

INCLINE HIGH SCHOOL



Home of the Highlanders

An AP Capstone™ School

2022-2023 Incline High School Course Catalog

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

THE 22-23 SCHOOL YEAR CALENDAR

School begins for high school students on August 15, 2022 (Incline High School: TBD). For all other important dates, please refer to the calendars posted on the District website at: <https://www.washoeschools.net/Page/16545>

THE HIGH SCHOOL COURSE OF STUDY

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

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

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

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

REQUIRED NUMBER OF CLASSES

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

CREDITS

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

REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

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

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

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

* Two credits in the same world language

** Flex credits can be: 2nd or 3rd year CTE course in one program of study provided the prerequisite course was passed, a 4th year of mathematics Algebra 2 or higher, a 3rd year of science or a 4th year of social studies

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

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

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

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

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

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

TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

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

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

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

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

WCSD Honors Diploma: This student will have:

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

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

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

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

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

TYPES OF SEALS AND ENDORSEMENTS OFFERED TO WCSD STUDENTS

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

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

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

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

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

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

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

GRADES AND GRADE POINT AVERAGE

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

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

FINAL EXAMINATIONS

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

REPORTING TO PARENTS/GUARDIANS

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

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

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

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

AUDITING A COURSE

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

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

WITHDRAWING FROM CLASS

A student withdrawing from a class during the first 11 weeks of the semester will receive no credit. After the 11th week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadline dates for the 22-23 school year are November 4 and April 7. (Incline High School: TBD)

REPEATING A CLASS

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

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

ALTERNATIVE MEANS OF EARNING CREDIT

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

Internship/Work Experience: Work-based learning programs include a continuum of experiences defined as: Career Exploration, Career Preparation and Career Training. In grades 11-12, this includes internships, paid work experience, certain Supervised Agricultural Experiences (SAE) or apprenticeships.

WCSD offers two types of Internship/Work Experience opportunities for students in 11th and 12th grades. These opportunities are most frequently offered through the District but may also be offered at the school site.

Courses are designed to expand student opportunities for applied learning through participation in career-specific experiences. These courses provide an in-depth work experience that applies the processes, concepts, and principles connected to classroom instruction, as well as developing 21st century employability skills. These courses encourage students to explore and develop advanced skills through work-based learning directly related to their career interest. All courses follow NAC 389.562 and 389.566 regulations. Please note:

- Students may enroll in an internship/work experience course on a semester basis.
- Students may apply one or more credits toward the total number of credits required for graduation (per NRS 389.167).
- Students earn a letter grade which will be applied to the GPA.

- To earn a passing grade, students must complete all requirements for credit by five school days prior to the end of the final grading period of the semester.

Group:

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

Individual:

These internships are individually tailored to meet specific student interests after engaging in exploration of a career field to narrow their focus. Students will be assigned to a district internship coordinator to identify and manage an appropriate placement. Students must attend required classes, complete specific assignments, meet specific learning requirements, independently complete workplace hours and participate in a final project presentation. To earn credit, students must complete all requirements. Individual internships start the second week of each semester and end the week prior to finals. Individual Internships may include paid work experience opportunities, as well.

Participation Requirements:

- Students must complete an application by the published deadline.
- Students must be in grades 11 or 12 (at the time the internship will take place) and in good standing.
- Students with an unweighted GPA of 3.0 or higher will be given priority.
- It is preferred that students have successfully completed or be concurrently enrolled in an Honors/AP/IB/dual credit class associated with the career area of interest OR have successfully completed or be concurrently enrolled in a Level III CTE class (completion of Level II or III with B or better).
- Students must attend all class sessions and complete 75-90 hours to receive credit. A minimum of 50 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- Students must provide transportation to and from the job site.
- Students must provide evidence of health insurance to participate.
- Most work-based learning hours will be served outside the school day. With school permission, students may complete work-based learning hours during the school day.

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

WORK AND STUDY CREDIT

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

FOR MORE INFORMATION: Contact your high school counselor.

CREDIT BY EXAM

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

FOR MORE INFORMATION: Contact your high school counselor.

EXTENDED STUDIES PROGRAMS

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

Community Service (0.5 credit):

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

The proposed community service must be approved by Extended Studies three (3) weeks prior to registration. A supervisor for the organization benefiting from the community service must also provide his/her approval and phone number. The supervisor is responsible for verifying all volunteer hours. Volunteering at your church, home, or for relatives does not qualify for community service credit. Credit in this course counts toward the maximum of four (4) alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

PE Options (0.5 credit):

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

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

Supervised Curriculum PE (SCPE) (0.5 credit):

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

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

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

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

Advanced Placement

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

available. To check a college's AP policy, go to <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

WCSD course titles which include the notation "AP" or Advanced Placement are year-long courses and all requirements must be met before the "AP" designation is awarded. Students register for AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of \$96 per exam. Students do not have to be enrolled in an AP course to take an AP Exam, but students in WCSD who are enrolled in a course with "AP" in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

International Baccalaureate (Wooster HS only)

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

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

CTE College Credit

CTE College Credit is **free college credit** that can be earned by completing a Career & Technical Education (CTE) program of study (2 - or 3-year program). Most CTE programs of study are aligned with college courses, offering the opportunity to earn between 5 and 20 college credits.

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

Participation Requirements: As required by federal law, any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2), and advanced (Level 3) classes in any program of study require completing and earning a passing grade at all prior levels. CTE programs of study can be 2- or 3-year programs.

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

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

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

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

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

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

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

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

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

College Dual Credit

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

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

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

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

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

- Academic credit refers to those courses which have been approved to meet core course requirements by the WCSD Board of Trustees and the State Board of Education.
- Elective credit refers to those courses which have been approved to be offered as elective credit by the WCSD Board of Trustees and the State Board of Education.
- Physical Education courses taken at any college or university will not count as any kind of high school credit and will not be posted to the high school transcript.

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

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

FOR MORE INFORMATION: Contact your high school counselor.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

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

http://www.nevadatreasurer.gov/GGMS/GGMS_Home/ for specific information regarding GPA and course requirements as well as NSHE Policies and Procedures.

TITLE IX

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

NOTICE OF NON-DISCRIMINATION

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

ENGLISH

Foundations in English 1-2

Course #7751-7752

Full Year = 1 credit

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

Foundations in English 3-4

Course #7755-7756

Full Year = 1 credit

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

English 1-2

Course #1201-1202

Full Year = 1 credit

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

English 1-2 (H)

Course #1203-1204

Full Year = 1 credit (Honors)

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

This one-year course, designed for the highly motivated student, has strong compositional and critical thinking demands. The course will focus on reading for greater comprehension and pleasure, writing clearly and concisely for different purposes, refining grammar and fluency skills, and developing formal vocabulary. Basic skills in grammar and composition are assumed. Emphasis will also be placed on demonstrating presentation, research, and problem-solving skills through unit projects. Literature will include short text from a variety of sources as well as novels. The class stresses the writing process: writing for different purposes and audiences; grammar and sentence structure as tools for individual

writing skills development; language usage; literary terms and genres; library research; vocabulary improvement; encouragement of creativity; and the development of critical thinking. Students are expected to demonstrate an above average maturity level, demonstrate a positive attitude toward education and work tasks, and be cooperative in group learning situations.

English 3-4

Course #1211-1212

Full Year = 1 credit

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

English 3-4 (H)

Course #1213-1214

Full Year = 1 credit (Honors)

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

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

English 5-6

Course #1231-1232

Full Year = 1 credit

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

AP English Language

Course #1243-1244

Full Year = 1 credit (Advanced Placement)

This advanced placement, college-level course centers on the study of the craft of writing. Students will analyze the rhetoric and style of a variety of texts, including novels, memoirs, literary essays, contemporary articles, speeches, drama, and historical, political, and philosophical texts. The course emphasizes argumentative, expository, and analytical writing as well as personal and reflective writing. The primary goals of the course are to prepare students for the AP Language and Composition Exam and the rigors of college writing across the curriculum. A passing score on the exam may qualify the student for up to one year of credit or advanced placement in college composition classes. This rigorous course assumes a high level of competence and confidence in reading and writing skills and is designed for the highly motivated student. Students must have either permission of the AP instructor or the recommendation of the previous English instructor to enroll in this course. Students are required to take the AP Exam in May. All AP exams have a cost associated with them.

English 7-8

Course #1251-1252

Full Year = 1 credit

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

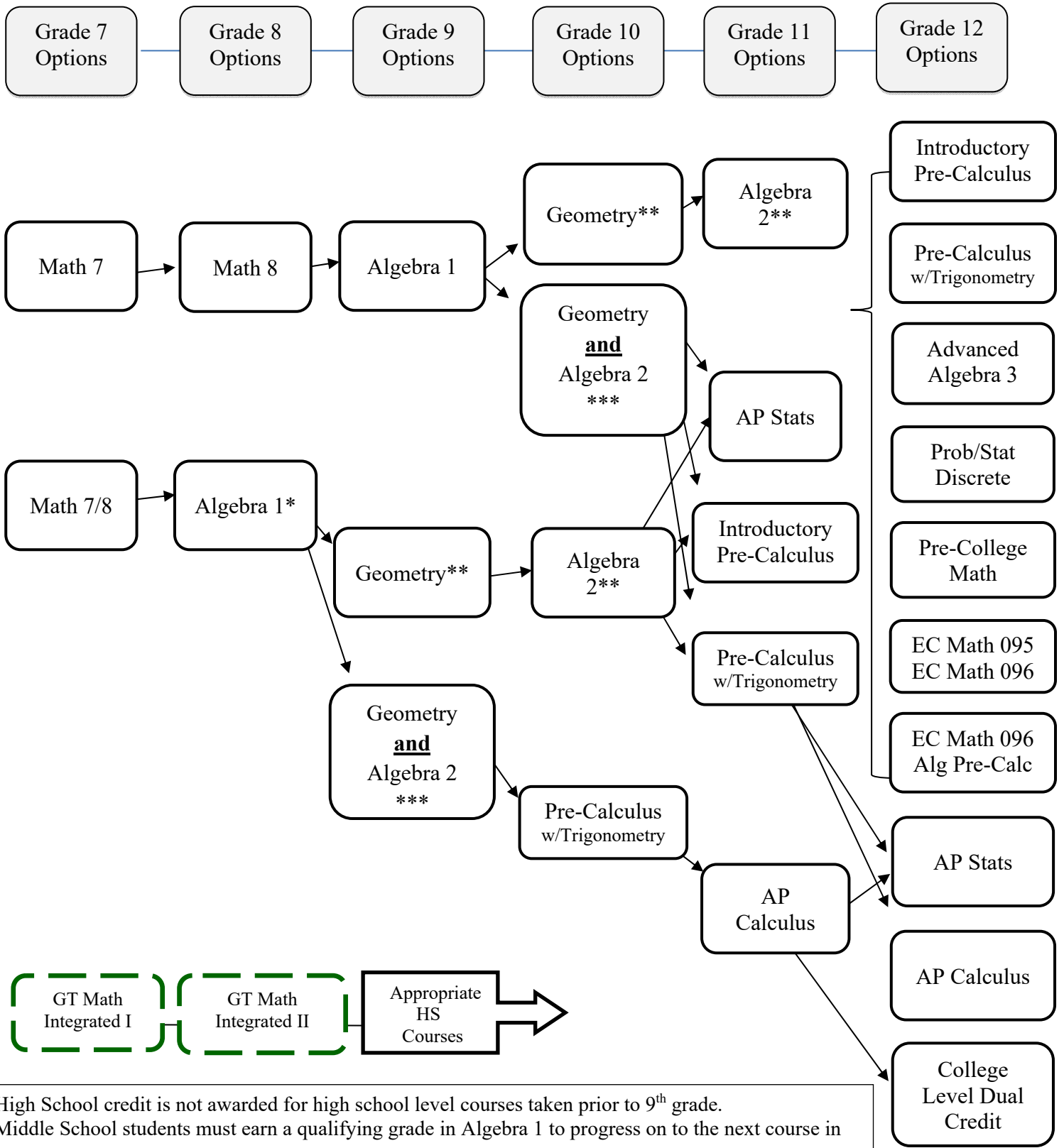
AP English Literature

Course #1263-1264

Full Year = 1 credit (Advanced Placement)

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

MATH COURSE SEQUENCE



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

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

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

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

MATHEMATICS

Algebra 1

Course #2201-2202

Foundations in Algebra 1

Course #7769-7770

Full Year = 1 credit

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

Formal Geometry

Course #2215-2216

Full Year = 1 credit (Honors)

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

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

Algebra 2

Course #2221-2222

Foundations in Algebra 2

Course #7779-7780

Full Year = 1 credit

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

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

Algebra 2 (H)

Course #2227-2228

Full Year = 1 credit (Honors)

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

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

Precalculus with Trigonometry

Course #2231-2232

Full year = 1 credit (Honors)

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

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

Advanced Algebra 3

Course #2241-2242

Full Year = 1 credit

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

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

AP Statistics

Course #2271-2272

Full Year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Algebra 2.

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

AP Calculus AB

Course #2255-2256

Full Year = 1 math credit (Advanced Placement)

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

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

Number Sense

Course #TBD

One Year = 1.0 credit

This course is for the first- or second-year high school student. It will focus on basic skills in operations, place value, fractions, decimals, percentages, problem solving, money, time, measurement, charts, graphs, word problems, basic geometry and may include an introduction to basic algebraic concepts. This course does **not** meet the requirements for the End of Course exams in mathematics.

SCIENCE COURSE SEQUENCE

Not all science classes are offered at every school

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

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

SCIENCE

Biology 1-2

Course #3141–3142

Full Year = 1 credit

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

Biology 1-2 (H)

Course # 3143-3144

Full Year = 1 credit (Honors)

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

Earth Science 1-2

Course #3131-3132

Full Year = 1 credit

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

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

Chemistry 1-2 (H)

Course # 3203-3204

Full Year = 1 credit (Honors)

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

Requisite: Concurrent enrollment in Geometry or higher.

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

Human Anatomy and Physiology 1-2 (H)

Course #3261-3262

Full Year = 1 credit (Honors)

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

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

Upon successful completion of Human Anatomy and Physiology, students will develop: 1) an understanding of the methods and techniques used to study the human body; 2) knowledge of the structure of all systems in the body; 3) an understanding of the functions of all the systems of the human body; 4) an understanding of the role of each body system in maintaining the homeostatic balance of the human body; 5) an awareness of relevant pathologies associated with human body systems; and 6) an awareness of the professional opportunities and requirements in the health sciences and related fields.

AP Environmental Science

Course #3115-3116

Full Year = 1 credit (Advanced Placement)

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

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

AP Physics 1

Course #3263-3264

Full Year = 1 credit (Advanced Placement)

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

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

AP Physics C: Mechanics

Course #3247-3248

Full Year = 1 credit (Advanced Placement)

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

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

SOCIAL STUDIES

World History/World Geography Options

1 credit required

World Geography

Course #4117-4118

Full Year = 1 World History/World Geography credit

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

AP Human Geography

Course #4181-4181

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

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

US History Options

1 credit required

US History 1-2

Course #4131-4132

Full Year = 1 US History credit

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

AP US History

Course #4145-4146

Full Year = 1 US History credit (Advanced Placement)

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

American Government/Economics Options

.5 credit American Government / .5 credit Economics required

American Government

Course #4161 or 4162

One Semester = 0.5 American Government credit

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

Economics and Financial Literacy

Course #4205 or 4206

One Semester = 0.5 Economics credit

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

AP American Government/ We the People

Course #4175-4175

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

This class satisfies both the American Government and Economics requirements

The "We the People" instructional program provides students with a course of instruction on the historical development of the Constitution, the Bill of Rights, and the basic principles of constitutional democracy. The program is designed to foster civic responsibility through the development of an understanding of the Constitution, the Bill of Rights, and the fundamental principles and values that students embody. The program also helps the student gain an understanding of the rights and responsibilities of citizens in our constitutional democracy. The "We the People" curriculum examines the following topics at levels appropriate for students at the senior high school/college level: political philosophy, history and experience, writing the Constitution, establishing the government, protection of basic rights, and the responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of judges from the community. Students will be required to do research work in the school library and at UNR. Students will also be required to give unit presentations before other classes, community organizations, and community professionals. Students are required to take the AP exam in May. All AP exams have a cost associated with them. **Senior seminar is a co-requisite for 2022-2023

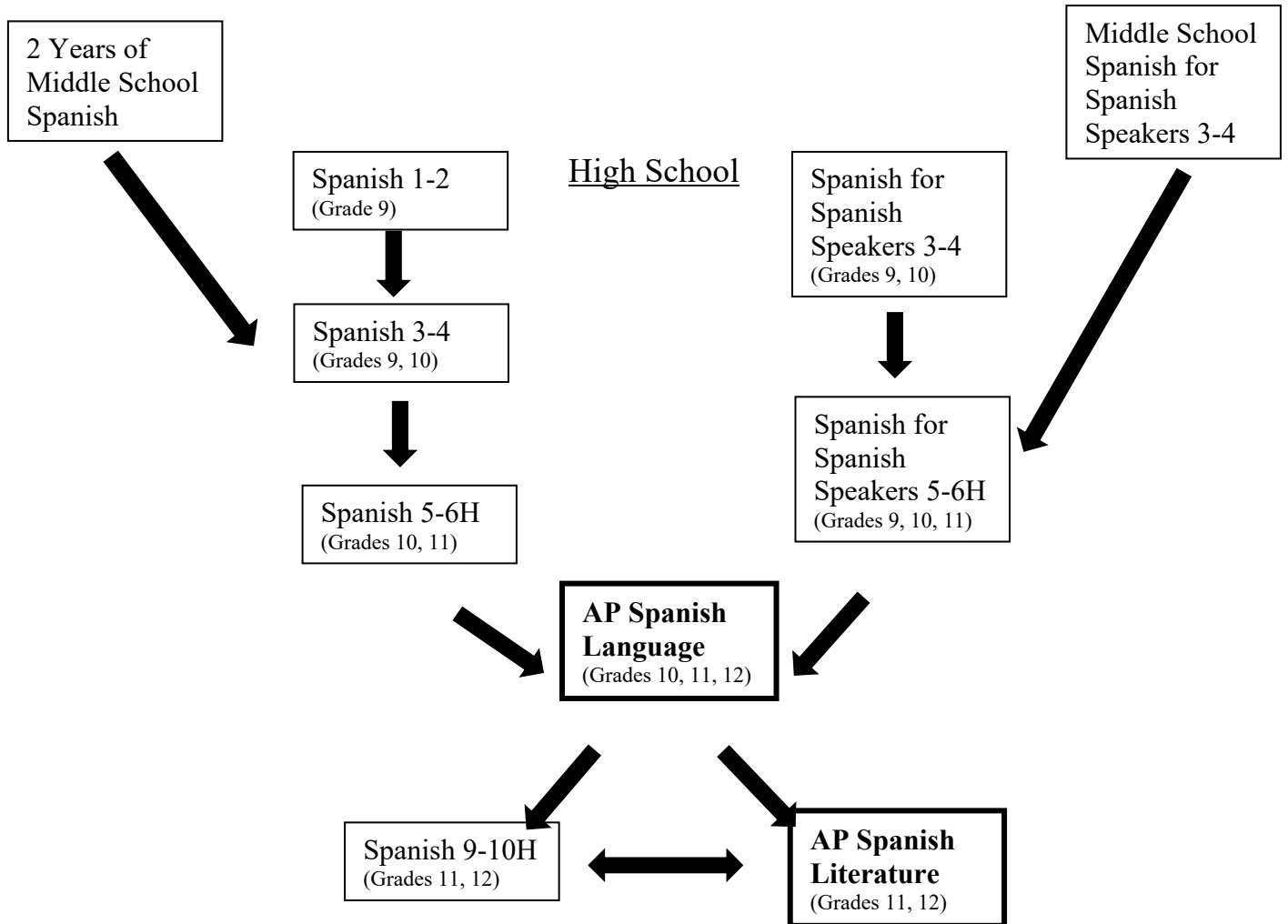
AP Psychology

Course #4249-4250

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

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

SPANISH PATHWAYS



WORLD LANGUAGE

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

World Language Level 1-2 Courses

Full Year = 1 credit

French 1-2 – Course #4551-4552

Spanish 1-2 – Course #4611-4612

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

World Language Level 3-4 Courses

Full Year = 1 credit

French 3-4 – Course #4553-4554

Spanish 3-4 – Course #4613-4614

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

World Language Level 5-6 Honors Courses

Full Year = 1 credit (Honors)

French 5-6 (H) – Course #4555-4556

Spanish 5-6 (H) – Course #4615-4616

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

AP Spanish Language & Culture

Course #4641-4642

Full Year = 1 credit (Advanced Placement)

The Advanced Placement Spanish Language course is designed for those students interested in broadening their knowledge of Spanish at a pre-college level. The goal of AP Spanish Language is to develop students' communicative ability in the three modes of communication: interpersonal, interpretive, and presentational. Students will participate in daily prompts that emphasize listening, speaking, reading, and writing. Extensive reading in the language is required. Written compositions and essays are assigned regularly, and oral work is required. A complete review of grammar is included. Completion of this course satisfies the humanities requirement for high school graduation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP French Language & Culture

Course #4581-4582

Full Year = 1 credit (Advanced Placement)

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

SPANISH LITERACY (SPANISH FOR SPANISH SPEAKERS)

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

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

Course #4653-4654

Full Year = 1 credit

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

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

Course #4655-4656

Full Year = 1 credit (Honors)

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

PHYSICAL EDUCATION

PE

One semester = 0.5 credit

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

Course #5101-5102

Course #5103-5104

Weight Training/Conditioning

One Semester = 0.5 credit

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

Course #5217-5217

COMPUTER LITERACY

Computer Science & Applications

One Semester = 0.5 credit

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

Course # 8344 or 8345

HEALTH

Health

One Semester = 0.5 credit

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

Course # 5311

FINE ARTS

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

Fine Arts: Visual Arts

Art 1-2

Course # 6111-6112

One Year = 1 credit

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

Art 3-4

Course # 6113-6114

One Year = 1 credit

Prerequisite: Successful completion of Art 1-2

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

Art 5-6 (H)

Course # 6113-6114

One Year = 1 credit (Honors)

Prerequisite: Successful completion of Art 3-4

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

Ceramics 1-2

Course # 6131-6132

One Year = 1 credit

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

Ceramics 3-4

Course # 6133-6134

One Year = 1 credit

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

Ceramics 3 will focus heavily on advanced hand building and wheel throwing. Students will work with different clays and decorative methods. Clear use of the elements and principles of design will be stressed. Historical uses of clay and ceramics will be incorporated with all projects. Critiques will be used to evaluate student work and that of others. Ceramics 4 is an in-depth three-dimensional design study. Sculptural forms and advanced independent projects in sculpture, throwing, and hand building will be assigned. A high level of the use of the elements and principles of design will be stressed. Historical uses of clay and ceramics will be incorporated with all projects. Critiques will be used to evaluate student work and that of others.

Ceramics 5-6 (H)**Course # 6135-6136**

One Year = 1 credit (Honors)

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

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

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

One Year = 1 credit (Advanced Placement)

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

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

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

One Year = 1 credit (Advanced Placement)

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

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

Fine Arts: Theatre

Drama 1-2 & 3-4

Course # 6451/6452 and 6453/6454

One Semester = 0.5 credit (repeatable)

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

Fine Arts: Music/Instrumental

Concert Orchestra

Course #6641-6642

One Year = 1 credit

Open to all students with at least two years of experience playing a string instrument (violin, viola, cello, bass) and/or audition and approval of the director. Students will learn ensemble techniques and improve playing skills. All performances and rehearsals are required and graded. Students are required to practice each week to improve skills and advance within the group. Members are eligible to audition for HS Honor Orchestra, All-State Orchestra, Solo and Ensemble Festival and Reno Youth Symphonies.

Mariachi 1-2

Course# 6693-6694

One Year = 1 credit

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

Mariachi 3-4

Course #6698-6699

One Year = 1 credit

This one-year course is designed to develop skills beyond those outlined in the Mariachi 2 instrumental courses. This course includes further development of those skills necessary to become independent as a musician. The place of music in the Mariachi musical heritage and the importance of sustained group and individual effort are stressed. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course is appropriate for grades nine through twelve and may be repeated.

Concert Band

Course #6703-6704

One Year = 1 credit

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

Jazz Band

Course #6707-6708

One Year = 1 credit

This group is for students who wish to further their musical knowledge and skill through the study of Jazz. Membership in this ensemble may be by audition. Members of the Jazz Band may be required to enroll in Concert Band, Wind Ensemble, or Marching Band, unless by special permission of the director. The focus of the Jazz Band will be on the performing of

various jazz styles, articulation, and improvisation. The Jazz Band performs at various concerts as well as festivals and competitions in and around the Reno/Sparks area.

Advanced Jazz Band

Course #6709-6710

One Year = 1 credit

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

Beginning Guitar

Course #6719

One Semester = 0.5 credit

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

Intermediate Guitar

Course #6720

One Semester = 0.5 credit

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

Advanced Guitar

Course #6722

One Semester = 0.5 credit (repeatable)

Prerequisite: Beginning/Intermediate Guitar or audition

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

CAREER AND TECHNICAL EDUCATION

The course titles, course numbers, and descriptions listed below are approved by the Nevada Department of Education and are to be used exactly as written in this catalog. This is especially important since it is those course numbers that will populate the System for Accountability Information in Nevada (SAIN). Each schools site is allowed to add to the course description, but you must use the below description as part of the write-up in your catalog. Courses approved by the Nevada Department of Education can be found at http://www.doe.nv.gov/CTE/Program_Resources_Documents_Page/.

Courses that Qualify as CTE: Only courses that are approved by the Nevada Department of Education and are offered as part of a program of study are eligible to use the CTE course numbers (a 10000 series number). In several cases, there is a non-CTE course number (an 8000 number) available for schools that are offering individual courses outside of the scope of a CTE program of study.

CTE Participation: As required by federal law, any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2) and advanced (Level 3) classes in any program of study require completing and earning a passing grade at all prior levels.

Honors Credit: As of the 2019-20 school year, all Level 2 courses AND Level 3 courses receive honors (H) credit. This is all courses designated as “L2” or “L3”. Labs, Advanced Studies and Work Experiences courses are not eligible for honors credit.

Common Semester Finals: In cases where a level 1 or level 2 course are taught at more than one school, a year-by-year curriculum map and common semester finals have been developed by the program instructors to ensure that students have access to the same curriculum content throughout the District. Teachers are required to follow these curriculum maps, administer the common final in a test setting, and apply the results of the final as a pre-determined percentage of the grading. Tests are administered and graded using the SchoolCity system.

End of Program Assessments: The Nevada Department of Education requires that all students completing a program of study (level 2C & 3C) sit for the state Technical Skills and Employability Assessments. These assessments are considered “high-stakes” and must follow all testing protocols. These assessments are given electronically and must be proctored by someone other than the CTE teacher. Test administration training is required for a school administrator and the CTE Department Chair each spring.

Work Experience: For schools using this number for CTE students participating in a job shadow or work experience, students must meet the criteria and requirements approved by the Nevada Department of Education. Course teachers should contact Elizabeth (Bett) Korinek at ekorinek@washoeschools.net for syllabus requirements. Please note: To be enrolled in a Work Experience course, the student must have completed or be concurrently enrolled in the level 2 course. The CTE teacher of record must be the teacher of the related program of study or the student must be enrolled in a district group internship class aligned with the program of study.

If there is a course in the Nevada CTE Catalog that you need and it is not in this document or you have any questions, please contact Kathie Smith, CTE Coordinator, at 775-327-3945 or kksmith@washoeschools.net.

GOVERNMENT & PUBLIC ADMINISTRATION

MILITARY SCIENCE I

Course #10413-10414

One year = 1 credit Level 1

This course introduces students to the fundamentals of Military Science. Areas of emphasis include introduction to JROTC, foundation of leadership, citizenship, wellness, physical fitness, and first aid. Students will also gain experience in specific branch topics related to their program. **Satisfies PE requirement.*

MILITARY SCIENCE II (H)

Course #10415-10416

One year = 1 credit Level 2

Prerequisite: Military Science I

This course is a continuation of Military Science I. This course provides military students the ability to further their skills and knowledge levels. Areas of emphasis include personal growth, basic leadership, military careers, military branch core values and communications. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps or Navy) The appropriate use of technology and industry-standard equipment is an integral part of this course. **Satisfies PE requirement.*

MILITARY SCIENCE III (H)

One year = 1 credit

Level 3 Completer (L3C)

State Testing

Course #10417-10418**Prerequisite:** Military Science II

This course is a continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts and the principles as described in the classroom instruction. Areas of emphasis include intermediate leadership and financial planning. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps or Navy) The appropriate use of technology and industry-standard equipment is an integral part of this course. **Satisfies Health requirement if courses are taken in sequence..*

MILITARY SCIENCE IV

One year = 1 credit

Level 4

Course #10419-10420**Prerequisite:** Military Science III

This course is a continuation of Military Science III. This course provides advanced military science students the ability to further their skills and knowledge levels. Areas of emphasis include advanced leadership, management and specific branch topics. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

HOSPITALITY & TOURISM**CULINARY ARTS I**

One year = 1 credit

Level 1

Course #10313-10314

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

CULINARY ARTS II (H)

One year = 1 credit

Level 2

Course #10317-10318**Prerequisite:** Culinary Arts I

This course is a continuation of Culinary Arts I. This course allows intermediate culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, and service. The appropriate use of technology and industry-standard equipment is an integral part of this course.

CULINARY ARTS III (H)

One year = 1 credit

Level 3 Completer (L3C)

State Testing

Course #10321-10322**Prerequisite:** Concurrent enrollment in Culinary Arts II

This course is a continuation of Culinary Arts II. This course provides advanced culinary students with instruction in advanced techniques and processes. They will continue to develop all skills learned in Culinary Arts I and II. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

CULINARY ARTS ADVANCED STUDIES

One year = 1 credit

Level AS

Course #10325-10326**Prerequisite:** Culinary Arts III

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

INFORMATION & MEDIA TECHNOLOGIES

AP COMPUTER SCIENCE PRINCIPLES

Course #10927-10928

One year = 1 credit Level 1

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science Principles exam. This course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. This course focuses on technology and programming as a means to solve computational problems and find creative solutions. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The appropriate use of technology and industry-standard equipment is an integral part of this course. \$25 lab fee required for consumables and exam prep materials. **Full year satisfies Computer Literacy requirement.*

SKILLED & TECHNICAL SCIENCES

DRAFTING AND DESIGN II (CADD II) (H)

Course #10805-10806

One year = 1 credit Level 2

Prerequisite: Drafting and Design I

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. \$5 lab fee required for consumables.

DRAFTING AND DESIGN III (CADD III) (H)

Course #10807-10808

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

Prerequisite: Drafting and Design II

This course is a continuation of Drafting and Design II. This course provides advanced CADD (Computer-Aided Drafting and Design) students with instruction in advanced techniques and processes. The students will continue to develop all skills learned in Drafting and Design I and II. Areas of study include both mechanical and architectural drafting and design concepts. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. \$5 lab fee required for consumables.

WELDING TECHNOLOGY I

Course # #10729/10730

One year = 1 credit Level 1

This course will introduce the student to the concepts and practices in welding while allowing the more ambitious student to gain occupational training experience necessary to participate in the American Welding Society Certification test. This course is intended to provide students with the basic knowledge, skills, and theory in the characteristics of metals, their structure and properties, and welding technologies. Students will gain an understanding of welding equipment, tools, safety procedures, machine operation, and industrial applications, and provide them with entry-level skills for employment. \$30 Shop fee required for consumable materials.

WELDING TECHNOLOGY II (H)**Course #10731-10732**

One year = 1 credit Level 2

Prerequisite: Welding Technology I

This course is a continuation of Welding I. This course provides intermediate welding students the ability to augment and further their skills and knowledge levels. Areas of study will include advanced layout and fabrication methodologies, gas tungsten arc welding of aluminum, stainless steel and TIG spot welding, welding metallurgy, and electric theory. All student activities are designed to enhance students' skill levels toward achievement of American Welding Society certification and/or American Society of Mechanical Engineering welding certification. The appropriate use of technology and industry-standard equipment is an integral part of this course. \$30 Shop fee required for consumable materials.

WELDING TECHNOLOGY III (H)**Course #10733-10734**

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

Prerequisite: Welding Technology II

This course is a continuation of Welding II. This course provides advanced welding students the ability to augment and further their skills and knowledge levels. All student activities are designed to prepare the students' skill levels to achieve the American Welding Society certification and/or American Society of Mechanical Engineering welding certification. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. \$30 Shop fee required for consumable materials.

WELDING TECHNOLOGY ADVANCED STUDIES**Course #10735-10736**

One year = 1 credit Level AS

Prerequisite: Welding III

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit. \$30 Shop fee required for consumable materials.

AUTOMOTIVE TECHNOLOGY II (H)**Course #10715-10716**

One year = 1 credit Level 2

Prerequisite: Automotive Technology I

This course is a continuation of Automotive Service Technology I. This course provides intermediate automotive technology students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. This course focuses on safety, engine repair, automatic transmission, manual transmission, manual drive train, drive axles, clutch systems, suspension and steering, heating and air conditioning, engine performance, braking systems, and basic electrical systems. The appropriate use of technology and industry-standard equipment is an integral part of this course. \$30 Shop fee required for consumable materials.

AUTOMOTIVE TECHNOLOGY III (H)**Course #10719-10720**

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

Prerequisite: Automotive Technology II

This course is a continuation of Automotive Service Technology II. This course provides advanced automotive technology students with in-depth study and skill development in the repair of automotive engines, engine performance, machine operations, steering and suspension service, drive train service, and air conditioning system service. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. \$30 Shop fee required for consumable materials.

FURNITURE & CABINETMAKING 1 (Woods 1-2)**Course #10813/10814**

One year = 1 credit

Level 1

This course will introduce the beginning furniture and cabinetmaking student to the various stages of construction and assembly of wood products and related materials. This course is intended to provide students with the basic knowledge and skills necessary to design, construct, and finish furniture and/or cabinets in the woodworking industry. Through the course activities the student will gain an understanding of safety procedures, machine operation, and industrial applications. \$30 Shop fee required for consumable materials.

FURNITURE & CABINETMAKING 2**Course #10815/10816**

One year = 1 credit

Level 2

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

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

FURNITURE & CABINETMAKING 3**Course #10817/10818**

One year = 1 credit

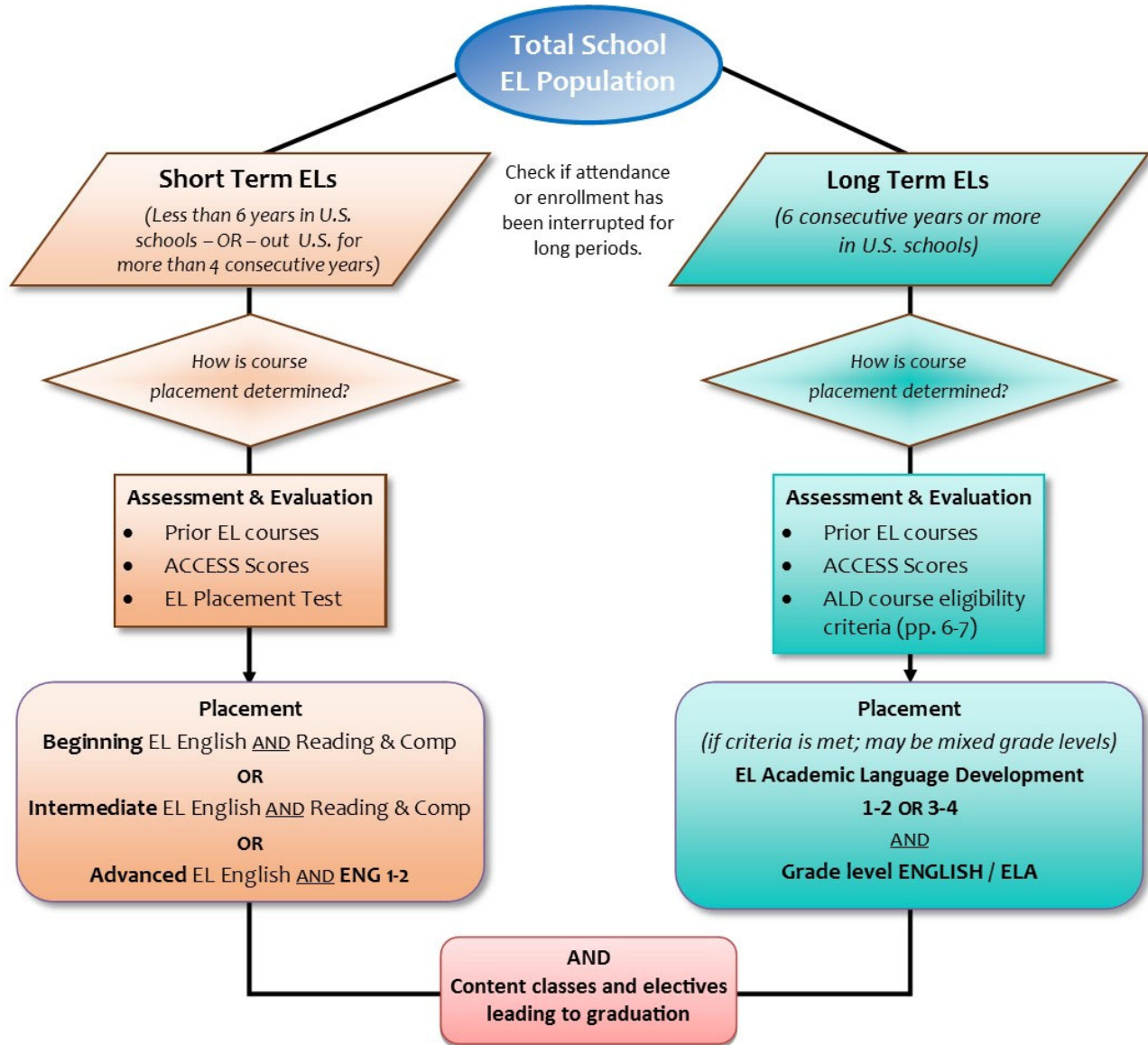
Level 3 Completer (L3C)

State Testing

Prerequisite: Furniture and Cabinetmaking II, Open to grades 11-12

This course is a continuation of Furniture and Cabinetmaking II. Instructor approval required. \$30 Shop fee required for consumable materials.

EL PROGRAM and COURSE PLACEMENT



Notes:

- Content classes leading to graduation may include both short-term and long-term ELs, and should include non-ELs.
- English credit toward graduation may be earned through EL English and Academic Language Development courses; see p. 3 ff.
- EL English courses are NOT intended to provide content for passing ELA End-of-Course (EOC) Exams.

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

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

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

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

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

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

Language Acquisition Goals for Short-Term ELs

BEGINNER

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

INTERMEDIATE

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

ADVANCED

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

Newcomer Program

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

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

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

*** NEW (2018-19) FOR NEWCOMER STUDENTS:**

*In consultation with the Departments of Student Accounting and Curriculum and Instruction, the Department of English Learners Administrative Procedure 6708 (revised May 2018) states that **for students enrolled in EL Beginning English and EL Beginning Reading/Composition**, the course instructor(s) may determine - through diagnostic procedures and conferencing - that a student’s course enrollment should be changed to either **EL Fundamentals of English, EL Fundamentals of English Literacy, or both** (see subsequent pages) in order for them to be able to repeat Beginning courses (rather than fail them) yet still earn elective credit for seat time spent in language development courses.*

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

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

EL Beginning English

Course Number: 7611-7612

Full Year: 0.5 English credit per semester

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

Prerequisites: EL assessment results
Instructor approval

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

EL Beginning Reading/Composition**Course Number: 7621-7622**

Full Year: 0.5 elective credit per semester

Prerequisite: EL assessment results
Instructor approval

This one-year course provides instruction to develop reading and composition skills in English. This course is intended to be taken in conjunction with 7611-7612, EL Beginning English. The central focus is to integrate reading and writing as important academic skills. Emphasis is placed on reading a variety of simple reading selections and to respond in writing. Different aspects of writing are presented including word order, organization, sequencing, and basic mechanics and spelling. Writing at this level will incorporate vocabulary development and will include describing, giving directions, responding to simple fiction and non-fiction reading selections, and composing simple multi-paragraph stories.

EL Fundamentals of English Language [NEW IN 2018-19]*Course Number: 7663-7664**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required

This course will precede EL Beginning English* in some students' EL course sequence. The purpose of this course is to provide certain students, as determined by EL staff, with additional time for acquiring sufficient English to advance to Intermediate EL English and beyond. **In most cases, students will remain in the same classroom and period and study the same curriculum as EL Beginning English**, but will receive elective credit and may be graded on a growth rather than mastery basis. Students who demonstrate accelerated English acquisition may be moved to EL Beginning English or EL Intermediate English at the appropriate time as determined by assessment results and the instructor.

EL Fundamentals of English Literacy [NEW IN 2018-19]*Course Number: 7665-7666**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required

This course will precede EL Beginning Reading/Composition* in some students' EL course sequence. The purpose of this course is to provide certain students, as determined by EL staff, with additional time for acquiring sufficient English to advance to Intermediate EL English and beyond. **In most cases, students will remain in the same classroom and period and study the same curriculum as EL Beginning Reading/Composition**, but will receive elective credit and may be graded on a growth rather than mastery basis. Students who demonstrate accelerated English acquisition may be moved to EL Beginning Reading/Composition or EL Intermediate Reading/Composition at the appropriate time as determined by assessment results and the instructor.

Newcomer Program

***EL Literacy Skills**

Course Number: 7623-7624

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results

Instructor approval required

May be repeated for a second year

This course may take the place of or precede EL Beginning Reading/Composition or may be taken concurrently with EL Fundamentals of English Literacy or EL Beginning English and EL Beginning Reading/Composition.

EL Literacy Skills is intended for incoming English Learners (1) whose native language does not use the Roman (English) alphabet and/or (2) students who have low academic and/or literacy skills in the native language due to limited or interrupted formal education in their home country. The focus of this course is on foundational literacy skills, including print concepts, phonological awareness, phonics and word recognition, and fluency (decoding), as well as foundational writing skills such as pencil grip, letter formation, mechanics, spelling, and simple sentence structures. Reading selections and vocabulary development will include both social and academic content in order to expand students’ background knowledge in preparation for grade level academic course work.

EL Cultures & Communities [NEW NAME AND COURSE DESCRIPTION 2018-19]

Course Number: 7651

One Semester: 0.5 credit

Prerequisites: Intended for EL newcomers (new arrivals to the country)

Instructor approval

The purpose of this course is to orient ELs who are new arrivals to the country, regardless of English proficiency, to U.S. and local social and cultural norms and traditions, and provide a basis for addressing specific issues newcomers may face when adjusting to U.S. schools. The course introduces students to school procedures, academic practices, and extracurricular opportunities to help them feel connected to the school, and develops an understanding of Nevada and U.S. history in order to facilitate future studies in these areas as well as an understanding of current events. Multimedia, the Internet, project-based learning, field trips, and other types of experiential learning will increase student awareness of different aspects of U.S. culture and history, as well as introduce them to learning activities and instructional styles that may be different from those they experienced in their home countries. Upon completion of the course, student will have gained social, instructional, and academic knowledge that will facilitate their integration into the school and the community.

Intermediate Level

EL Intermediate English

Course Number: 7613-7614

Full Year: 0.5 English credit per semester

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

Prerequisites: EL assessment results
Instructor approval

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

EL Intermediate Reading/Composition

Course Number: 7625-7626

Full Year: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval

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

Advanced Level

EL Advanced English

Course Number: 7615-7616

Full Year: 0.5 English credit per semester

(or .5 elective credit per semester if a student has accumulated the maximum 2

English credits from previous EL English classes. Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: EL 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.

Students with IEPs: Students with IEPs are not precluded from taking ALD courses. English Learners receiving Special Education services should be served through their IEPs, which should be developed in consultation with an EL teacher or other educator with expertise in language acquisition. SE and EL teachers should collaborate to assess language development and determine if placement in an EL ALD course is appropriate for any given student.

EL Academic Language Development (ALD) 1-2**Course Number: 7619-7620**

Full Year: 0.5 elective credit per semester

*Students may earn a maximum of 1 (one) English credit from **either** EL ALD 1-2 or EL ALD 3-4. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below

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

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

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

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

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

EL Academic Language Development (ALD) 3-4

Course Number: 7627-7628

Full Year or Semester: 0.5 elective credit per semester

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

Prerequisite: Must meet selection/enrollment criteria below
Instructor approval

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

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

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

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

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

EL Mainstream Support**Course Number: 7661-7662**

Full Year: 0.5 elective credit per semester

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

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

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

EL Peer Tutor**Course Number: 7655-7656-7657**

Full Year or Semester: 0.5 elective credit per semester

Prerequisites: EL and mainstream instructor approval
Tutor must have good academic standing

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

SAMPLE EL SCHEDULE PLANS

FOR SHORT TERM ENGLISH LEARNERS

(Short-Term EL = English Learner who has been in U.S. schools for less than 6 years)

PLEASE NOTE:

While these Sample Schedules are strongly recommended, we understand that individual school schedules and student cases will need to be taken into account. Additionally, each student's educational path is different.

Please recognize that the sample schedules do not always explicitly include all courses needed for graduation.

Although it is not within the ability of the Department of English Language Development to design each student's graduation plan, we encourage you to contact us for support and assistance:

Department of ELD (main number): (775) 333-6090

SCHEDULING OF SHORT-TERM ENGLISH LEARNERS

This document supports students who arrived to the U.S. within the last 4 years (approximately).

General Information

- **Beginning EL courses, EL Cultures & Communities, and EL Literacy Skills** are ONLY offered at Newcomer sites (Hug HS, Sparks HS, Wooster HS). If a student qualifies for newcomer services and/or Beginning EL, they should attend the appropriate Newcomer program; contact the Department of ELD for assistance.
 - Newcomer ELs may enter high school at Intermediate or Advanced levels of English or higher yet still need the **EL Cultures and Communities** course.
 - **EL Literacy Skills** should be made available to students who have low literacy skills in their first language, or who may require extra support to learn in the Roman/English alphabet.
- **In addition to the WIDA Screener**, incoming ELs may be administered the WCSD ELD Placement Assessment MS/HS to further align proficiency levels with secondary school EL course offerings.
- **Short-Term ELs are enrolled in EL English and EL Reading & Writing/Composition courses based on their level of English proficiency**, not on age or grade level.
 - Thus, EL classes have mixed grade levels. However, if schools are able to offer multiple sections, it may be beneficial to group students by age/maturity in addition to English proficiency.
- **Short-term ELs should be placed in general education courses depending on their grade of entry**, as outlined in the plans on the following pages.
- **District procedures should be consulted for placement of students with and without transcripts.**

Course placement: Middle School

- In 6th grade, the two Beginning and Intermediate EL language courses can take the place of an ELA/Social Studies block.
- In 7th and 8th grade, Beginning and Intermediate EL English courses take the place of grade-level ELA.

Course placement: High School

- **If needed, Beginning, Intermediate, and Advanced EL courses taken in MS may be repeated in HS.** Students should not be placed in a class lower than the one previously taken, except in extreme circumstances.
- It is generally recommended that **Beginning and Intermediate ELs not be placed in Biology**, in order to allow time for consolidating math and language skills through other support offered at the school site.
- Because some students are classified as 9th graders while awaiting transcript evaluation, it is important to gather information from the student or from skills assessments to help determine best placement for math and science courses based on prior education and anticipated transfer credits.
- EL status does not exclude students from AP or IB courses.

SAMPLE SCHEDULE PLAN FOR SHORT TERM **MIDDLE SCHOOL ELS**

This document supports students who arrived in the U.S. within the last 4 years (approximately).

	Student enters as 6th grader	Student enters as 7th grader	Student enters as 8th grader
6th Grader	<p><i>Beginning EL English (251)</i> <i>Beginning EL Reading & Writing (253)</i> G6: Math/Science Block* OR G6: Math + Math Support* P.E. <i>EL Cultures & Communities (763)</i> (1 semester) Spanish for Spanish Speakers or other elective or content class*</p>		
7th Grader	<p><i>Intermediate EL English (252)</i> <i>Intermediate EL Reading & Writing (254)</i> Math 7* Social Studies 7* P.E., Spanish for Spanish Speakers, Math Support (if needed) or other elective or content class*</p>	<p><i>Beginning EL English (251)</i> <i>Beginning EL Reading & Writing (253)</i> Math 7* Math Support* (if needed/available) <i>EL Cultures & Communities (763)</i> (1 semester) P.E., Spanish for Spanish Speakers or other elective or content class*</p>	
8th Grader	<p><i>Advanced EL English (255)</i> ELA 8* Math 8* Social Studies 8* P.E., Spanish for Spanish Speakers, Math Support (if needed) or other elective or content class*</p>	<p><i>Intermediate EL English (252)</i> <i>Intermediate EL Reading & Writing (254)</i> Math 8* Science 8* Spanish for Spanish Speakers, Math Support (if needed) or other elective or content class*</p>	<p><i>Beginning EL English (251)</i> <i>Beginning EL Reading & Writing (253)</i> Math 8* Math Support* (if needed/available) <i>EL Cultures & Communities (763)</i> (1 semester) P.E., Spanish for Spanish Speakers or other elective or content class*</p>
↓	↓	↓	↓
9th Grader	<p>English 1-2* Algebra 1 (S1-S2) Biology 1-2 Health-Computer Lit P.E., elective(s) or other content class(es)** As applicable: <i>EL Mainstream Support (7661-2)</i> Spanish for Spanish Speakers</p>	<p><i>Advanced EL English (7615/7616)</i> <i>EL Mainstream Support</i> (math or other specific content) (7661-2) English 1-2* Algebra 1 (S1-S2) Health-Computer Lit P.E., Spanish for Spanish Speakers, elective(s) or other content class(es)**</p>	<p><i>Intermediate EL English (7613/7614)</i> <i>Intermediate Reading & Composition (7625/7626)</i> <i>EL Mainstream Support</i> (math or other specific content) (7661-2) Algebra 1 (S1-S2) (or other appropriate math as available) Health-Computer Lit P.E., Spanish for Spanish Speakers, elective(s) or other content class(es)**</p>
10th Grader	<p>(Regular sophomore schedule.) As applicable: <i>EL Mainstream Support (7661-2)</i> Spanish for Spanish Speakers</p>	<p>English 3-4* Geometry 1-2* Biology* World History* P.E., elective(s) or other content class(es)** As applicable: <i>EL Mainstream Support (7661-2)</i> Spanish for Spanish Speakers</p>	<p><i>Advanced EL English (7615/7616)</i> <i>EL Mainstream Support</i> (math or other specific content) (7661-2) English 1-2* Geometry 1-2* Biology* P.E., Spanish for Spanish Speakers, elective(s) or other content class(es)**</p>

* When possible, content courses with short term ELS should be taught or co-taught by TESL/ELAD-endorsed, SIOP-trained teachers.

SAMPLE SCHEDULE PLAN FOR SHORT TERM **HIGH SCHOOL ELs**

This document supports students who arrived in the U.S. within the last 4 years (approximately).

	Student enters as 9th grader	Student enters as 10th grader
9th Grade	<ol style="list-style-type: none"> <i>Beginning EL English (7611-7612)</i> <i>Beginning EL Reading & Composition (7621-7622)</i> <i>EL Cultures & Communities (7651)</i> (1 semester) Computer Lit or Health* (2nd semester) Algebra 1 (S1-S2)* <i>(or other math as appropriate)</i> P.E/HSROTC <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Literacy Skills (7623-7624)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>	[Credits earned in home country per transcripts]
10th Grade	<ol style="list-style-type: none"> <i>Intermediate EL English (7613-7614)</i> <i>Intermediate EL Reading & Composition (7625-7626)</i> Geometry 1-2* <i>(or other math as appropriate)</i> World History* P.E/HSROTC Computer Lit or Health* (1 semester) Elective (1 semester) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Literacy Skills (7623-7624)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>	<ol style="list-style-type: none"> <i>Beginning EL English (7611-7612)</i> <i>Beginning EL Reading & Composition (7621-7622)</i> <i>EL Cultures & Communities (7651)</i> (1 semester) Computer Lit or Health* (2nd semester) Algebra 1 (S1-S2)* <i>(or other math as appropriate)</i> Computer Lit or Health* (1 semester) Elective (1 semester) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Literacy Skills (7623-7624)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>
11th Grade	<ol style="list-style-type: none"> <i>Advanced EL English (7615/7616)</i> English 1-2* Algebra 2* <i>(or other math as appropriate)</i> Biology* US History* <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	<ol style="list-style-type: none"> <i>Intermediate EL English (7613-7614)</i> <i>Intermediate EL Reading & Composition (7625-7626)</i> Geometry 1-2* <i>(or other math as appropriate)</i> World History* Science* <i>(unless transfer credit exists)</i> <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Literacy Skills (7623-7624)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>
12th Grade	<ol style="list-style-type: none"> English 3-4* U.S. Government* Science* “Flex Credit”* <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	<ol style="list-style-type: none"> <i>Advanced EL English (7615/7616)</i> English 1-2* Algebra 2* <i>(or other math as appropriate)</i> Biology* US History* <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>
5th Year and/or Summer School		<ol style="list-style-type: none"> English 3-4* U.S. Government* Science* <i>(if needed)</i> “Flex Credit”* <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>

* When possible, content courses with short term ELs should be taught or co-taught by TESL/ELAD-endorsed, SIOP-trained teachers.

SAMPLE SCHEDULE PLAN FOR SHORT TERM HIGH SCHOOL ELS

NOTE: District procedures should be consulted for placement of students with and without transcripts. This sample applies to students who have transferred enough credits to be classified as 11th or 12th graders.

Every effort should be made to provide at least 2 years of EL English to students entering as 11th and 12th graders, regardless of the number of transfer credits they enter with, as there is no other option for them in the District to receive explicit instruction in academic English.

Per federal law, English Learners are entitled to public education through age 22. Upon enrollment, 11th and 12th graders and parents/guardians (with interpreter as needed) should collaborate with the counselor (and EL teacher) to develop a graduation plan and/or contract. At this time, requirements for graduation and 5th year enrollment should be clarified, and alternatives be presented if necessary.

	Student enters as 11 th grader	Student enters as 12 th grader
9th Grade	[Credits earned in home country]	[Credits earned in home country]
10th Grade	[Credits earned in home country]	[Credits earned in home country]
11th Grade	<ol style="list-style-type: none"> 1. <i>Beginning EL English (7611-7612)</i> 2. <i>Beginning EL Reading & Composition (7621-7622)</i> 3. <i>EL Cultures & Communities (7651)</i> (1 semester) Computer Lit or Health* (2nd semester) 4. Math* (as appropriate based on transcripts) 5. Science* (as appropriate based on transcripts) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	[Credits earned in home country]
12th Grade	<ol style="list-style-type: none"> 1. <i>Intermediate EL English (7613-7614)</i> 2. <i>Intermediate EL Reading & Composition (7625-7626)</i> 3. Math* (as appropriate based on transcripts) 4. Science* (as appropriate based on transcripts) 5. World History* (or U.S. History) 6. Computer Lit or Health* (1 semester) Elective (1 semester) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>	<ol style="list-style-type: none"> 1. <i>Beginning EL English (7611-7612)</i> 2. <i>Beginning EL Reading & Composition (7621-7622)</i> 3. Math* (as appropriate based on transcripts) 4. Science* (as appropriate based on transcripts) 5. Computer Lit and/or Health* (as needed) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>
5th-6th Year and/or Summer School and/or Online	<ol style="list-style-type: none"> 1. <i>Advanced EL English (7615/7616)</i> 2. English 1-2* 3. English 3-4* 4. U.S. History (if needed) 5. U.S. Government* 6. Math or Science* (as needed based on transcripts) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	<ol style="list-style-type: none"> 1. <i>Intermediate EL English (7613-7614)</i> 2. <i>Intermediate EL Reading & Composition (7625-7626)</i> 3. English 1-2* 4. English 3-4* 5. U.S. History* 6. U.S. Government* 7. World History, Math, Science* (as needed based on transcripts) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>

* When possible, content courses with short term ELs should be taught or co-taught by TESL/ELAD-endorsed, SIOP-trained teachers.

Graduation Planning Form

Student Name _____

ID Number _____ Birthdate _____

Year	Semester 1 (Course Name & Level)		Req't	Credits	Semester 2 (Course Name & Level)		Req't	Credits	Summer School, Online, or Other	
									Courses	Credits
	1.				1.					
	2.				2.					
	3.				3.					
	4.				4.					
	5.				5.					
	6.				6.					
	7.				7.					
	1.				1.					
	2.				2.					
	3.				3.					
	4.				4.					
	5.				5.					
	6.				6.					
	7.				7.					
	1.				1.				Notes:	
	2.				2.					
	3.				3.					
	4.				4.					
	5.				5.					
	6.				6.					
	7.				7.					
	1.				1.					
	2.				2.					
	3.				3.					
	4.				4.					
	5.				5.					
	6.				6.					
	7.				7.					

Standard Graduation Requirements (Class of 2022 and later)

(Each box = 1 semester = .5 credits)

EN English (4 years/credits)
(EL Eng) (EL Eng)

MA Math (3 years/credits*)

SC Science (2 years/credits*)

SS Social Studies (3 years/credits*)
World US Hist Am Gov

PE PE/HROTC (2 years/credits)

HU Arts/Humanities/CTE*/HSROTC 5-6/7-8 (1 year/credit)

CL Computer Literacy (.5 year/credit)

HE Health (.5 year/credit)

FL Flex Credit* (1year/credit) Course: _____

WL World Languages (WCSD Honors only)

EL Electives (6 credits – list below)

Course Name	Credits	Course Name	Credits

State Advanced WCSD Honors

or
 or

*Flex Credit: 4th year of **Math** (including Alg 2 or higher), or a 3rd year of **Science**, or a 4th year of **Social Studies**, or 2nd or 3rd year **CTE completer course** in one program of study
 See also **WCSD Graduation Guide** at <https://www.washoeschools.net/Page/3301> for information on **College and Career Ready (CCR) Diploma and Endorsement**.