Reno 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 26-27 SCHOOL YEAR CALENDAR

School begins for high school students on August 10, 2026 (Incline High School: August 17, 2026). For all other important dates, please refer to the calendars posted on the District website at: https://www.washoeschools.net/directory/student-enrollment-and-records/school-calendars/upcoming-approved-2026-2027-school-year-calendars

THE HIGH SCHOOL COURSE OF STUDY

Nevada Revised Statute (NRS) 389.018 describes the course of study 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 0.5 unit of American government, 0.5 unit of Economics, 1.0 unit of American history and 1.0 unit of 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 for cause may take a minimum 2/3 of the academic load (rounding up to the nearest whole class). Check your

school's bell schedule to determine the number of classes you must take. All students are encouraged to take advantage of the numerous educational opportunities available to them during high school.

CREDITS

Most classes award one-half (0.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have a passing grade. Students who withdraw from a class after the 11th week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. The 11th week ends on October 29, 2026, in the fall and March 19, 2027, in the spring (Incline High School: November 6, 2026, and April 23, 2027). Students who are not able to complete the required work for a course or who are unable to take the final assessment may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three (3) weeks after the beginning of the next semester or the incomplete becomes an "F", and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

Course Title	WCSD Standard (2025-2028)	WCSD Standard (2029-beyond)	Alternative (2023-2028) ^	Alternative (2029 - beyond) ^	State Advanced	College and Career Ready with Endorsement	WCSD Honors	WCSD Honors/ College & Career Ready
English	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Math (Must include Algebra 1, Geometry & Algebra 2 or equivalent)	3.0	3.0	3.0	3.0	4.0	4.0	4.0$^{\Delta}$	4.0$^{\Delta}$
Science	2.0	2.0	2.0	2.0	3.0	3.0	3.0†	3.0†
American Government	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Economics and Personal Finance	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
U.S. History	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	-0-	1.0	1.0	1.0	1.0	1.0
PE	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Arts/Humanities/CTE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	-0-	-0-	2.0*	2.0*
Electives	6.0	5.0	6.0	5.0	6.0	6.0	4.0	4.0
Flex Credit	1.0**	2.0**	2.0**	2.0**	0	0	0	0
TOTALS	**23.0**	**23.0**	**23.0**	**23.0**	**24.0**	**24.0**	**24.0**	**24.0**
# of Honors Credits							8	8
Required Cumulative GPA					3.25 on a 4.0 scale (no rounding)	3.25 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)

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, Physics, Human Anatomy & Physiology, AP Environmental Science, Zoology, Microbiology, CTE Animal Science (H) or CTE Plant Science (H) or college level equivalents.

* Two credits in the same world language

** Flex credit must be one full credit of the same course of any one of the following: Level II or above CTE course in one program of study provided the prerequisite course was passed, a 4th year of mathematics Algebra 2 or higher, a 3rd or 4th 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).

^ Student must have taken the NAA assessment in grade 11 to be eligible for the alternative diploma.

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

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

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

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

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

TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

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

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

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

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

WCSD Honors Diploma: This student will have:

1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB/ADC level classes, Algebra 2, at least two credits earned in high school in Biology, Chemistry, Physics, Human Anatomy & Physiology, AP Environmental Science, Zoology, Microbiology, CTE Animal Science (H) or CTE Plant Science (H) or college level equivalents and two (2) credits in the same world language.
2. Earned a minimum 3.40 cumulative GPA, weighted (no rounding), with no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript.
3. Taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

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

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

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

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

Alternative Diploma: The Alternative Diploma is available to students with disabilities who are assessed on the Nevada Alternate Assessment (NAA). Nevada's requirements for the Alternative Diploma align to the academic coursework and the College and Career Readiness assessment requirements for students working to achieve a standard diploma. High school students who pursue the Alternative Diploma must complete the required number of credits, pass standards-aligned courses, have taken the Nevada Alternate assessment during grade 11 and have taken the civics examination prescribed by the State or received a waiver for the exam in accordance with their individualized education program. Students who achieve an Alternative Diploma will be able to remain in school until their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

Adjusted Diploma: This student must be certified as a Special Education student. The student must have completed a minimum of 23 credits but may not have completed all the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness exam prescribed by the State as a diploma requirement for their respective graduating class. The student must have taken the civics examination prescribed by the State or received a waiver for the exam in accordance with their individualized education program. The student's IEP will specify the conditions under which they will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma until their 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 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 https://doe.nv.gov/offices/craleo/cte (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), Advanced Placement (AP) or Advanced Dual Credit (ADC) course, producing the weighted overall GPA.

FINAL ASSESSMENTS

Students will be required to complete a final cumulative semester assessment in all courses which award one-half (0.5) credit or more. End of semester final assessments are cumulative and may consist of skill or performance activities as well as oral or written essays, depending upon the objectives of the course and the nature of the learning activities of the class. Final assessments are given during prescribed testing windows. Students absent on the day of the final assessment may be issued a grade of Incomplete (INC) and are allowed the opportunity to make up the assessment within a specified time frame. Semester final assessments will not be curved, and raw scores will be reported in the gradebook. The grade weight of the semester final assessment 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 final assessment will carry a weight of 10-20% of the overall grade 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, navigate to: 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) or college concurrent enrollment 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 deadlines for the 26-27 school year are October 29 and March 19. (Incline High School: November 6 and April 23). These deadlines do not apply to college dual enrollment or concurrent enrollment courses. Please refer to the college website for those dates.

REPEATING A CLASS

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

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

STANDALONE INTERNSHIP FOR ACADEMIC CREDIT

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

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

Standalone internships for academic credit are work-based learning experiences that place students in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to students' career interests, abilities, and goals. They are connected to classroom learning and are accompanied by structured reflection activities. Students participating in these experiences are guided by a formal, written Training Plan and Training Agreement that defines specific academic and workplace skills to be mastered. As a course, standalone internships for academic credit require 60 hours of coursework resulting in 0.5 elective credit.

Please note:

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

Group:

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

Individual:

Individual internships are structured to meet a specific career interest. Students are assigned to and supervised by an internship teacher or other staff member, attend scheduled classes throughout the semester, and complete internship

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

Internship Request & Enrollment Requirements:

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

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

CTE WORK EXPERIENCE

Students may take a course in CTE Work Experience. This is a paid position where the student is working in a job related to a CTE program of study. Technical and employability skills learned in the classroom are incorporated into the student's learning plan and applied on the job. A training plan and a signed training agreement are required. CTE work experience should be a minimum of hours worked equal to the number of hours required for any other course of that same credit, usually 60 hours per half credit. CTE students must be enrolled in or have completed at least two years of a CTE program and be 16 years old (NAC 389.564-389.566).

WORK STUDY CREDIT

WCSD high school students may apply to earn elective high school credit for working at a paid job in which they receive a pay stub with hours worked and applicable state and federal deductions listed. Each student is responsible for obtaining their own job. Credit may be earned at one-half (0.5) credit for 180 hours of active work participation per semester or summer. Students earn a grade of S/U and it is not calculated in their grade point average. Students can earn a maximum of four work study credits.

FOR MORE INFORMATION: Contact your high school counselor.

CREDIT BY EXAM

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

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

FOR MORE INFORMATION: Contact your high school counselor.

EXTENDED STUDIES PROGRAMS

Full program and registration information is available at https://www.washoeschools.net/directory/extended-studies. All grades issued by Extended Studies are posted to the student transcript in Infinite Campus by the end of each semester/summer. All programs are scheduled in accordance with the WCSD Balanced Calendar.

Community Service (0.5 credit):

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

PE Options (0.5 credit PE exemption):

- By participating in the PE Options program, students will earn an exemption from earning 0.5 PE credits in high school. This means students will still need to earn the same number of credits for a diploma, but of those credits, 0.5 credit of PE will not be a requirement.
- The application and course completion may occur over the course of the school year and through the summer months.
- Students must complete 60 hours to earn the exemption. There is no grade given.
- A maximum of four (0.5) PE exemptions may be earned through this course. This course may not be used to raise a passing grade or replace a failing grade in PE.
- Hours completed prior to the completion of registration are not counted.

There are two options for students who wish to earn a PE exemption through Extended Studies:

1. Enroll in a gym/sports center where group classes are taught by an instructor certified in the activity being offered. Only gyms/centers approved by Extended Studies are available for students wanting to participate in this option. The gym/center documents and monthly attendance logs are submitted by the student to Extended Studies at the completion of 60 hours. Please refer to the Extended Studies website for a list of approved facilities.
2. Designed for those students participating in a sport at the pre-professional (e.g. club, travel, competitive etc.) level at the national or regional level of competition. Please refer to the Extended Studies website https://www.washoeschools.net/directory/extended-studies/courses-offered/physical-education-pe-options for a list of approved sports.

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 $99 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 3 and 18 college credits.

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

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

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

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

Western Nevada College: https://wnc.edu/advising/high-school-programs/cte-college-credit/index.php

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

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

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

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

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

FOR MORE INFORMATION: Contact your high school counselor, visit the Nevada Department of Education website at https://doe.nv.gov/CTE/College_Credit/, visit the WCSD Career and Technical Education website at http://www.washoeschools.net/cte, or call the CTE Department directly 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 Nevada community college or university (such as TMCC, WNC, GBC, UNR, and UNLV). There are two kinds of dual credit programs offered to our students: Dual

Enrollment and Concurrent Enrollment. All dual credit courses must be on the District's approved list and will count as either academic or elective credit depending on the course.

Successful completion of a college course will result in the following credit on the high school transcript. Grades earned in a college course become part of the student's GPA at both institutions.

- 1-2 credit college course = 0.5 high school credit
- 3-5 credit college course = 1.0 high school credit

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.

Dual Enrollment:
These are courses taught by college/university instructors. 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).

- Registration: Students can register for dual enrollment college courses through their high school counselor. To receive credit at both the high school and college, the course must be on the District's approved course list. Students must complete a specific **Application for Dual Credit** prior to registering for a dual enrollment 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 enrollment 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. For the 2026-2027 school year, the fees for Nevada institutions are as follows: Universities: $162 per credit and Community Colleges: $92.00 per credit. There are additional fees required for some classes. In some cases, there may be scholarship funding to offset these costs. *This is not guaranteed.*

- Drop Dates: These dates are set by the college. Please refer to the specific college for applicable dates as they differ from the WCSD dates.

Concurrent Enrollment:
These are college courses taught by high school instructors. In most cases, high school students will attend class on the high school campus, in a web-based format or as a hybrid (combination of face-to-face and web-based).

- Registration: Students can register for dual enrollment 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 enrollment 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 enrollment courses must meet the required pre-requisites for specific classes, meet the minimum high school GPA, maintain consistent attendance, attend an orientation session, as well as other college requirements for participation.

- Fees/Costs: For the 2026-2027 school year, the fees for these classes are $110.00 per course, plus the cost of materials.

- Drop Dates: These dates are set by the college. Please refer to the specific college for applicable dates as they differ from the WCSD dates.

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.

CTE & RED HOUSE PROJECT

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

This Career Cluster® is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Multimedia Communications I **Course #32301-32302**

One year = 1 credit Level 1 (L1)

This course introduces students to various media technologies used in business for digital communications. Areas of study will include website development, user interface, video, photo, written content, social media networking, and front-end design. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication. The appropriate use of technology and industry-standard tools and techniques is an integral part of this course.

Multimedia Communications II (H) **Course #32303-32304**

One year = 1 credit Level 2 Completer (L2C) State Testing

Prerequisite: Multimedia Communications I

This course is a continuation of Multimedia Communications I and introduces students to various advanced content and media creation techniques used in business for digital communications. Areas of study will include website development, user interface, video, photo, written content, social media marketing, and front-end design. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for post-secondary education.

GOVERNMENT & PUBLIC ADMINISTRATION

This Career Cluster® is focused on planning and performing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Military Science I **Course #33901-33902**

One year = 1 credit Level 1 (L1)

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 (Army).

Military Science II (H) **Course #33903-33904**

One year = 1 credit Level 2 (L2)

Prerequisite: Military Science I

This course is a continuation of Military Science I. This course provides military science 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 (Army). The appropriate use of technology and industry-standard equipment is an integral part of this course.

Military Science III (H) **Course #33905-33906**

One year = 1 credit Level 3 Completer (L3C) State Testing
Prerequisite: Military Science II
This course is the continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts, and 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 (Army). The appropriate use of technology and industry-standard equipment is an integral part of this course.

Military Science Advanced Studies **Course #33921-33922**
One year = 1 credit Level CC
Prerequisite: Completion of Military Science Program of Study
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 post-secondary education.

HEALTH SCIENCE

This Career Cluster® is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Principles Of Health Science **Course #34201-34202**
One year = 1 credit Level 1 (L1)
This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Sports Medicine (H) **Course #34211-34212**
One year = 1 credit Level 2 Completer (L2C) State Testing
Prerequisite: Principles of Health Science
This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will demonstrate skills in first aid and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of the course.

Sports Medicine Advanced Studies **Course #34221-32422**
One year = 1 credit Level Concurrent Enrollment Course with TMCC
Prerequisite: Completion of Sports Medicine Program of Study
This course is offered to students who have completed all content standards in a program and desire 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.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

This Career Cluster® is focused on planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Engineering Foundations I **Course #37701-37702**

One year = 1 credit Level 1 (L1)

This course is the entry-level course of the Engineering curriculum. The major focus of this course is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry-standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

Engineering Foundations II (H) **Course #37703-37704**

One year = 1 credit Level 2 Completer (L2C) State Testing

Prerequisite: Engineering Foundations I

This course is a continuation of the Engineering curriculum. This survey course exposes students to major concepts they will encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions.

Architectural And Civil Engineering **Course #37743-37744**

One year = 1 credit Level Concurrent Enrollment Course with TMCC

Prerequisite: Completion of Engineering Foundations Program of Study

This course is offered to students who have completed all content standards in the Engineering Foundations program of study. Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

ENGLISH

English 1-2 **Course #1201-1202**

Foundations in English 1-2 ** **Course #7751-7752**

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. ** The Foundations in English course is designed for high school students receiving special education services.

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

Full year = 1 credit (Honors)

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**

Foundations in English 3-4 ** **Course #7755-7756**

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. ** The Foundations in English course is designed for high school students receiving special education services.

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

Full year = 1 credit (Honors)

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

Foundations in English 5-6 ** **Course #7729-7730**

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. ** The Foundations in English course is designed for high school students receiving special education services.

English 7-8 **Course #1251-1252**

Foundations in English 7-8 ** **Course #7787-7788**

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. ** The Foundations in English course is designed for high school students receiving special education services.

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 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 are required to take the AP exam in May. All AP exams have a cost associated with them.

AP English Language **Course #1243-1244**
Full year = 1 credit (Advanced Placement)
This Advanced Placement college-level course centers on the study of the craft of writing. Students will analyze the rhetoric and style of a variety of texts, including novels, memoirs, literary essays, contemporary articles, speeches, drama, and historical, political, and philosophical texts. The course emphasizes argumentative, expository, and analytical writing as well as personal and reflective writing. The primary goals of the course are to prepare students for the AP Language and Composition Exam and the rigors of college writing across the curriculum. A passing score on the exam may qualify the student for up to Full 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 are required to take the AP Exam in May. All AP exams have a cost associated with them.

College Concurrent Enrollment Courses

Concurrent Enrollment - English 101 – Composition I
One semester = 1 credit (Advanced Dual Credit) **Course #14169**
This college course is a writing intensive course designed to strengthen college level writing skills, with particular attention to persuasion, analysis, synthesis, and an introduction to research methodologies. Focus on process through drafting, revising, and editing is emphasized. Conventions of standard English are reviewed. Additionally, critical reading strategies of college level texts are developed. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

Concurrent Enrollment - English 102 – Composition II
One semester = 1 credit (Advanced Dual Credit) **Course #14170**
Prerequisite: Successful completion of English 101
This college course is a continuation and extension of English 101 with an exploration of essay forms with particular attention to interpretation, analysis, and synthesis, while emphasizing analytical reading and writing, critical thinking, and research methodologies. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

English Courses for Students Receiving Special Education Services

Transition English **Course #7745-7746**
Full year = 1 credit
This course is for the third- and fourth-year high school student receiving special education services and may be repeated once for credit (total 2 credits). A fifth-year special education student may be enrolled in Transition English for a third year for credit (total 3 credits). This course is designed to improve skills taught in previous grades plus life skills and job readiness. First semester content includes self-inventories, identifying strengths and aptitudes, knowing rights and responsibilities, self-advocacy, and transition planning. Second semester content includes how to look for and get a job, resume and cover letter writing, and the interview process. Yearlong goals include use of technology, workplace reading and writing skills, understanding workplace norms, communication skills, life skills and managing money. Community based job training experience is open to those who meet job readiness criteria.

Site Specific English Courses for 11th and 12th Grade Students

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

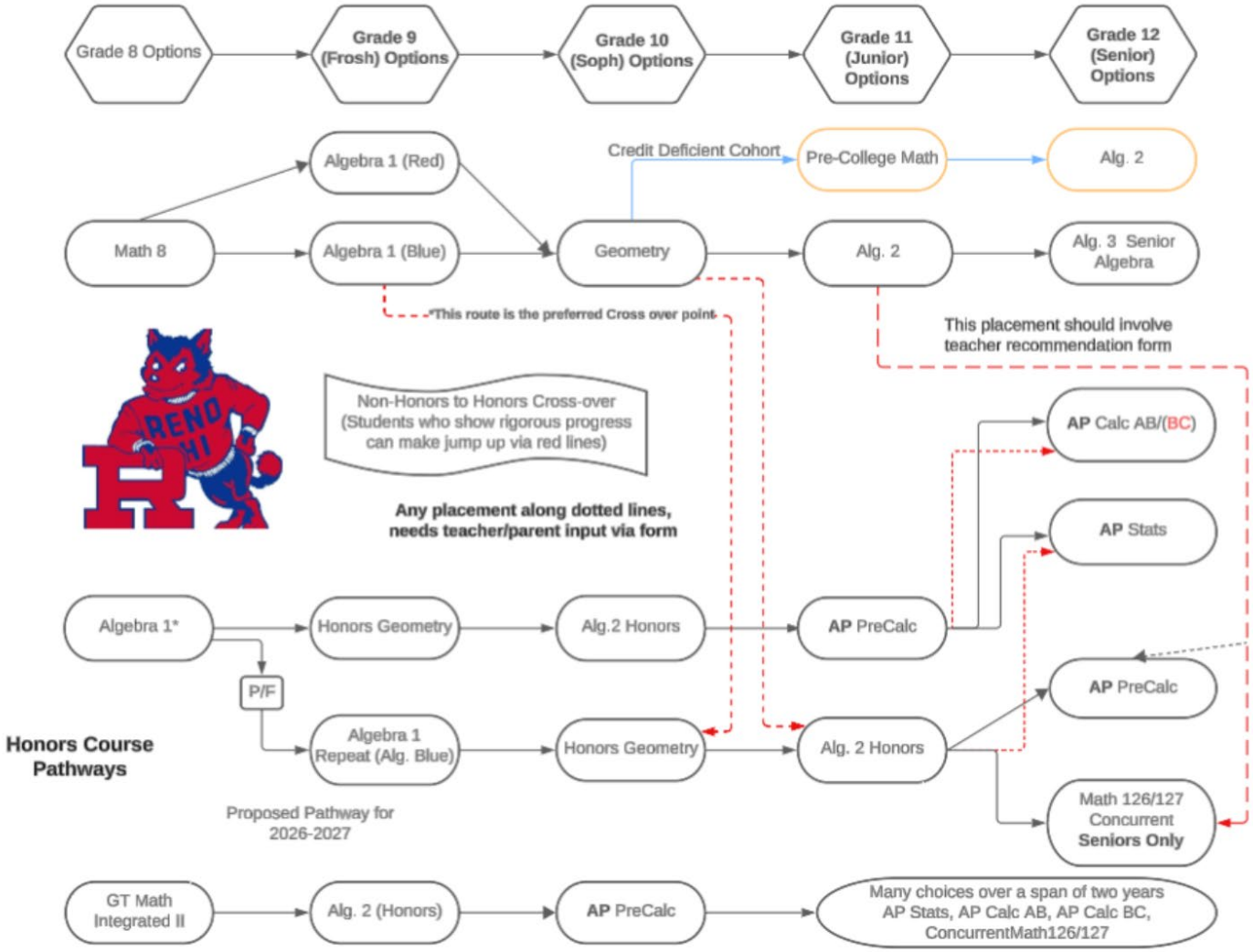
Games as Literature (H) **Course #1343-1344**

Full year = 1 credit (Honors)

This course offers highly motivated students an advanced and in-depth study of classic and contemporary literature through the analysis and creation of gamified stories and narrative-driven tabletop and video games. Students will engage with a wide range of texts, including tabletop and video games, contemporary novels, classic literature, and non-fiction works. Students will develop advanced writing skills through various essays, research papers, and creative projects that explore the complexities of literature and game design. The course also prioritizes critical reading, fostering the ability to identify, evaluate, and employ rhetorical strategies and literary techniques. Additionally, the course emphasizes the development of strong communication skills through class discussions, presentations, and project-based learning, encouraging students to engage deeply with the material and with their peers. The honors-level pacing and expectations are designed to challenge students, preparing them for success in advanced course work.

MATHEMATICS COURSE SEQUENCE

This indicates the most common pathways and is not exhaustive



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

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

***Students can concurrently enroll in Geometry (H) and Algebra 2 (H) 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 includes 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. ** The Foundations in Algebra 1 course is designed for high school students receiving special education services.

Geometry **Course #2211-2212**
Foundations in Geometry** **Course #7771-7772**
Full year = 1 credit
Prerequisite: Successful completion of all semesters of Algebra 1 (or all semesters of the 2-year course).
This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry, constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, work on real-world math applications, and use technology when possible. ** The Foundations in Geometry course is designed for high school students receiving special education services.

Geometry (H) **Course #2215-2216**
Full year = 1 credit (Honors)
Prerequisite: Successful completion of all semesters of Algebra 1.
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 including 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 real-world math applications. 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. ** The Foundations in Algebra 2 course is designed for high school students receiving special education services.

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.
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.

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.

Precalculus with Trigonometry (H) **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).

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.

Pre-College Math **Course #2229-2230**

Full year = 1 credit

Prerequisite: Completion of all semesters of Algebra 1 and Geometry, and current standing as a Junior or Senior. Students should have completed Algebra 2 or plan to take it after this course.

This two-semester mathematics course is ideal for students seeking to deepen their math knowledge before advancing on to upper-level mathematics. The course covers a range of topics including operations with real numbers, solving linear equations and inequalities, systems of equations, linear programming, working with rational exponents, polynomials, rational expressions, roots and radicals, and quadratic equations.

AP Statistics **Course #2271-2272**

Full year = 1 credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Algebra 2.

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

AP Calculus AB **Course #2255-2256**

Full year = 1 math credit (Advanced Placement)

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

Advanced Placement Calculus AB is a one-year course designed for those students wishing to study mathematics on the collegiate level. The major topics of study are functions, limits and continuity, derivatives and applications of the derivative, integrals, techniques of integration, and applications of the integral, and inverse functions. This is for

students who have completed the equivalent of four years of college preparatory mathematics. Students apply skills and information acquired in previous math courses. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Calculus BC **Course #2257-2258**
Full year = 1 credit (Advanced Placement)
Prerequisite: Successful completion of all semesters of Pre-Calculus with Trigonometry.
Advanced Placement Calculus BC is a one-year course designed for those students who have completed the equivalent of four years of college preparatory mathematics and have working knowledge of functions: linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined. The major topics of study are functions, graphs and limits including parametric, polar and vectors, derivatives and applications of derivatives, integrals, applications of integrals, and fundamental Theorem of Calculus, anti-differentiation and applications of anti-differentiation, and polynomial approximations and series. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

College Concurrent Enrollment Courses

Concurrent Enrollment - Math 126 – Pre-Calculus I
One semester = 1 credit (Advanced Dual Credit) **Course #14226**
Prerequisite: Successful completion of all semesters of Algebra 2
This college course focuses on the study of functions, their properties, their graphs, and applications including polynomial, radical, rational, exponential, and logarithmic functions. The course also covers the solving of equations, systems of equations, and inequalities. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

Concurrent Enrollment - Math 127 – Pre-Calculus II **Course #14227**
One semester = 1 credit (Advanced Dual Credit)
Prerequisite: Successful completion of Math 126 or Pre-Calculus with Trigonometry with a C or better.
This college course is a continuation of Math 126. It includes the study of circular functions, their graphs and applications, analytic trigonometry, the coordinate geometry of lines and conics and elementary vector algebra. Computer use and a graphing calculator may be required. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

Mathematics Courses for Students Receiving Special Education Services

Bridge to Algebra **Course #7767-7768**
Full year = 1 credit
This course is for a first-year high school student receiving special education services. The curriculum will introduce algebraic expressions and linear equations; applied through a review of operations on integers, fractions, decimals, percentages, and radicals. Students explore proportional relations using equations, tables, and graphs. After successful completion of Bridge to Algebra a student may proceed to Algebra 1, or equivalent.

Transition Math **Course #7765-7766**
Full year = 1.0 credit
This course is for high school students receiving special education services. The course is designed to cover essential mathematical and financial literacy skills to navigate the transition to adulthood. The curriculum will focus on financial literacy, goal setting and career planning, sources of income, paychecks and taxes, budgeting and saving, investing, money management tools, banking services, consumer credit and lending, health and life insurance, and retirement planning.

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 - 11th - 12th Grade - *(please review the course prerequisites before choosing a course)*	
Chemistry	3201-3202
Chemistry (H)	3203-3204
Physical Science	3101-3102
Environmental Science	3111-3112
Mind Mechanics: Systems Thinking	3167-3168
Earth Science	3131-3132
Earth Science (H)	3133-3134
Forensic Science	3231-3232
Human Anatomy & Physiology (H)	3261-3262
Astronomy	3267-3268
Astronomy (H)	3269-3270
Zoology 1-2	3163-3164
Oceanography	3165-3166
Urban Farming	3135-3136
Conceptual Physics	3235-3236
Physics (H)	3241-3242
Microbiology (H)	3171-3172
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
Concurrent Enrollment Courses: These are college courses taught by a high school instructor	
Chemistry 121	14269-14270
Environmental Science 101	14255-14256
Geography 121	14265
Geology 100	14266
Wooster High School Only: International Baccalaureate Courses: Curriculum for IB classes is regulated by the International Baccalaureate Program.	
IB Biology SL	3153-3154
IB Biology HL	3155-3156
IB Chemistry SL	3213-3214
IB Chemistry HL	3215-3216
IB Physics SL	3253-3254

SCIENCE

Biology 1-2 **Course #3141–3142**

Full year = 1 credit

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

Biology 1-2 (H) **Course #3143-3144**

Full year = 1 credit (Honors)

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

Chemistry 1-2 **Course #3201-3202**

Full year = 1 credit

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

Requisite: Concurrent enrollment in Geometry or higher.

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

Note: 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.

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.

Note: 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.

Environmental Science 1-2 **Course #3111-3112**
Full year = 1 credit
Prerequisite: Successful completion of one year of science and Algebra 1.
This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of environmental science. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are*: 1) Ecosystems: Interactions, Energy and Dynamics; 2) Biological Evolution: Unity and Diversity; 3) Energy; 4) Earth's Place in the Universe; 5) Earth's Systems; and 6) Earth and Human Activity.* Performance expectations for this course blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how humans interact with the environment. Students will understand the complex and significant interdependencies between humans and the rest of Earth's systems by reading scientific text and writing critically to analyze data.

Earth Science 1-2 **Course #3131-3132**
Full year = 1 credit
Prerequisite: Successful completion of one year of science and Algebra 1.
This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: *1) Earth's Systems; 2) Human Impacts; 3) History of Earth; 4) Weather and Climate; and 5) Space Systems*. The performance expectations for high school Earth science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how the Earth's key systems interact and result in conditions that vary in complex yet predictable ways. In this course, students will use basic mathematical computations and read and write critically to analyze earth science investigations.

Earth Science 1-2 (H) **Course #3133-3134**
Full year = 1 credit (Honors)
Prerequisite: Successful completion of Biology 1-2 and Chemistry 1-2.
This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science while delving into the interactions of water with rocks, minerals, and components in the atmosphere. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: *1) Earth's Systems; 2) Human Impacts; 3) History of Earth; 4) Weather and Climate; and 5) Space Systems*. The performance expectations for high school Earth science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how the Earth's key systems interact and result in conditions that vary in complex yet predictable ways. In this course, students will use advanced mathematical computations, critically read, and analyze earth science text, and prepare written explanations following earth science investigations.

Astronomy 1-2 **Course #3267-3268**
Full year = 1 credit
Prerequisite: Successful completion of one year of science and Algebra 1.

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

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.

Forensic Science 1-2 **Course #3231-3233**

Full year = 1 credit

Prerequisite: Successful completion of two years of science.

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

AP Biology **Course #3149-3150**

Full year = 1 credit (Advanced Placement)

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

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

AP Chemistry **Course #3211-3212**

Full year = 1 credit (Advanced Placement)

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

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

AP Physics 1 **Course #3263-3264**
Full year = 1 credit (Advanced Placement)
Prerequisite: Successful completion of Geometry and completion/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, power and fluids. 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 completion/concurrent enrollment 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.

College Concurrent Enrollment Courses

Concurrent Enrollment - Environmental Science 101 **Course #14255-14256**
Introduction to Environmental Science
Full year = 1 credit (Advanced Dual Credit)
Prerequisite: Successful completion of two years of science and mathematics through Algebra 2
This college course explores the fundamental components and interactions of earth's natural systems, the relationships between humans and the environment, and solutions to current and potential environmental problems. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

This class prepares students for the standard level IB Physics exam. The curriculum consists of at least 110 hours of instruction and at least 40 hours of lab work (including the Group 4 Project). The IB Physics SL topics include measurements and uncertainty; mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear, and particle physics; and energy production. This class may require a summer assignment (consult teacher). Students may also wish to take the AP Physics 1 and/or 2 exam(s) while enrolled in this course - additional fees apply. See your counselor for more information.

SOCIAL STUDIES

World History/World Geography Options

1 credit required

Note: While World History and World Geography meet the same graduation requirement, they can both be taken for credit. One would meet the graduation requirement, and the other would count as an elective, humanities or flex credit.

World History 1-2 **Course #4101-4102**

Full year = 1 World History/World Geography credit

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

AP European History **Course #4125-4126**

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

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

AP Human Geography **Course #4181-4181**

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

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

US History Options

1 credit required

US History 1-2 **Course #4131-4132**

Full year = 1 US History credit

This course focuses on the history of the United States from the turn of the century to the present day. American founding documents and democratic principles will provide for the foundation referenced throughout this course while maintaining focus on the multicultural history, economics, civics, and geography of the modern era. This course

includes multiple and varied voices and perspectives for a vivid and complex picture of U.S. History. Students in the course will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: Nativism/Populism, Imperialism, the Gilded Age/Industrial Revolution, Progressivism, WWI, the 1920s, the Great Depression, WWII, the Civil Rights Movement, the Cold War, the rights movements of the 1970s, globalism, terrorism, and modern issues.

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

Full year = 1 US History credit (Advanced Placement)

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

American Government/Economics and Personal Finance Options

0.5 credit American Government / 0.5 credit Economics and Personal Finance required.

American Government **Course #4161**

One semester = 0.5 American Government credit

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

Economics and Personal Finance **Course #4205**

One semester = 0.5 Economics and Personal Finance credit

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

AP Macroeconomics **Course #4222**

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

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

AP US Government & Politics **Course #4171-4172**

Full year = 1 American Government/Economics and Personal Finance credit (Advanced Placement)
This class satisfies both the American Government and Economics requirements.
This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The AP U.S. Government and Politics course is organized around five units, which focus on major topics in U.S. government and politics. The units are Foundations of American Democracy, Interaction Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP American Government/ We the People **Course #4175-4176**

Full year = 1 American Government credit/Economics and Personal Finance credit (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 taking this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of judges from the community. Students will be required to do research work in the school library and at UNR. Students will also be required to give unit presentations before other classes, community organizations, and community professionals. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Arts/Humanities/Electives within Social Studies

History Through Film **Course #4257-4258**

One semester = 0.5 Elective credit
Full year = 1 Elective credit
Can be used to satisfy the Flex credit graduation requirement (Full year only)
History through Film offers an advanced interdisciplinary study that examines the intersection of American history, cultural dynamics, and the evolution of the film industry. This course provides an in-depth analysis of seminal films from the 1920s to the present, exploring how these films reflect and shape key historical, social, economic, and political issues in America. Students will critically evaluate the portrayal of multiculturalism, economic development, geography, and civics in cinematic works, using films as primary sources to analyze historical narratives and cultural perspectives. This course is ideal for students with a passion for American history, visual art analysis, and the study of filmmaking as a powerful cultural and historical medium.

Psychology 1-2 **Course #4245-4246**

Full year = 1 Arts/Humanities credit
Can be used to satisfy the Flex credit graduation requirement.
This course begins with a review of the ways people have sought to explain human behavior from ancient times through today and provides an overview of the major principles and concepts of psychology, including the brain, human development, personality, learning, cognition, and the scientific method. Students will participate in dozens of activities and real-life situations designed to bring the content alive and help them apply the material to their own lives. Magazines, book excerpts, and movies will also play a role in our search for knowledge. Emphasis will be placed upon

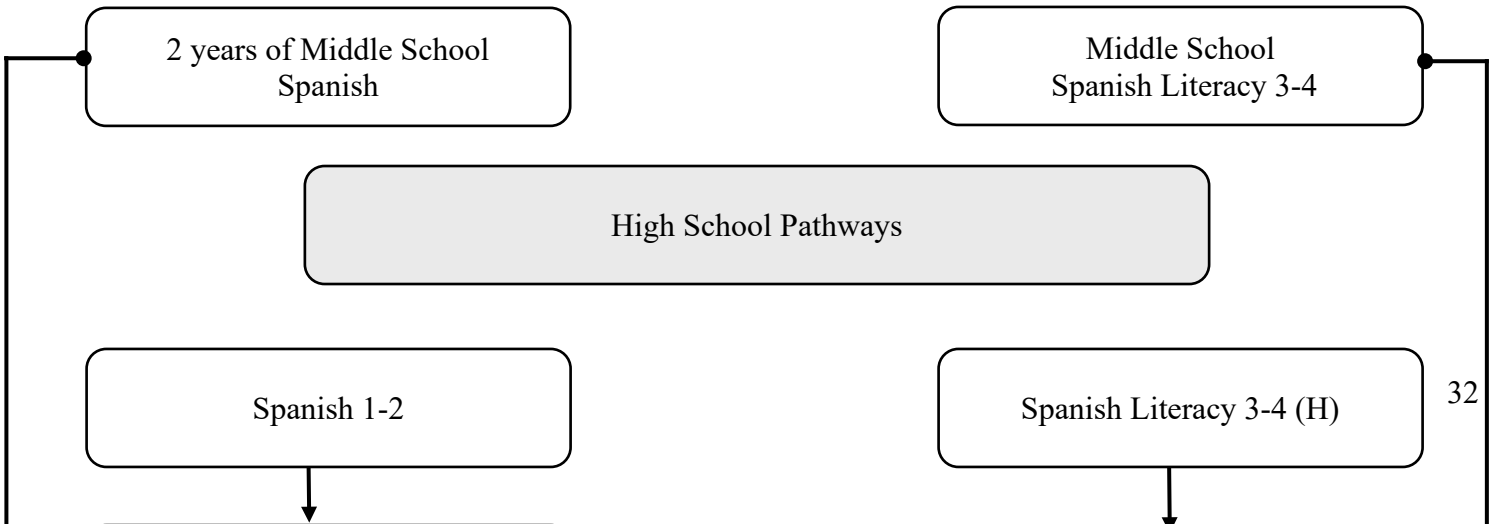
fostering feelings of empathy for others—particularly those who are mentally ill. A sociocultural approach will be explored as a means for understanding a variety of cultures and how social aspects impact us as individuals. Students will leave the class with insights into the causes of human behavior as well as a better understanding of themselves.

AP Psychology **Course #4249-4250**
Full year = 1 Arts/Humanities credit (Advanced Placement)
Can be used to satisfy the Flex credit graduation requirement.
The AP Psychology class is a one-year course designed to give students a working knowledge of the theories and key concepts of each of the major subfields as well as expose students to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes. The class will train students to apply psychological principles and understand connections between ideas and theories and leave students with an appreciation of the scientific methods and ethical procedures that produce such knowledge. This course covers nine units of study: Scientific Foundations of Psychology, Biological Bases of Behavior, Sensation and Perception, Learning, Cognitive Psychology, Developmental Psychology, Motivation, Emotion and Personality, Clinical Psychology, and Social Psychology. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Sociology **Course #4241-4242**
Full year = 1 Arts/Humanities credit
Can be used to satisfy the Flex credit graduation requirement.
Sociology is the scientific study of human societies and how they develop, are maintained, and change. Sociology analyzes a range of human social behavior from social interactions between individuals to global social processes, often focusing on the causes and consequences of social inequalities. Areas of focus might include but are not limited to gender, race, social class, culture, education, and families.

Psychology through History and Film **Course #4223-4224**
Full year = 1 Elective credit
Can be used to satisfy the Flex credit graduation requirement (Full year only)
This course will focus on connecting historical events to psychological concepts. For example, human motivation and early civilization; History of Warfare and the effect on the human mind; personality disorders and major historical figures; social psychology and the World Wars; racism, segregation, and civil rights; history of mental health in the United States and Salem Witch Trials.

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

Introduction to the World Language: This introductory course is designed for students beginning their journey in a new language. Through engaging activities, students develop foundational skills in speaking, listening, reading, and writing. Emphasis is placed on everyday vocabulary, basic grammar structures, and simple conversations. Cultural exploration is integrated, providing students with an understanding of the cultural contexts of the language they are studying. By the end of Level 1-2, students will be able to engage in basic exchanges and demonstrate cultural awareness.

World Language Level 3-4 Courses (H)
Full year = 1 credit (Honors)

French 3-4 (H) – Course #4553-4554
Spanish 3-4 (H)– Course #4613-4614

Building Proficiency in the World Language: In Level 3-4, students expand on their foundational skills, gaining greater confidence in using the language in real-life situations. This course introduces more complex vocabulary and grammar, allowing students to discuss topics related to personal interests and daily life. Reading and listening skills are further developed through authentic materials, while writing tasks encourage students to express themselves in short paragraphs. Cultural themes deepen, as students explore traditions, values, and perspectives of the language's communities.

World Language Level 5-6 Courses (H)
Full year = 1 credit (Honors)

French 5-6 (H) – Course #4555-4556
Spanish 5-6 (H) – Course #4615-4616

Intermediate Communication in the World Language: Level 5-6 focuses on enhancing students' ability to communicate effectively in various social and academic contexts. Students work on refining their speaking, listening, reading, and writing skills through interactive and collaborative projects. They learn to describe events, express opinions, and discuss abstract topics using more nuanced vocabulary and grammar. Cultural studies are integrated into the curriculum, fostering greater appreciation for global perspectives. By the end of the course, students will be able to hold conversations on a variety of topics with increased accuracy and fluency.

AP Spanish Language & Culture **Course #4641-4642**
Full year = 1 credit (Advanced Placement)
This advanced-level course is designed for students who wish to further refine their language skills while gaining a deep understanding of cultural nuances. Following Level 5-6, AP World Language and Culture challenges students to achieve fluency in speaking, listening, reading, and writing through an immersive, rigorous curriculum. Emphasis is placed on interpreting authentic texts, engaging in spontaneous conversations, and expressing complex ideas with clarity and accuracy. Students explore a variety of cultural themes, including global challenges, science and technology, personal and public identities, and family and community. Through thematic units, students develop

critical-thinking skills and cultural insight, enabling them to discuss topics from multiple perspectives. This course prepares students for the AP Language and Culture Exam and fosters the proficiency and cultural competence necessary to use the language confidently in real-world contexts. 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. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

Spanish Literacy (Spanish for Spanish Speakers)

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

Spanish Literacy 3-4 (H) **Course #4653-4654**

Full year = 1 credit (Honors)

This course is designed specifically for Spanish-speaking students who have grown up using the language in their homes and communities. Spanish Literacy 3-4 builds on students' existing linguistic and cultural knowledge, helping them to develop literacy skills, expand their academic vocabulary, and deepen their understanding of Spanish-speaking cultures. Through reading and writing activities tailored to heritage speakers, students strengthen their grammar, orthography, and formal writing abilities. The course fosters pride in cultural heritage, encourages exploration of identity, and introduces students to the diversity within the Spanish-speaking world. By the end of the course, students will have gained confidence in their language skills and enhanced their ability to use Spanish in academic and professional contexts.

Spanish Literacy 5-6 (H) **Course #4655-4656**

Full year = 1 credit (Honors)

In Spanish Literacy 5-6, students continue to build on the foundational skills acquired in the previous level, with a focus on advanced literacy development, academic language proficiency, and nuanced cultural analysis. This course emphasizes reading comprehension, essay writing, and public speaking skills, using a variety of authentic texts that highlight social and cultural issues across Spanish-speaking communities. Students will engage in discussions and projects that encourage critical thinking and a deeper appreciation for their linguistic heritage. By the end of this course, students will be well-prepared to excel in higher-level Spanish courses and confidently use Spanish in academic, professional, and community settings.

PHYSICAL EDUCATION

PE **Course #5101-5102**

Full year = 1 credit

This course is designed for all grade levels in which students are introduced to a variety of sports in three to five-week units. These sports are divided into three categories: lifetime, team, and individual. Activities may include aerobics,

badminton, basketball, flag football, jogging, pickle ball, soccer, softball, tennis, track, volleyball, and weight training. Emphasis is on the teaching of rules, skills, and strategies in the instructional sports as well as the recreational aspects of team sports. There are daily warm-up activities, which include cardiovascular runs and calisthenics. Students are expected to dress out in the required PE uniform daily.

Power Walking **Course #5141-5142**
Full year = 1 credit
This course is designed to introduce the student to walking as a lifetime aerobic activity. Walking will be done throughout the semester with appropriate dress required for both hot and cold temperatures. Students are responsible for walking at a sufficient pace, staying with the class and following school rules/community laws at all times. Note: A variety of walking courses are used throughout the semester, they range from 2 miles to 4.5 miles in a class period. Students and parents will also be required to sign and return a "class rules and liability form" the first week of school.

Team Sports **Course #5171-5172**
Full year = 1 credit
Team Sports is designed for students/athletes to increase skills in their respective sport and/or fitness levels. Our mission is to help direct student athletes to focus on their individual sports goals, improve intrinsic motivation, and to pursue a healthy and active lifestyle. Lastly, our goal is to give our students the knowledge and experience to make informed decisions about proper nutrition and exercise outside the school walls.

Basketball Conditioning **Course #5203-5204**
Full year = 1 credit
This course is designed for students who want to play the game of basketball to the best of their ability. The class will include in-depth instruction on the fundamental aspects of the game (shooting, dribbling, passing, defense, etc.). It is also designed to teach various team concepts, such as person-to-person defense, zone defense, offensive strategies, historical basketball facts and rules that govern the game.

Athletic Conditioning/Weight Training **Course #5215-5216**
Full year = 1 credit
This course is designed for those competitive athletes with previous weight training experience. This class will focus specifically on the physical and psychological needs of the competitive athlete in the areas of weight training, flexibility, plyometrics, and performance enhancement skills (i.e., relaxation, visual imagery, and goal setting). Students, with the help of the instructor, will develop and follow an individualized sport specific computerized strength-training program. Instructor approval recommended.

Conditioning/ Weight Training **Course #5217-5218**
Full year = 1 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.

Advanced Conditioning/Weight Training **Course #5221-5222**
Full year = 1 credit
This course is designed for those competitive athletes with previous weight training experience. This class will focus specifically on the physical and psychological needs of the competitive athlete in the areas of weight training, flexibility, plyometrics, and performance enhancement skills (i.e., relaxation, visual imagery, and goal setting). Students, with the help of the instructor, will develop and follow an individualized sport specific computerized strength-training program. Instructional approval recommended.

Lifetime Fitness/Yoga **Course #5257-5258**
Full year = 1 credit

This course is a combination of fitness, weights and introductory yoga. It is designed for all students who wish to improve their cardiovascular endurance, muscular strength, muscular endurance, flexibility, and agility through a rigorous program for total body conditioning. This course includes warm-up, techniques of strength training, Cross Fit, power lifting, running short and long distances, different types of cardiovascular training, and core strengthening and Yoga. The class will include the practice of postures, breath control, cleansing techniques, relaxation, meditation, self-discipline and training for the mind, body, and concentration. Students will develop body awareness and increase vitality and peace of mind. Students will learn the names of Yoga asanas or postures and will be required to perform postures as part of the final. There is a daily physical fitness workout that students will be expected to participate in each class period.

JOBS FOR NEVADA'S GRADUATES (J4NG)

JAG's multi-year model is a career exploration and preparation program that provides a hands-on approach in exploring personal strengths and challenges as well as job attainment skills and workplace "survival" skills. J4NG courses may only be offered at a school where JAG programming is provided.

J4NG ELECTIVE G10 **Course #8424-8425**

Full year = 1 credit

This course prepares class participants for the workforce using Jobs for Nevada's Graduates certified curriculum and incorporates project-based learning, trauma-informed care, and employer engagement in this competency-based course. JAG's eighty-seven competencies focus on preparing students for the workforce, post-secondary, and/or military service in a learner-centered class. Students have multiple opportunities to engage in community, regional, and state activities to complete authentic projects, as well as service-learning activities. This full-year class provides a resiliency environment that strives to ensure youth achieve their fullest potential. The second-year course focuses on continuing personal development, expanding career exploration and greater employer engagement.

J4NG ELECTIVE G11 **Course #8426-8427**

Full year = 1 credit

This course prepares class participants for the workforce using Jobs for Nevada's Graduates certified curriculum and incorporates project-based learning, trauma-informed care, and employer engagement in this competency-based course. JAG's eighty-seven competencies focus on preparing students for the workforce, post-secondary, and/or military service in a learner-centered class. Students have multiple opportunities to engage in community, regional, and state activities to complete authentic projects, as well as service-learning activities. This full-year class provides a resiliency environment that strives to ensure youth achieve their fullest potential. The third-year course focuses more keenly on career exploration and selection, college readiness, and learning work-readiness skills.

J4NG ELECTIVE G12 **Course #8417-8418**

Full year = 1 credit

This course prepares class participants for the workforce using Jobs for Nevada's Graduates certified curriculum and incorporates project-based learning, trauma-informed care, and employer engagement in this competency-based course. JAG's eighty-seven competencies focus on preparing students for the workforce, post-secondary, and/or military service in a learner-centered class. Students have multiple opportunities to engage in community, regional, and state activities to complete authentic projects, as well as service-learning activities. This full-year class provides a resiliency environment that strives to ensure youth achieve their fullest potential. The fourth-year course focuses continues career exploration and selection, college applications, mastery of the thirty-seven work-readiness core competencies, and learning skills for adulthood and independence.

COMPUTER LITERACY

Computer Science & Applications **Course #8344 or 8345**

One semester = 0.5 credit

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

HEALTH

Health **Course #5311**

One semester = 0.5 credit

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

VISUAL AND PERFORMING ARTS

Unless otherwise noted these fine arts courses fulfill the
"Arts" requirement as part of "Arts/Humanities/CTE"

Visual and Performing Arts: Visual Arts

Art 1-2 **Course #6111-6112**

Full 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**

Full 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**

Full 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. The culmination of the semester will have students submitting a portfolio and artist statements. Students will also submit artwork to the national Scholastic Arts competition.

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

Full year = 1 credit (Honors)

Prerequisite: Successful completion of Art 5-6

This class is for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in visual communications or fine art.

Drawing 1-2 **Course #6141-6142**

Full year = 1 credit

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

Drawing 1-2 is an introductory course designed for high school students interested in exploring the fundamentals of visual art through the medium of drawing. This course emphasizes the development of technical skills, creative expression, and an understanding of artistic concepts and techniques. Students will learn to observe and depict the world around them using a variety of materials, including pencil, charcoal, ink, and pastels. The curriculum focuses on essential drawing techniques such as line, shape, value, texture, perspective, and composition. Through guided practice, students will create works that demonstrate their understanding of proportion, spatial relationships, and light and shadow.

2D 3D Multimedia 1-2 **Course #6171-6172**

Full year = 1 credit

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

Visual and Performing Arts: Theatre

Theatre Arts 1-2 **Course #6501-6502**

Full year = 1 credit

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

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

Full year = 1 credit

Prerequisite: Successful completion of Theatre Arts 1-2

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

Visual and Performing Arts: Music

Music Appreciation **Course #6599-6600**

Full year = 1 credit

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

Digital Music **Course #6622**

One semester = 0.5 credit

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

Visual and Performing Arts: Music/Instrumental

Concert Orchestra **Course #6641-6642**

Full year = 1 credit

Prerequisite: Participation in Middle School Advanced Orchestra or instructor approval

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

Chamber Orchestra **Course #6643-6644**

Full year = 1 credit (repeatable)
Honors credit available for students who complete additional requirements
Prerequisite: Instructor approval and participation in Concert Orchestra or Sinfonia Orchestra
Chamber Orchestra will focus on increased technical and musical fluency for 10th grade, 11th grade, and 12th grade students on violin, viola, cello, and double bass. Acceptance for advancement to Chamber Orchestra will be based upon application (which includes a performance audition). Students will refine their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on refining technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out of school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify.

Sinfonia Orchestra **Course #6645-6646**

Full year = 1 credit (repeatable)
Honors credit available for students who complete additional requirements
Prerequisite: Instructor approval or participation in Concert Orchestra
Sinfonia Orchestra offers advancing level instruction for 10th grade, 11th grade and 12th grade students on violin, viola, cello, and double bass. Students will extend their understanding of the elements of music through performance and identifying relationships between music, other disciplines, and daily life. Emphasis will be placed on expanding technique through musical community. Students will be required to perform in concerts during and/or after school wearing the ensemble's designated attire. Out-of-school rehearsals may be required. Other events such as honor ensembles, Solo & Ensemble Festival, and All-State Orchestra may be required per teacher's directive. For an annual rental fee, school instruments are available for students who qualify.

Concert Band **Course #6703-6704**

Full year = 1 credit
This course is designed to provide instrumentalists with 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 rehearsals will take place during the 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**

Full 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 performance 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.

Wind Ensemble **Course #6711-6712**

Full year = 1 credit

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

Visual and Performing Arts: Music/Choir

Mixed Choir **Course #6805-6806**

Full year = 1 credit

Honors credit available for students who complete additional requirements

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

Chorale **Course #6813-6814**

Full year = 1 credit

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

Madrigal Singers **Course #6815-6816**

Full year = 1 credit

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

HUMANITIES COURSES

Journalism **Course #1409-1410**

Full year = 1 credit (repeatable)

Students will study basic techniques of journalistic writing including Associated Press style, interviewing, story construction, editing, and proofreading, layout and design concepts, photography, budgeting and ad sales, computer/desktop publishing basics. Students will also be expected to study and report on current events and sell advertising for the paper. Limited space is available for students who wish to serve as illustrators, photographers, or technical staff only.

Advanced Journalism **Course #1411-1412**

Full year = 1 credit (repeatable)

Students will understand the fundamentals of planning and producing a school yearbook from start to finish. They will learn advanced journalistic photography - i.e., taking and cropping pictures for publication. They will use the computer to write copy and prepare layouts. Students will conduct interviews, write, and format reports, meet deadlines, and prepare the yearbook for final publication. Other school projects involving Digital Video Journalism and leadership will be assigned. Students are expected to participate in outside activities as assigned.

Speech & Debate **Course #6411-6412**

Full year = 1 credit (repeatable) **Course #6410**

This class is co-curricular, designed to support participation in competitive Forensics throughout Northern Nevada. Although being on the team is not required for enrollment, it is highly recommended. Students must have grade level skills in reading and writing. They will explore and develop skills in interpretive areas as well as debate. Participation and oral presentation are required components of this class. All topics and activities will follow the guidelines of the National Forensics League. This class is open to all grade levels.

Advanced Speech & Debate **Course #6413-6414**

Full year = 1 credit (repeatable)

This advanced course in speech and debate will focus on performance skills and research skills for competitive speakers. Instruction will include advanced case analysis, video critique, extensive research skills, constitutional issues, and analysis of famous speeches. Students must have adequate time for research in local libraries and have superior writing and reading skills. Participation in extra-curricular speaking events is required.

ELECTIVES

AP Computer Science A **Course #10699-10700**
One year = 1 credit
Prerequisite: Computer Science I
This course follows The College Board Advanced Placement (AP) curriculum and prepares students for the AP Computer Science exam. This course provides advanced computer science students with instruction in advanced topics that include problem solving, design strategies and methodologies, data structures, algorithms, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students will learn to write, run, and debug solutions in the Java programming language, utilizing standard Java library classes. 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 post-secondary education.

Intro to Business **Course #: 8503-8506**
One year=1 credit
This course provides introductory instruction in an abbreviated schedule format to the fundamentals of business and gives students a chance to explore how the world of business operates. Students will look at the different functions, basic business principles, marketing management, business structure, human resources and economics

Student Leadership **Course #7201-7202**
Full year = 1 credit (repeatable)
Student Leadership is designed for students who want to develop and refine their leadership skills while making a positive impact within the school and local community. This course focuses on personal growth, team building, and the practical application of leadership principles in various settings. Students will be responsible for planning, organizing, and running all student planned school activities including spirit weeks, assemblies, dance, community service, and other activities that arise.

Yearbook **Course #1403-1404**
Full year = 1 credit (repeatable)
This full-year course is designed for the student who is interested in the development of the school yearbook. Students enrolled in this course will be required to learn and take an active part in design, photography, business management, advertisement sales, and computer techniques. Skills include planning, organizing, producing page layouts, writing copy, meeting deadlines, using the computer for yearbook design, and a willingness to work after school and some weekends in order to meet deadlines.

Freshman Seminar
Full year = 1 credit **Course #7131-7132**
Freshman Seminar is a comprehensive introductory course designed to support the successful transition of incoming high school students. In this course, students will develop essential skills in time management, organization, goal setting, and effective communication. The curriculum emphasizes study habits, digital literacy, and the responsible use of technology, preparing students to navigate both academic and personal challenges throughout high school. Additionally, students will explore topics such as self-advocacy, teamwork, and wellness to enhance self-awareness and resilience.

SSTS **Course #7845-7846**
Full year = 1 credit (repeatable)

To be enrolled in a SSTS class, a student must be receiving special education services and requires specialized instruction beyond what can be reasonably provided in the general education setting in one or more of the following areas: math, reading, writing, transition skills, self-advocacy, social/emotional skills, executive functioning skills, and task completion.

Peer Tutor **See options below**
Full year = 1 credit
One semester = 0.5 credit

Peer Tutor – Course #8161-8162

The Peer Tutor course provides students with an opportunity to support their classmates in academic learning while developing their own tutoring and leadership skills. As peer tutors, students will work one-on-one or in small groups with fellow students who may be struggling in various subjects. This course fosters a collaborative learning environment and emphasizes the importance of mentorship, communication, and empathy.

Student Aide **Course #8171-8172**
Full year = 0.5 credit
One semester = 0.25 credit
The Teacher Aide/Student Aide course offers students the opportunity to gain valuable experience in an educational setting while providing support to teachers and fellow students.

INTERNSHIP COURSES

CTE Internship **Course #7108-7109**
Full year = 1 Elective credit (repeatable)
CTE internship is a work-based learning experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student's career interests, abilities, and goals. Students are connected to classroom learning and accompanied by structured reflection activities. Students participating in internships are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. Internships taken for course credit must meet 60 hours per semester credit. This is most appropriate for third- and fourth-year students.

Note: This course requires additional documents as approved by the Nevada Department of Education and WCSD.

Internship **Course #7106-7107**
Full year = 1 Elective credit (repeatable)
Internship is a work-based learning experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student's career interests, abilities, and goals. This course is designed to expand the students' understanding of career fields, the associated work environment, and accompanied by structured reflection activities. Students participating in internships are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. Internships taken for course credit must meet 60 hours per semester credit. This is most appropriate for 11th and 12th grade students.

Note: This course requires additional documents as approved by the Nevada Department of Education and WCSD.