French 5-6 is a full year course that reviews, broadens language, and promotes global mindedness through practice of complex structures, extensive vocabulary via research using various media services and texts. Study of the 5Cs is continued through Total Physical Response Storytelling. Increased emphasis is placed on reading and writing.

**FRENCH 7-8 LANGUAGE (Honors/AP)**

Course #4557/4558

**Full Year = 1 Credit (.5 credit per semester)****PREREQUISITE:** Completion of French 5-6 with grade of B- or better

French 7-8 is a full year course that reviews and extends language concepts. The 5Cs approach is continued. The use of supplemental literature is increased with a focus on global mindedness and communication. . The student must take the Advanced Placement Test given in May. Cost for this test is \$89.00

**FRENCH 9-10**

Course #4559/4560

**Full Year = 1 credit****PREREQUISITE:** French 7-8, teacher approval required

This specially designed course is only for highly motivated students who plan to study French in college. Will be offered as an independent study course within the French 5-6 or 7-8 class.

## ELL Course Descriptions

**ELL BEGINNING ENGLISH**

Course #7611/7612

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

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

**Prerequisite:** ELL assessment results, Instructor approval

This one-year course provides the fundamentals of English language structure and communication. The course addresses language skills such as commonly used vocabulary and syntax to help students understand basic conversations. Students will be expected to apply this knowledge when asking or

answering questions and in oral and written assignments. Students will have the opportunity to practice oral communication in different educational and social settings. Students will read short selections and answer oral and written questions to practice basic writing skills. The vocabulary development in this course includes frequently used words in content-area classes as well as expressions and high frequency words in daily conversation.

### **ELL BEGINNING READING/COMPOSITION**

**Course #7621/7622**

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

**Prerequisite:** ELL assessment results. Instructor approval

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

### **ELL INTERMEDIATE ENGLISH**

**Course #7613/7614**

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

**Prerequisite:** ELL assessment results. Instructor approval

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

### **ELL INTERMEDIATE READING/COMPOSITION**

**Course #7625/7626**

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

**Prerequisite:** ELL assessment results. Instructor approval

This one-year course expands the composition and reading objectives introduced at the beginning level and is intended for intermediate level ELLs who are enrolled in ELL 7427 - 7428. The approach is to integrate reading and writing skills as important academic skills in mainstream classes. Students will read a variety of fiction and non-fiction and will be introduced to different writing styles and writing purposes. Students will be asked to summarize essential information from text, write paragraphs using clear transitions, and practice use of different tenses, word order structures and conjunctions. Students will also be expected to use more specific and expanded vocabulary in their writing with few errors in basic spelling and mechanics.

### **ELL ACADEMIC ENGLISH 2**

**Course #7627/7628**

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

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

**Prerequisite:** Must meet selection/enrollment criteria

Instructor approval  
Completed ELL Academic English 1

### **Course Description**

This course is intended for students who completed ELL Academic English 1, but who need further academic language development in oral and written communication, and who meet all entrance criteria for the course. Students will read and explore a variety of expository and narrative texts and respond orally and in writing. Students are expected to acquire and apply complex grammatical structures, word meanings and word formation in different academic contexts, explicit and implicit language use, use of abstract concepts and figurative expressions, and specific academic learning skills. While the overall goal for the course is similar for all schools, detailed objectives may vary, depending on specific linguistic characteristics of students enrolled in the course. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress. The course requires an ESL endorsed instructor preferably trained in SIOP. **Student must be concurrently enrolled in a grade level English course, this course is not designed to supplant the students English course.**

### **ELL ADVANCED ENGLISH**

**Course #7615/7616**

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

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

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

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

### **ELL MAINSTREAM SUPPORT**

**Course #7661/7662**

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

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

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

**ELL PEER TUTOR****Course #7655-7656-7657****Full Year = 1 Credit (.5 credit per semester)****Prerequisite:** ELL and mainstream instructor approval , Tutor must have good academic standing

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

**ELL ACADEMIC ENGLISH****Course #7619-7620****Full Year = 1 Credit (.5 credit per semester)****Prerequisite:** Meets criteria (see entrance criteria document)

The focus of this course is to expand academic language development in oral and written communication. Students will read and explore a variety of expository and narrative texts and respond orally and in writing. Students are expected to acquire and apply complex grammatical structures, word meanings and word formation in different academic contexts, explicit and implicit language use, use of abstract concepts and figurative expressions, and specific academic learning skills. While the overall goal for the course is similar for all schools, detailed objectives may vary, depending on specific linguistic characteristics of students enrolled in the course. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress. The course requires an ESL endorsed instructor trained in SIOP.

## **COURSE DESCRIPTIONS FOR FINE ARTS**

**AP (ADVANCED PLACEMENT ) STUDIO ART-2D DESIGN****Course #6263-6264**

Full year = 1 credit

**Prerequisites:** Completion of the 3-4 level art Courses with a “B” or better and/or instructor approval.**Fee: \$25**

This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The course is designed to prepare students to submit portfolios to the College Board’s Advanced Placement Art Portfolio in 2D-design. Students enrolled in AP Studio Art are required to submit a portfolio. This portfolio will consist of five matted pieces of their best quality work and twenty-four images of work showing a breadth of media and a concentration of one area of study. The cost of the AP exam is approximately \$87.00.

**AP (ADVANCED PLACEMENT ) STUDIO ART-3D DESIGN** **Course #6265-6266**

Full year = 1 credit

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

**Fee: \$25**

This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The Course is designed to prepare students to submit portfolios to the College Board’s Advanced Placement Art Portfolio in 3D-design. Students enrolled in AP Studio Art are required to submit a portfolio. This portfolio will consist of five pieces of their best quality work and twenty-eight images of work showing a breadth of media and a concentration of one area of study. The cost of the AP exam is approximately \$87.00.

**AP (ADVANCED PLACEMENT ) STUDIO ART: DRAWING** **Course #6261-6262**

Full year = 1 credit

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

**Fee: \$25**

This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The course is designed to prepare students to submit portfolios to the College Board’s Advanced Placement Art Portfolio in drawing. This studio class will focus on either **drawing or painting** media. Students enrolled in AP Studio Art are required to submit a portfolio. This portfolio will consist of five matted pieces of their best quality work and twenty-four images of work showing a breadth of media and a concentration of one area of study. The cost of the AP exam is approximately \$87.00.

**ART 1** **Course #6111**

Semester = .5 credit

**Prerequisite:** None

**Fee: \$25**

Art 1 is an introductory class designed to give students a background for both understanding and producing quality visual art. This class follows a rigorous, comprehensive curriculum, as mandated by the Nevada Department of Education Standards for visual arts. Units in drawing on the right side of the brain, elements and principles of design, color theory, painting and multi-media may be explored.

**ART 2** **Course #6112**

Semester = .5 credit

**Prerequisite:** Art 1

**Fee: \$25**

In Art 2 technical skills will be refined by working from observation, judging proportion using sighting and referencing. Artwork will incorporate basic composition and perspective. Students will demonstrate the use of the elements and principles of design, study the historical context of art and develop their critiquing skills. Various drawing and painting materials and techniques will be used.

**ART 3** **Course #6112**

Semester = .5 credit

**Prerequisite:** Art 2

**Fee: \$25**

In this second year art course students will further develop their skills and techniques to create works with depth and volume. Various media will be incorporated to further students' knowledge in developing individual expression and ideas. Art history will also be a key component in the curriculum.

**ART 4** **Course #6114**

Semester = .5 credit

**Prerequisite:** Art 3

**Fee: \$25**

The human figure will be explored through various media including the area of three dimensional drawings. Students will examine the human form, learn proportion and mass of the figure. Self expression and creative interpretation will be a focus. Art history will play a key component in this course.

**ART 5** **Course #6115**

Semester = .5 credit (Honors)

**Prerequisite:** Art 4

**Fee: \$25**

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

**ART 6** **Course #6116**

Semester = .5 credit (Honors)

**Prerequisite:** Art 5

**Fee: \$25**

This course is for the advanced student seeking further enrichment through personal expression and self-evaluation. A focus on community awareness in the visual arts will be stressed. Students will be able to display their work within their school environment through personal or group shows. Successful completion of both semesters of this 5-6 level course with a "C" or better qualifies for Honors credit.

**ART 7** **Course #6117**

Semester = .5 credit (Honors)



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

**Fee: \$25**

This class is for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in visual communications or fine art. AP/Honors students are encouraged to take approved/pertinent classes at the Nevada Museum of Art. Successful completion of both semesters of this 7-8 level course with a “C” or better qualifies for Honors credit.

## **ART 8**

**Course #6118**

Semester = .5 credit (Honors)

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

**Fee: \$25**

This class is for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in visual communications or fine art. Students are required to participate in student art shows throughout the school year. AP/Honors students are encouraged to take approved/pertinent classes at the Nevada Museum of Art. Successful completion of both semesters of this 7-8 level course with a “C” or better qualifies for Honors credit.

## **CERAMICS 1**

**Course #6131**

Semester = .5 credit

**Prerequisite:** Art 1-2 or Foundations in Art

**Fee: \$30**

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

## **CERAMICS 2**

**Course #6132**

Semester = .5 credit

**Prerequisite:** Ceramics 1

**Fee: \$30**

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

## **CERAMICS 3**

**Course #6133**

Semester = .5 credit

**Prerequisite:** Ceramics 2

**Fee: \$30**

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

**CERAMICS 4****Course #6134**

Semester = .5 credit

**Prerequisite:** Ceramics 3**Fee: \$30**

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****Course #6135**

Semester = .5 credit (Honors)

**Prerequisite:** Ceramics 4**Fee: \$30**

Ceramics 5 students will demonstrate enhanced effort, craftsmanship and creativity as they will work independently. Critiques will be used to evaluate their work and that of others. All projects will be based on the Elements and Principles of Design. Students will take the lead in their learning and contract with the instructor to begin a series of art pieces. Students can create functional or sculptural artwork using any technique. Advanced finishing techniques are expected. Students will concentrate on their individual creative concepts using various media. Completed work will be assembled to create a portfolio. Successful completion of both semesters of this 5-6 level course with a "C" or better qualifies for Honors credit.

**CERAMICS 6****Course #6136**

Semester = .5 credit (Honors)

**Prerequisite:** Ceramics 5**Fee: \$30**

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

**CERAMICS 7****Course #6137**

Semester=.5 credit (Honors)

**Prerequisites:** Completion of Ceramics 6 with a "B" or better and instructor's approval**Fee: \$30**

Students will concentrate on their individual creative concepts using various media. Completed work will be assembled to create a portfolio. The advanced student will compile their artwork into a professional quality portfolio. The portfolio will be capable of submission under the College Board's Advanced Placement Studio Art Portfolio guidelines. Students will display their artwork at the local or state level. Examples include art shows and submissions to the

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

## **CERAMICS 8**

**Course #6138**

Semester = .5 credit (Honors)

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

**Fee: \$30**

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

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

## **DESIGN 1**

**Course #6221**

Semester = .5 credit

**Prerequisite:** None

**Fee: \$25**

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

## **DESIGN 2**

**Course #6222**

Semester = .5 credit

**Prerequisite:** Design 1

**Fee: \$25**

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

## COURSE DESCRIPTIONS FOR MUSIC

### **CONCERT BAND**

**Course #6703/6704**

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

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

**Fee: \$25**

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

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

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

### **CONCERT ORCHESTRA (STRING ENSEMBLE)**

**Course #6641/6642**

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

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

**Fee: \$25**

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

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

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

## JAZZ BAND

Course #6707/6708

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

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

**Fee: \$25**

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

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

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

## GUITAR

Course #6719/6720

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

**PREREQUISITE: None. Open to: Grades 9 – 12**

**Fee: \$25**

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

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

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

## FROM BACH TO ROCK

Course #6621

**Grades:** 9-12

**Credit:** 1/2 Credit

**Fee:** \$25

Prerequisite: NONE

Bach to Rock is a music appreciation course which emphasizes different genres of music and studies the history of music. Music Appreciation is a general introductory course designed to enhance listening enjoyment and ability. Emphasis is on the elements of music, the characteristic styles of major historical periods, and the lives and works of key composers within the Western musical tradition. Course includes in-class demonstrations and attendance at outside musical events.

**MIXED CHOIR****Course #6805/6806**

Grades: 9-12

Full Year: 1 credit

**Fee:** \$25.00 Student fees cover the cost of sheet music, transportation to festival, and festival fees.

Prerequisite: NONE

Mixed Choir - This is an intermediate mixed choir class. This course is designed to focus on the development of healthful vocal techniques, sight singing skills and ensemble performance skills. It is important to note that students will be required to perform in evening concerts to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival.

**COURSE DESCRIPTIONS FOR FAMILY AND CONSUMER SCIENCES  
(HOME ECONOMICS)****FOODS & NUTRITION 1****Course #10327/10328****Full Year = 1 Credit****PREREQUISITE:** None, Open to grades 9-12

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

**\$30 lab fee REQUIRED****FOODS & NUTRITION 2****Course #10329/10330****PREREQUISITE:** Foods and Nutrition I

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

**\$30 lab fee REQUIRED****COURSE DESCRIPTIONS FOR  
SKILLED AND TECHNICAL SCIENCES****FURNITURE & CABINETMAKING 1****Course #10813/10814****FULL YEAR = 1 Credit****PREREQUISITE:** None, Open to Grades 9-12

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

**\$25 Shop fee required.****FURNITURE & CABINETMAKING 2****Course #10815/10816****FULL YEAR = 1 Credit****PREREQUISITE:** Furniture and Cabinetmaking I, Open to grades 10-12

This course is a continuation of Furniture and Cabinetmaking I. This course provides intermediate furniture and cabinetmaking student with the necessary knowledge and skills to pursue employment in related industries. This course will increase knowledge gained in Furniture and Cabinetmaking I. Laboratory activities will include advanced processes using tools and equipment currently being used by the industry, including the software and hardware components of computer numerical-controlled (CNC) equipment. The appropriate use of technology and industry-standard equipment is an integral part of this course. **\$25 Shop fee required.**

### **WELDING TECHNOLOGY 1**

**Course #10729/10730**

**FULL YEAR = 1 Credit**

**PREREQUISITE:** None. Open to grades 9-12

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

**\$25 Shop fee required.**

### **POWER EQUIPMENT TECHNOLOGY I**

**Course #10835/10836**

**Full Year = 1 Credit**

**PREREQUISITE:** None

This course introduces the student to the fundamentals of the power sports and power equipment industries. Students will study two-stroke and four-stroke cycle theory. Fundamental skills such as the proper use of fasteners, safety practices, precision measuring tools, and electrical test equipment will be mastered. Instruction will be provided in the maintenance and repair of two-stroke and four-stroke cycle engines and their component systems such as electrical, fuel, starting, and cooling units. Students will troubleshoot basic systems, install replacement parts, and perform proper repairs. This course is required for freshmen interested in automotives and open to male or female students of all grade levels. Small engines class covers safety, operation, and repair of three horsepower Briggs and Stratton four stroke four cycle engines. Two stroke engines are covered as well. The initial engine and tools are provided. Student evaluation is based on written class work, lab work, participation, and a final exam. The students' engine is expected to run correctly by the end of the course. **\$25 Shop fee required.**

### **POWER EQUIPMENT TECHNOLOGY II**

**Course #10837/10838**

**Full Year = 1 Credit**

**PREREQUISITE:** "C" or Better required in Power Equipment Technology I

This course is a continuation of Power Equipment Technology I. This course provides intermediate power equipment students with instruction in advanced techniques and processes. They will continue to develop all skills learned in Power Equipment Technology I. Areas of study include seasonal maintenance, lubrication, exhaust systems, electrical systems, and braking systems. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**\$25 Shop fee required.**

### **AUTOMOTIVE TECHNOLOGY I**

**Course #10713/10714**

**Full Year = 1 Credit**

**PREREQUISITE:** None

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

**\$25 Shop fee required.**

## **AUTOMOTIVE TECHNOLOGY II**

**Course #10715/10716**

**One Year = 1 credit**

**PREREQUISITE:** Automotive Technology I Open to grades 9-12

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

**\$25 Shop fee required.**

## **DRAFTING & DESIGN I**

**Course #10803/10804**

**One Year = 1 credit**

**PREREQUISITE:** None. Open to: Grades 9-12

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

**\$25 Shop fee required.**

## **DRAFTING & DESIGN II**

**Course #10805/10806**

**One Year = 1 credit**

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

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

**\$25 Shop fee required.**



## COMPUTER COMPETENCY REQUIREMENT

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

### COURSE DESCRIPTIONS FOR COMPUTER CLASSES

#### COMPUTER LITERACY/APPLICATIONS

Course #9143

**.5 Credit per Semester**

Students enrolled in this class will cover the following topics:

Keyboarding, Word processing, Database, Spreadsheets, Desktop publishing, Graphics, Multi-media, Telecommunications, History, Ethics/legal, Career opportunities, Being an educated computer consumer

**PREREQUISITE:** None. Open to grades 9-12

**\*SPECIAL NOTE:** The one semester course will satisfy ½ credit for computer literacy. The 1 year course will satisfy ½ credit (Fall semester) computer elective and ½ credit (Spring semester) computer literacy, depending on site limitations. Students completing Computers/Computer Literacy with a “B” or better will receive 3 credits at TMCC (see Tech Prep page).

### COURSE DESCRIPTIONS FOR PHYSICAL EDUCATION

#### PHYSICAL EDUCATION

Course #5101/5102

**.5 Credit per Semester**

**PREREQUISITE:** None. Open to Grades 9-12

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

#### FALL SEMESTER

Softball

Golf

Flag Football

Tennis

#### SPRING SEMESTER

Floor Hockey

Wiffleball

Badminton

Indoor Soccer

Volleyball  
Basketball  
Bowling

Field Games  
Weights

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

## CONDITIONING AND WEIGHT TRAINING

Course #5217/5218

### .5 Credit per Semester

**PREREQUISITE:** None. Open to Grades 9-12

This course is designed to improve students' muscular strength, flexibility, cardiovascular efficiency, agility and body contour. The program includes methods in weight training technique skills and conditioning exercises. **A \$15 uniform fee is required.**

## HEALTH

Course #5311

### .5 Credit per Semester

**PREREQUISITE:** None. Open to Grades 9-12

#### HIGH SCHOOL HEALTH GRADUATION REQUIREMENT

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

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

1. Body structure and function
2. Physical and emotional development
3. Drugs, alcohol and tobacco
4. Disease and disorders
5. Fitness and exercise
6. Nutrition
7. Consumer health
8. Safety, first aid and emergency care
9. Family health, growth and development
10. Environmental health and related fields
11. Community health
12. Health careers
13. Human sexuality and HIV/AIDS\*

\*Topics related to human sexuality and HIV/AIDS education are provided through the Sexuality, Health and Responsibility Education (S.H.A.R.E.) instructor.

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

## COURSE DESCRIPTIONS FOR HIGH SCHOOL JROTC

**General:** The Junior Reserve Officer Training Corps is a leadership program missioned to “*Motivate young people to be better citizens*”; In JROTC, Cadets learn the Army Values of Duty, Personal Courage, Integrity, Honor, Selfless Service, Loyalty and Respect. Also, Cadets will learn the Leadership Traits of Tact, Integrity, Judgment, Decisiveness, Dependability, Enthusiasm, and Endurance. Cadets learn life’s lessons that serve them always by building teamwork, and esprit-de-corps. **JROTC does not recruit for the military; only about 2% of the nation’s JROTC Cadets go on to military service; also, JROTC does not conduct combat training, and we do not wear the uniform all day or every day.** However, the JROTC Cadre will introduce the Department of Defense’s numerous scholarships and military opportunities; participation in a JROTC program may enhance the Cadets chance of obtaining scholarships or Military Academy appointments. For individuals planning to enlist in the military, participation in JROTC may result in advanced rank and pay at enlistment. Visit the JROTC website on the HIS web page [www.inclinehs.org](http://www.inclinehs.org)

**Course Credit:** Four semester of JROTC satisfies graduation requirements for Physical Education; a fifth semester will satisfy credit requirement for Health, which is also a required course for graduation in Nevada.

**Disenrollment/Re-enrollment:** Cadets that dis-enroll and re-enroll into JROTC at a later time, will return to the Highlander Battalion at their rank, have all awards, decorations and Cadet Records at the time of their disenrollment.

**Course Application:** This course is designed as a participatory and performance program to “*Motivate young people to be better citizens*”. JROTC teaches leadership, instills self-discipline, and provides the Cadets an introduction to many practical life skills revolving around teamwork, participation and performance. As with any course, the JROTC instructors maintain normal faculty responsibilities, and they are the facilitators of the curriculum. However, the JROTC “program” is run and operated by the Cadets. They are responsible for all planning and executing the multitude of activities conducted throughout the year. Each year, Cadets are given increased authority and responsibilities. The major event for JROTC is the Cadet Formal Inspection (CFI) during the Spring Semester; all Cadets are required to participate.

**In Class and Extra Curricular Activities:** Cadets are highly encouraged to participate in off-campus service events which will earn community service hours. Additionally the Highlander Battalion will attend at least one of the two parades each year; Nevada Day in Carson City, and the Veterans Day Parades in Virginia City and Reno. Opportunities to compete on various drill teams, Varsity Rifle Team and the Cadet Olympics teams are also available to students. Physical fitness is emphasized for all students throughout the year. Cadets complete a Service Learning project each year. A wide variety of activities are planned that include: Homecoming and the Highlander Tailgater Party; Cadet Challenge physical fitness test; Adventure Training that includes rappelling and rope bridging, first-aide, orienteering and confidence course, and cross-country skiing; and flag raising ceremonies. Also, each year the JROTC participates in a community holiday food drive prior to the holiday period. The annual Military Ball is also available to all cadets during the latter Fall Semester. Near the end of the school year, Cadets are invited to participate in a national level ropes course/team building day. Cadets also have an opportunity to support the annual XTERRA Triathlon, which is our primary annual fundraising event. The year culminates with the Brigade Olympics held at one of the Reno, Nevada high schools, and the annual Awards Night. Students earn awards, decorations and promotions based upon participation and performance in the JROTC Program.

**Annual Student Lab Fee:** \$10 To offset transportation costs to events.

**HSROTC I & II (LET 1) Course #5411/5412**

**5 Credit per Semester**

**Prerequisite:** None. Open to Grades 9-12

This initial JROTC course focuses on Life and Study Skills and begins building a foundation for life-long Community Service. The first semester is built around teamwork, but emphasizes study skills, citizenship, communication and physical fitness. Cadets will participate in classes on range safety and operations, safe weapons handling, marksmanship training and competition. The core curriculum will help Cadets become better students and emphasizes advanced study techniques to improve grades. The second semester builds upon the first and includes beginning leadership, conflict resolution, beginning financial planning as well as continuing physical fitness and health training.

**HSROTC III & IV (LET 2) Course #5413/5414**

**.5 Credit per Semester**

**Prerequisite:** Successful completion of HSROTC I & II, Open to Grades 10-12

Intermediate Leadership Education and Training (LET-2). This course is open to all students who have successfully completed HSROTC I & II. Students will be appointed to leadership positions within the Corps of Cadets based upon ability and participation from the previous year(s). The course focuses on leadership application, community service and physical fitness. Additionally there is instruction in how to conduct drill, basic first aid and CPR, drug and alcohol awareness, health, some instruction in history and civics, map reading/land navigation. Cadets are given an opportunity to receive intermediate level marksmanship training. Successful completion of this course satisfies all Physical Education requirements for graduation.

**HSROTC V & VI (LET 3) Course #5415/5416**

**.5 Credit per Semester**

**Prerequisite:** Successful completion of HSROTC III & IV. Open to grades 11 & 12

Advanced Leadership Education and Training (LET 3). This course is open to all students who have successfully completed LET 1 and LET 2. Advanced leadership application is continued with emphasis on planning and execution of program events. The student will be required to prepare and present selected periods of instruction; participate in a seminar on leadership and management involving situational case studies on how to manage people and resources, and accomplish tasks effectively based upon demonstrated performance; the student may be advanced to mid-level leadership positions within the Corps of Cadets. Cadets will plan, organize, supervise and be responsible for certain aspects of the JROTC Program. Students will explore through the use of films, guest lecturers and classroom discussion, various military leaders and the many opportunities and occupational branches of the services. Individuals will also learn the techniques of individual and group problem solving methods and put them into practical use by studying and resolving real world problems. Near the end of the LET-3 year, LET-3 Cadet are highly encouraged to interview for high level command and staff positions at the Highlander Battalion and Silver State Brigade levels of command and staff for their LET-4 year. The health requirement is earned upon completion of the first semester of LET-3.

**HSROTC VII & VIII (LET 4) Course #5417/5418**

**.5 Credit per Semester**

**Prerequisite:** Successful completion of HSROTC V & VI. Open to grades 11 & 12

Advanced Leadership Education and Training (LET 4). This course is open to all students who have successfully completed LET 1 through LET 3 years. The student will spend a major portion of the year actually leading and managing the many activities of the JROTC Program. This will include planning, organizing and overseeing the conduct of social events, the Cadet Formal Inspection, ceremonies and parades, Cadet promotion boards, awards and decorations program, disciplinary councils and many other major aspects of the program. Senior Cadets will serve as top-level leadership for the entire program. Academic requirements include “how to teach” skills, conduct classroom instruction, leadership principles, citizenship projects, national service opportunities, physical fitness as well as leadership application.

**COLOR GUARD/ DRILL TEAM** **Course**

**#5791/5792**

**.5 Credit per Semester**

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

**HSROTC ADVANCED LEADERSHIP** **Course**

**#5767/5768**

**.5 Credit per Semester**

This course is open to all cadets grades 9-12

**SPECIAL EDUCATION**

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

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

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

- annual IEP data
- standardized test results
- results of CRTs and other curriculum-based assessments, including the Writing Traits Assessment

- results from STAR and/or Gates-McGinnitie assessments
- teacher recommendations
- grades in previous related subject area courses
- level of study/organizational skills
- attendance record
- behavioral record

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

## **ENGLISH SKILLS**

**Course #7743/7744**

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

## **FOUNDATIONS IN ENGLISH**

**Course #7749/7750**

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

## **TRANSITION ENGLISH**

**Course #7745/7746**

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

## **SPECIAL EDUCATION HIGH SCHOOL MATH**

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

## **MATH SKILLS**

**Course #7763/7764**

This course is for the first or second year high school Special Education student and may be repeated one time for credit (total 2 credits). It will focus on basic skills in operations, place value, fractions, decimals, percentages, problem solving, money, time, measurement, charts, graphs, word problems, and basic

geometry and may include an introduction to basic algebraic concepts. After successful completion of the Math Skills class, a student may proceed to Foundations in Algebra or Algebra 1-2.

### **FOUNDATIONS IN ALGEBRA**

**Course #7767/7768**

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

### **TRANSITION MATH**

**Course #7765/7766**

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

### **SSTS (Student Support Transition Services)**

**Course #7845/7846**

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

### **WORK EXPERIENCE**

**Course #7861/7862**

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

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

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

## **OTHER ELECTIVES**

### **STUDY HALL**

**Course#8033**

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

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

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

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

**Course #7106/7107**

**.5 Credit per Semester**

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

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

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

The internship hours are completed after school hours and **students must provide their own transportation**. For more information, please contact Melissa LiCon the GATE office at 850-8049 or your school counselor. This course may be repeated up to four semesters in junior and senior years. This is not an honors credit. Grades 11 and 12.

### **STUDENT LEADERSHIP**

**Course #7201/7202**

**.5 Credit per Semester**

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

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

This course also encompasses the many means of communication that are imperative to leadership. Some



of the projects created in this class are:

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

### **OFFICE EXPERIENCE**

**Course #8121/8122**

#### **.5 Credit per Semester**

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

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

### **LIBRARY ASSISTANT \*\***

**Course #8095/8096**

#### **.5 Credit per Semester**

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

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

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

### **COUNSELING ASSISTANT \*\***

**Course #8125/8126**

#### **.5 Credit per Semester**

**PREREQUISITE:** Counselor Invitation. Open to grades 10 -12

Students will assist the counseling office with light clerical work.

### **TEACHER AIDE \*\***

**Course**

**#8115/8116/8117**

#### **.25 Credit per Semester**

**PREREQUISITE:** Teacher Invitation, open to grades 10-12

Students will assist teachers with various duties.

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

**PEER TUTOR**

Course #8162/8163

**Incline Elementary/ Middle School/ On Campus****Open to: Grades 11-12****.5 Credit per Semester****PREREQUISITE: Good standing in academics, attendance, and approved by Mrs. Mclochlin.****Elementary/Middle school**

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

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

**On Campus:** Prerequisite: teacher approval

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

**YEARBOOK**

Course #1403/1404

**Full Year = 1 Credit (.5 credit per semester)****PREREQUISITE:** Approval of the instructor. Open to juniors and seniors.

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

**FRESHMAN SEMINAR**

Course #7131/7132

**Full Year = 1 Credit (.5 credit per semester)****PREQUISITE: Required by all freshmen**

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

## SENIOR SEMINAR

Course #7133/7134

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

**PREREQUISITE:** Open to seniors

This course is designed to foster the skills and dispositions vital for participating in democratic society. Students will engage in civil civic discourse about important and controversial public issues. Students will be active in research and writing in preparation for formal Socratic seminars. The class will participate in *Project Citizen* brainstorming projects that would help the local community and/or Incline High School, and then go through the process of public policy making implementing well-researched and well-organized project plans.

## OFF CAMPUS

Course #8001-8014

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

**Open to Students with Senior Class Standing Only**

**Must have administrator approval.**

## SUPPLEMENTAL CREDIT PROGRAMS

**Please note:** All program information is available at ([www.washoe.k12.nv.us/supcredit](http://www.washoe.k12.nv.us/supcredit)). All registration is on-line through that website. Counselors must confirm any course for which a student enrolls.

A summary of grades is sent to school registrars each semester at the end of the semester in which the student completes the course. Summer School grades are posted in August.

**COMMUNITY SERVICE** (1/4 credit): Open enrollment \$25

52 weeks allowed for completion. 120 hours of **educational experience** required, S/U grade

Description: Students are required to write a summary of what they will do for their community service hours. A supervisor of the organization benefiting from the community service must 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.** Credit in this course counts toward the maximum of four alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

**CREDIT BY EXAM** CBE (1 or ½ credit): Scheduled Dates \$50

Scheduled dates available on the WEB, from SCO, or your counselor. Time allowed for exams vary. S/U grade

Computer literacy, World Language (Spanish, German, French levels 1-4) and all levels of math

Description: Students who believe they are capable of passing a course without completing the coursework are allowed to challenge the course by taking a credit by exam. CBEs are proctored and are scheduled frequently. Passing scores result in the student earning credit for the course being challenged. Credits earned through a CBE count toward the maximum of four alternative credits allowed for graduation. CBE can be used to replace an F. Algebra 1 and Algebra 2 CBEs (.5 credit per test) are administered on-line through WOLF.

**NIGHT SCHOOL (1/2 credit): Semester enrollment \$100**

60 hours of instructional time. Classes are over before semester end. Only Recreational PE (bowling) is being offered in Night School. Students are encouraged to check the Supplemental Credit website for new or updated information.

Description: Class meets for two hours twice a week. Since minimum hours are required, attendance needs to be nearly perfect. Students have final exams. Opportunity for make up work is very limited. The bowling class (PE credit) is held at the Grand Sierra Resort bowling lanes. An additional fee is charged by the GSR for bowling. Night school does not count as an alternative credit and can be used to raise a passing grade or replace an F. Night School should be listed in the student's schedule and may be counted toward the minimum course load.

**RECREATIONAL PE OPTIONS (1/2 credit): Open enrollment \$75**

60 sessions required, S/U grade. Minimum of 60 days--Maximum of 210 days allowed. Check the WEB or with the counselor for approved locations

Description: Students must enroll in a gym/sports center where **group** classes are taught by an instructor certified in the activity being offered. Only gyms/centers approved by the Supplemental Credit Office are available for students wanting to participate in this option. The gym/center documents sessions and monthly reports are submitted by the student to the Supplemental Credit Office. Only one session a day may be counted toward the required sessions. A final exam is given by Supplemental Credit. A maximum of two PE credits may be earned through this course. PE Options may be used for an elective credit. It cannot be used to raise a passing grade in PE but it can be used to replace a failing grade in PE. PE Options does not count as an alternative credit. Sessions completed prior to the completion of registration are not counted.

**SUMMER SCHOOL (2 3-week sessions): Spring Enrollment \$100**

60 hours of instruction/480 minutes minimum, two 3-week sessions. Academics, Sports, and PE. Letter grades are issued

Description: Registration for academic and sports courses opens after the beginning of the second semester. Location, dates, times, and course offerings are made available in early spring of each year. Students are required to attend 60 hours during a 3-week session and nearly perfect attendance is required to earn credit. Space is limited and classes with low enrollment are cancelled. Registration information and forms are available at: [www.washoe.k12.nv.us/supcredit](http://www.washoe.k12.nv.us/supcredit) or from the counseling office after first semester. Summer school does not count as an alternative credit and can be used to raise a passing grade or replace an F.

**SUPERVISED CURRICULUM PE (SCPE) (1/2 credit): Semester Enrollment \$75**

Semester Course Only. Application and Completion must occur within the dates of each semester and/or summer.

60 hours required, S/U grade

Description: This alternative 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 the Supplemental Credit Office monthly. A maximum of two PE credits may be earned through this course. SCPE may be used for an elective credit. It cannot be used to raise a passing grade

in PE but it can be used to replace a failing grade in PE. SCPE does not count as an alternative credit. Hours earned prior to the completion of registration are not counted.

**TRAVEL STUDY** (1/4 credit): Open Enrollment \$25  
20 weeks allowed for completion, 120 hours of **educational experience** required, S/U grade

Description: This course is designed for the student who intends to meet specific educational goals during travel (not during a vacation) that is suited to learning culture, language, geography, history, etc. “Down” time such as traveling between home and the destination, jet lag, resting, etc. is not count toward the 120 hours required. A project (video, report, scrapbook, etc.) is required as the final for this course and is due by the end of the 20-week time frame. Credit in this course counts toward the maximum of four alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

**WOLF Part-Time** (1/2 credit): Open Enrollment \$120  
90 days allowed for completion. A-F letter grades

Description: These on-line courses are available to WCSD students who wish to repeat a course, recover credit, or accrue more credit. Students must have their own computer with high speed access to the internet. Mid-term and final exams are proctored at the WOLF lab. Students have access to their course work 24/7 and have the ability to communicate with teachers M-F from 6 AM to 8 PM and technical assistance 24/7 via e-mail, chat rooms, fax, and a toll free phone number. The WOLF lab, located at 785 W. 6<sup>th</sup> St., Reno, is open some evenings. Current hours are posted on the Website: [www.washoe.k12.nv.us/supprecredit](http://www.washoe.k12.nv.us/supprecredit) WOLF. A WOLF course can raise a passing grade or replace a failing grade in a course of the same title. WOLF courses do not count toward the total of 4 alternative credits that can be used toward graduation. **WOLF courses cannot count as part of the academic load.**

**WORK EXPERIENCE** (1/2 credit): Open Enrollment \$75  
20 weeks allowed for completion. 216 hours required, S/U grade

Description: Credit for work experience is available for students who desire to earn elective credit by being employed and by experiencing hands-on training in the world of work. Students must be 16 years or older and be receiving a paycheck (showing deduction) from their employer to qualify to enroll in this ½ credit elective class. In addition to the registration form, there is an agreement form that must be completed by the student, parent, and employer. Credit earned in the work experience program counts toward the total of four (4) alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

## **ALTERNATIVE MEANS OF EARNING CREDIT**

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

## **PLATO ALTERNATIVE EDUCATION**

**Course #7301-7302**

### **CREDIT RECOVERY PROGRAM**

#### **ALT ED / COMPUTER-BASED INSTRUCTION**

**Prerequisite: Counselor Approval**

**Grades: 10, 11, 12**

**1 Semester = ½ credit**

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

The primary purpose of the alternative education program is to give students a chance to recover the credit needed to graduate. The PLATO courseware is designed to challenge students at the appropriate grade level. This program is a unique educational option for students with a non-traditional classroom atmosphere which is designed to help students get on track toward graduation. To be eligible for credit recovery, the student must have completed the entire 18-week semester in the assigned course and received an F grade in the class, or may have earned an F through failure to meet the 90% attendance requirement. PLATO courses are mastery-based. To earn a grade and subsequent credit, all tests including offline assignments, must be completed with a minimum of 80%. Partial completion will not be sufficient. The grade a student earns in a PLATO course may be used to replace an F earned in the same course. Students may not use PLATO courses to raise a grade.

### **A+ CREDIT RECOVERY PROGRAM**

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