



**Innovations International Charter School of Nevada**

**High School Curriculum Plan**

**2024 - 2025**

## **Pathways to Graduation at Innovations International Charter School**

- Each student will create an academic plan with the school counselor that is based on career goals and one of the diplomas offered at Innovations International Charter School of Nevada
- Each student enrolls in and passes the courses.
- The parent/guardian approves each student's academic plan in Infinite Campus each year.
- Each student takes the ACT Test with Writing (if applicable, the Nevada Alternate Assessment will satisfy the ACT testing requirement).

## **Diplomas Offered at Innovations International Charter School**

- Standard
- Alternative
- Advanced
- Advanced Honors\*
- College and Career Ready

For the College and Career Ready diploma, students must:

1. Complete the credit requirements, including Algebra II or higher, with a 3.25 weighted GPA, and
2. Demonstrate proficiency in two languages (Seal of Biliteracy), or 2 credits in Advanced Placement (AP), or 2 credits in International Baccalaureate (IB), or 2 credits in Dual Enrollment, or 2 credits in Career and Technical Education (CTE), or 2 credits in Work-Based Learning, or 2 credits in the same world language course, and
3. Earn at least one of the following endorsements:
  - College Ready Endorsement: Student completes a College and Career Readiness (CCR) assessment (such as the ACT and SAT) and receives scores for placement into non-remedial college-level English language arts (ELA) and mathematics courses.
  - Career Ready Endorsement: Student earns a Silver or above on the ACT National Career Readiness Certificate (NCRC), an Armed Forces Qualification Test (AFQT) 50 or above on the ASVAB/PiCAT, or a CTE Skills Attainment certificate, or a Nevada Industry-Recognized Credential.

| GRADUATION REQUIREMENTS                |             |                      |                          |
|----------------------------------------|-------------|----------------------|--------------------------|
| AREAS OF STUDY                         | Standard    | Advanced             | College and Career Ready |
|                                        | Alternative | Advanced Honors      |                          |
| ENGLISH                                | 4           | 4                    | 4                        |
| MATHEMATICS                            | 3           | 4                    | 4                        |
| SCIENCE                                | 2           | 3                    | 3                        |
| WORLD HISTORY/<br>GEOGRAPHY/HUMANITIES | -           | 1                    | 1                        |
| US HISTORY                             | 1           | 1                    | 1                        |
| AMERICAN GOVERNMENT                    | .5          | .5                   | .5                       |
| ECONOMICS AND<br>FINANCIAL LITERACY    | .5          | .5                   | .5                       |
| PHYSICAL EDUCATION                     | 2           | 2                    | 2                        |
| HEALTH EDUCATION                       | .5          | .5                   | .5                       |
| USE OF COMPUTERS                       | .5          | .5                   | .5                       |
| ARTS/HUMANITIES/CTE                    | 1           | 1                    | 1                        |
| ELECTIVES                              | 6           | 6                    | 6                        |
| FLEX CREDIT                            | 2           | -                    | -                        |
| TOTAL                                  | 23          | 24                   | 24                       |
| <b>GPA REQUIREMENT</b>                 | -           | <b>3.25 weighted</b> | <b>3.25 weighted</b>     |

## **Core Enrollment Expectations**

Innovations strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students will be enrolled in the Core Enrollment Expectations as provided by Nevada Revised Statute (NRS) 389.018. Core Enrollment Expectations are in addition to graduation requirements.

Students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School • Workforce

| CORE ENROLLMENT EXPECTATIONS                 |           |
|----------------------------------------------|-----------|
| AREAS OF STUDY                               | UNITS     |
| ENGLISH                                      | 4         |
| MATHEMATICS (Including Algebra II or higher) | 4         |
| NATURAL SCIENCE                              | 3         |
| SOCIAL STUDIES AND HISTORY                   | 3         |
| <b>TOTAL</b>                                 | <b>14</b> |

## **Advanced Placement**

Promoting greater participation and achievement in AP courses remains a high priority. AP courses play a crucial role in equipping students with the skills and practices necessary for success in college and beyond. These courses emphasize the development of advanced writing proficiency, critical problem-solving capabilities, efficient time management, self-discipline, and effective study habits. It's imperative that students and parents/guardians recognize how AP courses align with their long-term post-secondary goals, as they provide a solid foundation for future academic pursuits and career aspirations. By engaging with the rigor of AP coursework, students not only enhance their academic abilities but also cultivate the resilience and adaptability needed for lifelong learning and achievement. Advanced placement courses are offered to Innovations' high school students on a contractual basis as discussed between the student, parent, and counselor.

## **Dual Enrollment**

Innovations collaborates closely with Nevada System of Higher Education institutions, offering students the chance to earn both high school and college credits concurrently through Dual Enrollment programs. This partnership not only facilitates a seamless transition from high school to college but also provides an expedited pathway to higher education, aiding students in both time and cost savings. The availability of Dual Enrollment opportunities hinges on the specific partnership between higher education institutions and each high school, with college course placements being determined by the respective institutions' criteria.

## **ENGLISH LANGUAGE ARTS**

As part of the 21st Century Course of Study Expectations, students are expected to complete four units of English for graduation. Curricula and instruction are aligned to the Nevada Academic Content Standards (NVACS) for English Language Arts (ELA). Below is the ELA course sequence for 9<sup>th</sup> – 12<sup>th</sup> graders.

### **English 9**

The Grade 9 course is designed to assist students in mastering the language, structure, and rhetoric of text, completing complex writing assignments, reading and analyzing a range of literary and informational material, delivering extensive oral presentations, and participating in a variety of conversations and collaborations with peers.

### **English 10**

The Grade 10 course is designed to focus on types of composition. Through the study of themes found universally in global text, instruction emphasizes not only critical analyses of text, but also writing historical, philosophical, cultural, and ethical perspectives.

### **English 11**

The Grade 11 course requires expository, analytical, and argumentative writing assignments. The course is also structured around multicultural themes and perspectives to encourage student to think conceptually about America's past, present, and future, as well as the ethnic and cultural diversity of the American experience.

### **Grade 12**

The Grade 12 course focuses on refining the literacy skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation related to workplace and real-world situations.

## **MATHEMATICS**

As part of the 21<sup>st</sup> Century Course of Study Expectations, students are expected to complete four units of mathematics. Mathematics instruction is based on the NVACS for mathematics. Below is the course sequence for grades 9-12.

### **Algebra I**

This course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem-solving, reasoning, modeling, and effective communication in the study of numbers, algebra, functions, and statistics. The course is based on NVACS for mathematics.

### **Geometry**

This course provides students with a rigorous study of transformational geometry. It incorporates problem-solving, reasoning, modeling, and effective communication in the study of transformational geometry, right triangle trigonometry, measurement, and probability. This course is based on NVACS for mathematics.

### **Algebra II**

This course provides students the opportunity to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Also, sequences and series modeling, and statistics are incorporated into this course. Connections to other areas of mathematics and applications to other disciplines are also integrated into this course.

### **Fourth Year Mathematics**

The fourth year of mathematics could include courses such as College Readiness Mathematics, College Preparatory Mathematics, AP Precalculus, AP Statistics, AP Calculus, and Sense-Making in Mathematics.

## **SCIENCE**

NVACS for Science identifies eight practices of science and engineering and seven crosscutting concepts that are essential for every student to use. Their purpose is to help students deepen their understanding of science content and develop a coherent, scientifically based view of the world.

### **Science and Engineering Practices**

- Asking questions for science and defining problems for engineering
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using m
- Mathematics and computational thinking
- Constructing explanations for science and designing solutions for engineering
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

### **Crosscutting Concepts**

- Pattern
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

As part of the 21<sup>st</sup> Century Course of Study Expectations, students are expected to complete three units of science, one of which must be Biology or Biology Honors. Science instruction is based on NVACS for Science. Below are the science courses offered in high school.

### **Biology**

There are five life science topics in biology: Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Evolution. This course is designed as a survey of the biological sciences.

### **Geoscience**

There are five topics in geoscience: Space Systems, Dynamic Earth Through Time, Earth's Dynamic Surface, Changing Climate, and Human Sustainability. This course is designed as a survey of geological sciences.

## **Chemistry**

There are five broad topics in chemistry: Atoms, Bonding, Chemical Reactions and Calculations, Differences in Energy, and Equilibrium.

## **Physics**

There are five broad topics in physics: Energy as a System, Energy and Forces, Energy and Field Forces, Energy in Motion, and Energy applications.

## **SOCIAL STUDIES**

NVACS for Social Studies identifies six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. Their purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

### **Disciplinary Skills**

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

### **Key Disciplines of Social Studies**

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

As part of the 21<sup>st</sup> Century Course of Study Expectations, students are expected to complete three units of social studies. Social studies instruction is based on NVACS for Social Studies. The social studies course sequence for grades 9-12 are noted below.

### **World History**

The Grade 10 course examines world history from approximately the 1300s to modern day. Students study geography, history, and culture in in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, and development across the world within this time frame. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach.

### **Geography**

The grade 10 course examines societal development from the Renaissance to the present with an emphasis on exploring Earth's human and physical systems in both global and regional contexts. Students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Depending on school resources, this course may replace World History in Grade 10.

### **United States History**

The Grade 11 course is a study of American history with an emphasis on the modern world from 1900 to the present day. Students explore and evaluate the significant historical events and their consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today.

### **American Government**

This one semester Grade 12 course is a study of the United States Federal, State, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system.

Senate Bill 322 requires students enrolled in the American Government course to take the civics exam. This civics exam contains a portion of the questions found on the United States Naturalization Test. This exam is needed for the successful completion of the American Government course, as well as graduation requirements.

### **Economics and Financial Literacy**

The one semester Grade 12 course is a study of economics and financial literacy. Students will evaluate financial decision making, investigate how market systems work, and examine globalizations.

## **FURTHER LEARNING AND RESOURCES**

### **Information Literacy**

Students access information to solve an information problem or question using a variety of digital and print resources. They judge the accuracy, relevance, and completeness of sources and information in relation to a range of topics. They develop a plan to use a variety of sources and can explain the kinds of information found in each, distinguishing between fact, point of view, and opinion.

### **Independent Learning**

Students explore a range of sources to find information of personal interest or wellbeing and apply the information to real-life purposes. They read various genres of literature, including mythology, short stories, drama, poetry, fiction, and nonfiction. They evaluate the information-seeking process at each stage as it occurs and make adjustments as necessary, to improve the process and the product. They revise, improve, and update their own work.

### **Social Responsibility**

Students organize information into formats for presentation, whether working individually or in groups. They help to organize and integrate the contributions of all the members of a group into an informational product. Students use ethical behaviors in regard to information and information technologies, plagiarism, citation of sources, and intellectual freedom.

### **Health**

Students examine the intricate relationships between the structural and physiological functions required for mental, physical, social, and emotional wellness. They learn lifelong skills including communication, decision making, and goal setting to enhance overall health and wellbeing. Students examine the following health education topics: decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Students receive instruction on human immunodeficiency virus, human reproductive systems, related communicable diseases, and sexual responsibility. This course fulfills the one-half credit of health required for high school graduation.

### **Physical Education**

Students will focus on developing a health and skill enhancing level of physical fitness. They will execute motor skills, movement patterns, and safety while participating in a variety of physical activities. Health and skill enhancing fitness concepts will be explored through personal goal-setting and self-evaluation. Students will be moderately to vigorously physically active for fifty percent of the instructional time. Two physical education credits are required for high school graduation.

## **World Language**

The goals of the secondary world language program are to develop students' communicative skills in the target language and to lead students to intermediate and/or advanced level proficiency. The focus is communication in the target language, incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. It is recommended that at least ninety percent of the instructional time in class be conducted in the target language.

Many out of state colleges and universities require a minimum of two-three years of study in the same language to fulfill entrance requirements.

## **Computer Science and Applications**

- Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests
- Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors
- Create interactive data visualizations or alternative representations using software tools to help others better understand real-world phenomena
- Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields
- Give examples to illustrate how sensitive data can be affected by malware and other attacks

## **Learning Expectations**

This document presents learning expectations for students based on the NVACS for ELA, mathematics, science, and social studies. Learning expectations for health, physical education, and world language are also included. The learning expectations presented in this document will help families and students know what core academic classes are being covered at Innovations. The school's instructional staff and counselor can help answer any questions that arise.

## **College and Career Readiness Assessment**

All Grade 11 students must participate in Nevada's CCR Assessment and the ACT with writing during the spring state testing window provided, per state and federal requirements. In addition, CCR is a graduation requirement.

For further information on Nevada state assessments, visit:

<https://doe.nv.gov/Assessments/>

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## **College and Career Readiness Considerations**

Below are considerations students will need to prepare for and remain targeted with to graduate from high school college and career ready.

- Explore a variety of elective classes to determine interests for college and career choices
- Face academic challenges and difficulties by studying, completing assigned work, and asking for assistance as needed
- Know the graduation requirements
- Attend class each day, actively participate in class, and make good grades
- Schedule regular meetings with the counselor to develop an education plan structuring high school courses
- Seek assistance for college admissions, scholarship applications, and post-secondary opportunities
- Research and explore multiple colleges, universities, military branches, and technical training schools
- Attend college fairs, campus tours, and information sessions

## **School Counseling**

The following are ways the school counseling department can help students.

- Academic plans
- Career preparation
- Social/emotional support
- Resources to minimize barriers for students

## **Measures of Academic Progress Growth (MAPS)**

The Measures of Academic Progress (MAP) Growth assessment is designed to measure a student's achievement and growth over time in reading and mathematics. When used in combination with other formative assessments, MAP Growth provides data to inform instructional decisions and identify next steps for learners. MAP testing is required for all students in Grades 9-10, but Innovations requires additional testing for grades 11-12. The assessments are administered three times per year in the fall, winter, and spring.

## **Multi-Tiered System of Supports**

The Multi-Tiered System of Supports (MTSS) is an educational framework designed to provide a structured approach to addressing the diverse academic and behavioral needs of students in kindergarten through grade 12. MTSS separates into three tiers for addressing student needs.

Tier I (Universal Level): All students receive high-quality, standards-based instruction using evidence-based teaching practices while engaging students in the learning process.

Tier II (Targeted Level): Students who require additional support are identified using evidence-based data collection. These students are involved in receiving targeted strategies such as small group instruction or specialized activities to address student-specific learning needs.

Tier III (Intensive Level): Students at this level need additional time and instruction to demonstrate adequate progress or growth, necessitating intensified interventions. This level may involve smaller groups or individualized attention tailored to the student's needs.

Within the MTSS Framework, Innovations provides academic and/or behavioral interventions and support to improve all students' social, emotional, behavioral, and academic outcomes. Social and emotional learning also empowers students to manage emotions, set and achieve goals, demonstrate empathy, form positive relationships, and make responsible decisions.

MTSS is a systematic approach to ensure every student receives the necessary resources and supports to achieve academically while fostering an inclusive learning environment.