SPARKS HIGH SCHOOL

2026 - 2027



HOME OF THE RAILROADERS
A HOMETOWN TRADITION SINCE 1909

COURSE OFFERINGS

SPARKS HIGH SCHOOL ADMINISTRATION

CJ Waddell – Principal
Robert Alesevich - Assistant Principal
Amy Hinge- Assistant Principal
Rob Kittrell– Assistant Principal
Joseph Anglemire – Dean
Dominic Green-Dean

DEPARTMENT LEADERS

Career and Technical Education – Sam Couto
EL – Michael Austria
English –Wes Reid
Fine Arts – Sam Couto
Mathematics –Jose Piceno
Science/PE – Virginia Chandler
Special Education – Valerie Dominguez
Social Studies – Steve Kopald
World Language – Steve Kopald

COUNSELORS

Sky Sessions	A-D
RD Gutual-Lead Counselor	E-K
Maribel Ramirez	L-P
Tanya Harrell	Q-Z

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

THE 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.

SECTION II: SPARKS HIGH SCHOOL

INTRODUCTION

This handbook lists all the courses offered through Sparks High School. Our instructional program has been designed to meet the individual needs of both the college-bound student and the career and technical student.

Use this handbook to help you select appropriate classes and develop an individual schedule for the next school year. The emphasis of this book is on the **INSTRUCTIONAL PROGRAM** and the **COURSES OFFERED**.

ACCREDITATION

Sparks High School is accredited by Cognia.

SPARKS HIGH SCHOOL MISSION

Sparks High School is a community that collaborates to ensure every student feels valued, respected, and supported in achieving their goals.

SPARKS HIGH SCHOOL VISION

The Sparks High School community will take ownership in rigorous learning and growth through accountability, respect, and developing life skills for students' future success by:

- Committing to the PLC process, within and across disciplines, engaging in data driven decision making, and creating standards-based, engaging lessons.
- Committing to ongoing staff professional growth; modeling lifelong learning.
- Participating in collaborative partnerships with families and the community through home visits, two-way communication, and community events.
- Cultivating a nurturing and dynamic school culture that encourages student involvement in school policies, clubs, organizations, and activities, and where students recognize their accountability for their contribution to our overall school culture.

CURRICULUM

To fulfill these educational objectives, the curriculum at Sparks High School is designed to provide students with useful information, knowledge, and practical skills. Although the basic structure of the curriculum is designed to meet the graduation requirements of the State of Nevada and Washoe

County School District, the instructional program is diversified to be valuable for career exploration, skill attainment and college preparation.

VALEDICTORIAN AND SALUTATORIAN

Valedictorian and Salutatorian are chosen each year from the graduating class. Both must have earned an Honors Diploma and have the first and second highest GPA of the graduating class. If there is a tie between two or more graduating seniors for Valedictorian, no Salutatorian will be named. In addition:
Selection will be based on seven semesters.
Students potentially eligible to be Valedictorian and Salutatorian may not have repeated a course for the purpose of raising a grade. The original grade will stand when determining Valedictorian and Salutatorian.
Valedictorian, Salutatorian, and Top 20 students will be determined using weighted GPAs.

TOP TWENTY

The selection of the top twenty students will be based on the weighted cumulative GPA for seven semesters. Students must meet all requirements to earn a regular Nevada high school diploma to qualify. The top twenty students will include the valedictorian and salutatorian and will be determined using weighted GPAs.
The following formula will be used for calculating weighted GPAS: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5124 (4.0 grading scale.) Then for each semester of an honors course that a student passes, .025 will be added to the unweighted overall GPA, producing the weighted overall GPA. The list of designated honors courses (which includes all Advanced Placement and International Baccalaureate courses) recognized for the honors diploma program will be utilized in this weighting formula.
Note: Procedures for determining Valedictorian, Salutatorian, and Top Twenty are subject to change.

SECTION III: COURSE OFFERINGS BY DEPARTMENT

CAREER & TECHNICAL EDUCATION

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

Courses that Qualify as CTE: Only courses that are approved by the Nevada Department of Education and are offered as part of a program of study are eligible to use the CTE course numbers (a 10000 or 30000 series number). In several cases, there is a non-CTE course number (an 8000 number) available for schools that are offering individual courses outside of the scope of a CTE program of study.

Honors Credit: As of the 2019-20 school year, all Level 2 courses and Level 3 courses receive honors (H) credit. These are all courses designated as "**L2**" or "**L3**". Labs, Advanced Studies and Work Experiences courses are <u>not</u> eligible for honors credit. Complimentary courses will be determined on an individual basis.

Common Semester Finals: In cases where a level 1 or level 2 course are taught at more than one school, a year-by-year curriculum map and common semester finals are developed by the program instructors to ensure that students have access to the same curriculum content throughout the district.

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

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 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). CTE Work Experience course descriptions and naming conventions are outlined in the Nevada Career and Technical Education Course Catalog.

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

HOSPITALITY & TOURISM

This Career Cluster® is focused on management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.

CRS #	COURSE NAME	SM/YR	INSTR APPR	9TH	10TH	11TH	12TH
34601-02	CULINARY ARTS 1	YR	X	X	X	X	X
34603-04	CULINARY ARTS 2 (H)	YR	X		X	X	X

CULINARY ARTS I **Course 34601-34602**

One year = 1 credit Level 1 (L1)
Prerequisite: *None*

This course provides students with an introduction to the principles and techniques of commercial food production and the exploration of career and technical student organizations. The classroom is patterned after industry with emphasis on food related careers. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures,

and employability skills. The appropriate use of technology and industry standard equipment is an integral part of this course.

CULINARY ARTS II (H)
One year = 1 credit Level 2 Completer (L2C) State Testing **Course 34603-34604**
Prerequisite: *Culinary Arts I*

This course is a continuation of Culinary Arts I. This course prepares culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, and service. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. The appropriate use of technology and industry-standard equipment is an integral part of this course.

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.

CRS #	COURSE NAME	SM/YR	INSTR. APPR.	9TH	10TH	11TH	12TH
33901-02	MILITARY SCIENCE I	YR		X	X	X	
33903-04	MILITARY SCIENCE II (HONORS)	YR			X	X	X
33905-06	MILITARY SCIENCE III (HONORS)	YR	X			X	X
33921-22	MILITARY SCIENCE AS	YR	X				X

MILITARY SCIENCE I **Course #33901-33902**
One year = 1 credit Level 1 (L1)
Prerequisite: None
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 (Air Force/Space Force, Army, Marine Corps, or Navy).

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 (Air Force/Space Force, Army, Marine Corps, Navy). 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 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 (Air Force/Space Force, Army, Marine Corps, or Navy). 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 AS
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 postsecondary education.

SUPPLEMENTAL ELECTIVE MILITARY SCIENCE COURSES

JROTC Field Skills **Course #5419-5420**
Full year = 1 credit
The Field Skills course provides high school cadets with hands-on training in essential skills, fostering teamwork, problem-solving, and resilience in real-world environments. This course is designed for cadets who are eager to challenge themselves in various settings while developing critical thinking and leadership abilities.

JSROTC Advanced Leader (H) **Course #5461-5462**
Full year = 1 credit (Honors)
Students for this advanced leadership course serve as members of the JROTC cadet senior staff. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous courses. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization.

JROTC Special Teams **Course #5471-5472**
Full year = 1 credit
The JROTC Special Teams course is an elective designed for motivated high school cadets who wish to specialize in advanced team-oriented disciplines within the JROTC program. This course focuses on building technical expertise, teamwork, discipline, and leadership skills through participation in JROTC special teams. In addition to team-specific skills, the course emphasizes leadership development, personal accountability, and fostering camaraderie through collaborative problem-solving and event preparation. Cadets will have opportunities to represent their school and program in local, regional, and national competitions, enhancing their sense of pride and commitment.

JFROTC Marksmanship **Course #5433-5434**
Full year = 1 credit
In this one-year class students will demonstrate air rifle safety and the basics of shooting targets (paper/electronic) from a variety of positions. Students will have the opportunity to qualify with the air

rifle. The course is divided into air rifle safety, basic air rifle marksmanship, and competitive air rifle matches. There is no combat training in this class. Course Prerequisites: Participant must attend an air rifle safety class, pass the air rifle safety test with a 100%, and be able to conform to the prone, kneeling, and standing marksmanship positions.

MANUFACTURING

This Career Cluster® is focused on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

CRS #	COURSE NAME	SM/YR	INSTR. APPR.	9TH	10TH	11TH	12TH
38101-02	ADVANCED MANUFACTURING TECHNOLOGIES	YR		X	X	X	
38103-04	ADVANCED MANUFACTURING TECHNOLOGIES II (H)	YR			X	X	X
38121-22	ADVANCED MANUFACTURING TECHNOLOGIES ADV STUDIES	YR	X			X	X

ADVANCED MANUFACTURING TECHNOLOGIES I
Course #38101-38102
One year = 1 credit Level 1 (L1)
Prerequisite: None
The Advanced Manufacturing Technologies I course introduces the students to the fundamental advanced manufacturing skills such as measuring techniques, mathematic operations, 3D modeling, and the materials used in manufacturing. The fundamentals of power systems, control devices and various manufacturing processes will be investigated in this course. The use of robotics in Advanced Manufacturing will also be introduced.

ADVANCED MANUFACTURING TECHNOLOGIES II (H)
Course #38103-38104
One year = 1 credit Level 2 Completer (L2C) State Testing
Prerequisite: Advanced Manufacturing Technologies I
This course is a continuation of Advanced Manufacturing Technologies I. This course expands on the fundamental advanced manufacturing skills such as utilizing schematics and technical drawings, investigating the engineering design process, 3D modeling, and the materials used in manufacturing. Continuing the identification and use of power systems, control devices, sensors, actuators, and programmable logic controllers. Various manufacturing processes will be demonstrated in this course. The use of robotics in Advanced Manufacturing will also be continued.

ADVANCED MANUFACTURING TECHNOLOGIES ADVANCED STUDIES
Course #38121-38122
One year = 1 credit Level CC
Prerequisite: Completion of Advanced Manufacturing Technologies 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.

EDUCATION AND TRAINING

This Career Cluster® is focused on planning, managing, and providing education and training services, and related learning support services.

CRS #	COURSE NAME	SM /YR	INSTR. APPR.	9TH	10TH	11TH	12TH
33701-02	TEACHING AND TRAINING I	YR		X	X	X	
33703-04	TEACHING AND TRAINING II	YR			X	X	X
14245	CE DUAL CREDIT EDU 201-FALL	SM	X			X	X
14248	CE DUAL CREDIT EDU 203-SPRING	SM	X			X	X

TEACHING AND TRAINING I **Course #33701-33702**
One year = 1 credit Level 1 (L1)
Prerequisite: *None*
This course provides students with an introduction to the principles of education. This course addresses teaching, and learning. Study includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of education and training careers and begin to develop a career portfolio.

TEACHING AND TRAINING II (H) **Course #33703-33704**
One year = 1 credit Level 2 Completer (L2C) State Testing
Prerequisite: *Teaching & Training I*
This course is a continuation of Teaching and Training I. Students will continue to develop skills, advanced techniques, and processes. Project-based learning experiences will include planning and implementing developmentally appropriate activities, health and safety practices, and legal requirements of teaching in a school classroom or workplace environment. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will expand their career portfolio.

Concurrent Enrollment - Education 201 **Course #14245**
Introduction to Teaching (PK-8)
One semester = 1 credit (Advanced Dual Credit)
This college course emphasizes the characteristics of effective teachers in contemporary classrooms. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

Concurrent Enrollment - Education 203 **Course #14248**
Introduction to Special Education
One semester = 1 credit (Advanced Dual Credit)
This college course has a focus on foundations and characteristics of effective instruction of students with various disabilities, in general education classrooms. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

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.

ENGLISH

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
1201-02	ENGLISH 1-2	YR		X			
1203-04	ENGLISH 1-2 (HONORS)	YR	X	X			
1211-12	ENGLISH 3-4	YR			X		
1213-14	ENGLISH 3-4 (HONORS)	YR	X		X		
1231-32	ENGLISH 5-6	YR				X	X
1243-44	AP ENGLISH LANG *	YR	X			X	
1251-52	ENGLISH 7-8	YR					X
1253-54	ENGLISH 7-8 (H)	YR	X				X
1253/14169	ENGLISH 7 (H)/ENG 101 DUAL TMCC	YR					X
1325-26	CREATIVE WRITING	YR	X				X
*	*AP EXAM REQUIRED						

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

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

English 3-4 **Course #1211-1212**
Full Year = 1 credit
This one-year course will continue to develop the fundamentals of communication skills – reading, writing, speaking, and listening—using the Nevada Academic Content Standards (NVACS) to guide and focus instruction. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term

writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

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

Full Year = 1 credit (Honors)

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

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

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

Full Year = 1 credit

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

AP English Language **Course #1243-1244**

Full Year = 1 credit (Advanced Placement)

FEE: AP EXAM FEE

This advanced placement, college-level course centers on the study of the craft of writing. Students will analyze the rhetoric and style of a variety of texts, including novels, memoirs, literary essays, contemporary articles, speeches, drama, and historical, political, and philosophical texts. The course emphasizes argumentative, expository, and analytical writing as well as personal and reflective writing. The primary goals of the course are to prepare students for the AP Language and Composition Exam and the rigors of college writing across the curriculum. A passing score on the exam may qualify the student for up to one year of credit or

advanced placement in college composition classes. This rigorous course assumes a high level of competence and confidence in reading and writing skills and is designed for the highly motivated student. Students must have either permission of the AP instructor or the recommendation of the previous English instructor to enroll in this course. Students are required to take the AP Exam in May. All AP exams have a cost associated with them.
***All AP exams have a cost associated with them.**

English 7-8 **Course #1251-1252**
Full Year = 1 credit
This Nevada Academic Content Standards (NVACS) aligned, one-year course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society, and reflects the integration of the Nevada Academic Content Standards and student learning outcomes from Early College English. The course will focus on both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative—necessary to prepare students for college-level writing. Additionally, writing will be generated from the critical reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction primarily focused on British and world authors. Students will continue to gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

English 7-8 (H) **Course #1253-1254**
Full year = 1 credit (Honors)
This honors level course focuses on a rigorous study of literature from British and global perspectives that allow students will engage with a diverse range of texts. The curriculum emphasizes critical analysis of themes such as power, identity, cultural conflict, and the human condition, while exploring the historical, social, and philosophical contexts of the works studied. Writing assignments will include literary analysis essays, research papers, and creative projects that demonstrate mastery of advanced composition skills. Students will refine their abilities to articulate insights through discussions, presentations, and debates, fostering confident and effective communication. Honors-level pacing and expectations challenge students to think critically and engage deeply, preparing them for collegiate-level coursework and lifelong appreciation of diverse literary traditions.

English 7 (H)/Concurrent Enrollment English 101 - TMCC **Course #1253/#14169**
FEE $100
Full Year = 1.0 credit (separated as 0.5 English 7 (H) and 0.5 English 101 Dual)
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. This course is designed for Senior students who plan on attending college and would like to try and earn college credit while in high school. Students must adhere to the TMCC academic and attendance policy to earn English 101 credit. It is possible that students who do not perform well may be able to earn their high school English 8 credit, but not have high enough scores to earn the English 101 credit. Not all colleges will take this English 101 course as a transfer credit. Please check with your desired college to see if they allow dual credit courses taken in high school to count for transfer credit.

Creative Writing **Course #1325-1326**

Full Year = 1 credit

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

ENGLISH LEARNERS

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
7611-2	EL BEGINNING ENGLISH	YR	X	X	X	X	X
7621-2	EL BEG READING/COMPOSITION	YR	X	X	X	X	X
7613-4	EL INTERMEDIATE ENGLISH	YR	X	X	X	X	X
7625-6	ELL INT READING/COMP	YR	X	X	X	X	X
7615-6	EL ADVANCED ENGLISH	YR	X	X	X	X	X

EL Beginning English
Course Number: 7611-7612
Full Year: 0.5 English credit per semester
(Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: EL assessment results
Instructor approval

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

EL Beginning Reading/Composition
Course Number: 7621-7622
Full Year: 0.5 elective credit per semester

Prerequisite: EL assessment results
Instructor approval

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

EL Intermediate English
Course Number: 7613-7614
Full Year: 0.5 English credit per semester
(Students may earn a maximum of 2 English credits from EL English courses)

Prerequisites: EL assessment results
Instructor approval

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

EL Intermediate Reading/Composition
Course Number: 7625-7626
Full Year: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval

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

EL Advanced English
Course Number: 7615-7616
Full Year: 0.5 English credit per semester
(or .5 elective credit per semester if a student has accumulated the maximum 2 English credits from previous EL English classes. Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: EL assessment results
Instructor approval
Concurrent enrollment in a mainstream English class strongly recommended

The focus of this course is to expand English language skills in all areas and to apply previous knowledge to oral and written communication. Students will be required to read a variety of literary selections as well as content-area related material. The course emphasizes more advanced writing and composition and includes writing for different purposes and audience.

Students will write responses to literature as well as produce essays that are well organized and have a clear topic and supporting details. Students will apply complex sentence structures and rules of grammar and mechanics with few significant errors. Participation in group discussions and oral presentations are also an important aspect of this course. Students will be expected to use specific and appropriate vocabulary when communicating ideas in various contexts and settings.

SCHEDULING OF SHORT-TERM ENGLISH LEARNERS

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

General Information

- **Beginning EL courses** and **EL Foundational Skills** are mainly offered at Newcomer sites (Hug HS, Sparks HS, Wooster HS). If a student qualifies for newcomer services and/orBeginning EL, they have the option to attend the appropriate Newcomer program or their zoned school; contact the Department of ELD for assistance.
    - Newcomer ELs may enter high school at Intermediate or Advanced levels of English or higher
    - **EL Fundamentals of English Language/Literacy is** for students who enter school more than a quarter into a semester. At semester change this student should be evaluated and placed into the appropriate course to receive ELA credit.
- **The WIDA Screener** is used as the placement assessment for WCSD.

- **Short-Term ELs are enrolled in EL English** and **EL Reading & Writing/Composition courses based ontheir level of English proficiency,** not on age or grade level.
    - Thus, EL classes have mixed grade levels. However, if schools are able to offer multiple sections, itmay be beneficial to group students by age/maturity in addition to English proficiency.
- **Short-term ELs should be placed in general education courses depending on their grade of entry,** asoutlined in the plans on the following pages.
- **District procedures should be consulted for placement of students with and without transcripts.**

Course placement: High School

- Students should not be placed in a class lower than the one previously taken, except in extreme circumstances.
- Because some students are classified as 9th graders while awaiting transcript evaluation, it is important to gather information from the student or from skills assessments to help determine best placement all courses based on prior education and anticipated transfer credits.
- EL status does not exclude students from AP or IB courses

SAMPLE SCHEDULE PLAN FOR SHORT TERM HIGH SCHOOL ELS

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

	Student enters as 9th grader	Student enters as 10th grader
9th Grade	**1. *Beginning EL English* (7611-7612)** **2. *Beginning EL Reading & Composition* (7621-7622)** 3. ***ELD Mainstream Support (as necessary) (661-662);*** Computer Lit or Health* (2nd semester) *4.* Algebra 1 (S1-S2)* *(or other math as appropriate)* 5. P.E/HSROTC As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) ***EL Fundamentals (7665-66)*** Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities	**[Credits earned in home country per transcripts]**
10th Grade	**1. *Intermediate EL English* (7613-7614)** **2. *Intermediate EL Reading & Composition* (7625-7626)** 3. Geometry 1-2* (or other math as appropriate) 4. World History* 5. P.E/HSROTC 6. Computer Lit or Health* (1 semester) Elective (1 semester) As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) ***EL Fundamentals* (7663-7666)** Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities	**1. *Beginning EL English* (7611-7612)** **2. *Beginning EL Reading & Composition* (7621-7622)** 3. ***ELD Mainstream Support (as necessary) (661-662);*** Computer Lit or Health* (2nd semester) *4.* Algebra 1 (S1-S2)* *(or other math as appropriate)* 5. Computer Lit or Health* (1 semester) Elective (1 semester) As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) ***EL Fundamentals* (7663-7666)** Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities
11th Grade	**1. *Advanced EL English* (7615/7616)** 2. English 1-2* 3. Algebra 2* (or other math as appropriate) 4. Biology* 5. US History* As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC	**1. *Intermediate EL English* (7613-7614)** **2. *Intermediate EL Reading & Composition* (7625-7626)** *3.* Geometry 1-2* *(or other math as appropriate)* 4. World History* *5.* Science* *(unless transfer credit exists)* As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) ***EL Fundamentals* (7663-7666)** Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities
12th Grade	1. English 3-4* 2. U.S. Government* 3. Science* 4. "Flex Credit"* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC	**1. *Advanced EL English* (7615/7616)** 2. English 1-2* *3.* Algebra 2* *(or other math as appropriate)* 4. Biology* 5. US History* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC

5th Year and/or Summer School		1. English 3-4* 2. U.S. Government* *3.* Science* *(if needed)* 4. "Flex Credit"* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC

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

SAMPLE SCHEDULE PLAN FOR SHORT TERM HIGH SCHOOL ELS

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

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

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

	Student enters as **11th grader**	Student enters as **12th grader**
9th Grade	**[Credits earned in home country]**	**[Credits earned in home country]**
10th Grade	**[Credits earned in home country]**	**[Credits earned in home country]**
11th Grade	**1. *Beginning EL English* (7611-7612)** **2. *Beginning EL Reading & Composition* (7621-7622)** 3. ***ELD Mainstream Support (as necessary) (661-662);*** Computer Lit or Health* (2nd semester) *4.* Math* *(as appropriate based on transcripts)* 5. Science* *(as appropriate based on transcripts)* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC	**[Credits earned in home country]**
12th Grade	**1. *Intermediate EL English* (7613-7614)** **2. *Intermediate EL Reading & Composition* (7625-7626)** *3.* Math* *(as appropriate based on transcripts)* *4.* Science* *(as appropriate based on transcripts)* 5. World History* (or U.S. History) 6. Computer Lit or Health* (1 semester) Elective (1 semester) As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities	**1. *Beginning EL English* (7611-7612)** **2. *Beginning EL Reading & Composition* (7621-7622)** *3.* Math* *(as appropriate based on transcripts)* *4.* Science* *(as appropriate based on transcripts)* *5.* Computer Lit and/or Health* *(as needed)* As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities
5th-6th Year *and/or* Summer School *and/or* Online	**1. *Advanced EL English* (7615/7616)** 2. English 1-2* 3. English 3-4* *4.* U.S. History *(if needed)* 5. U.S. Government* *6.* Math or Science* *(as needed based on transcripts)* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC	**1. *Intermediate EL English* (7613-7614)** **2. *Intermediate EL Reading & Composition* (7625-7626)** 3. English 1-2* 4. English 3-4* 5. U.S. History* 6. U.S. Government* *7.* World History, Math, Science* *(as needed based on transcripts)* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities

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

SAMPLE SCHEDULE PLAN FOR SHORT TERM HIGH SCHOOL ELS

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

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

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

	Student enters as 11th grader	**Student enters as 12th grader**
9th Grade	**[Credits earned in home country]**	**[Credits earned in home country]**
10th Grade	**[Credits earned in home country]**	**[Credits earned in home country]**
11th Grade	1. ***Beginning EL English* (7611-7612)** 2. ***Beginning EL Reading & Composition* (7621-7622)** 3. ***EL Cultures & Communities* (7651)** (1 semester) Computer Lit or Health* (2nd semester) 4. Math* *(as appropriate based on transcripts)* 5. Science* *(as appropriate based on transcripts)* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC	**[Credits earned in home country]**
12th Grade	1. ***Intermediate EL English* (7613-7614)** 2. ***Intermediate EL Reading & Composition* (7625-7626)** 3. Math* *(as appropriate based on transcripts)* 4. Science* *(as appropriate based on transcripts)* 5. World History* (or U.S. History) 6. Computer Lit or Health* (1 semester) Elective (1 semester) As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities	1. ***Beginning EL English* (7611-7612)** 2. ***Beginning EL Reading & Composition* (7621-7622)** 3. Math* *(as appropriate based on transcripts)* 4. Science* *(as appropriate based on transcripts)* 5. Computer Lit and/or Health* *(as needed)* As available and applicable: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities
5th-6th Year *and/or* Summer School *and/or* Online	1. ***Advanced EL English* (7615/7616)** 2. English 1-2* 3. English 3-4* 4. U.S. History *(if needed)* 5. U.S. Government* 6. Math or Science* *(as needed based on transcripts)* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC	1. ***Intermediate EL English* (7613-7614)** 2. ***Intermediate EL Reading & Composition* (7625-7626)** 3. English 1-2* 4. English 3-4* 5. U.S. History* 6. U.S. Government* 7. World History, Math, Science* *(as needed based on transcripts)* As available and to fulfill graduation requirements: ***EL Mainstream Support* (7661-2)** (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities

FINE ARTS

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
6111-12	ART 1-2	YR		X	X	X	X
6113-14	ART 3-4	YR			X	X	X
6131-32	CERAMICS 1-2	YR		X	X	X	X
6133-34	CERAMICS 3-4	YR	X		X	X	X
6135-36	CERAMICS 5-6 (H)	YR				X	X
6643-44	CHAMBER ORCHESTRA	YR			X	X	X
6641-42	CONCERT ORCHESTRA	YR	X	X			
6645-66	SINFONIA ORCHESTRA	YR	X		X	X	X
6703-04	CONCERT BAND	YR		X	X	X	X
6705-06	MARCH/SYMP BAND	YR	X	X	X	X	X
8507-08	INTRO METALS	YR		X	X	X	X

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

One Year = 1 credit

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

Art 3-4 **Course # 6113-6114**

One Year = 1 credit

Prerequisite: Successful completion of Art 1-2

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

Ceramics 1-2 **Course # 6131-6132**

One Year = 1 credit

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

pottery. Students will also become familiar with the elements and principles of art, as well as the work of some important ceramists and other modern sculptors.

Ceramics 3-4 **Course # 6133-6134**

One Year = 1 credit

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

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

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

Full year = 1 credit (Honors)

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

In Ceramics 5-6, students will continue to expand on their knowledge of ceramic sculpting, wheel throwing, firing, and decorative surface techniques in this course. Students will research important technical and artistic developments in ceramics and its uses worldwide as well as the work of contemporary ceramic artists to build upon a foundation established with the first 2 years of study. Students may be asked to submit work to exhibit or to present work in a portfolio at this level.

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**

One Year = 1 credit (repeatable)

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

Prerequisite: Instructor approval or Concert Orchestra

Sinfonia Orchestra offers advancing level instruction for 10th grade, 11th grade and 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 Orchestra **Course #6641-6642**

One Year = 1 credit

Prerequisite: Middle School Advanced Orchestra

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.

Concert Band **Course #6703-6704**

One Year = 1 credit

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

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

One Year = 1 credit

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

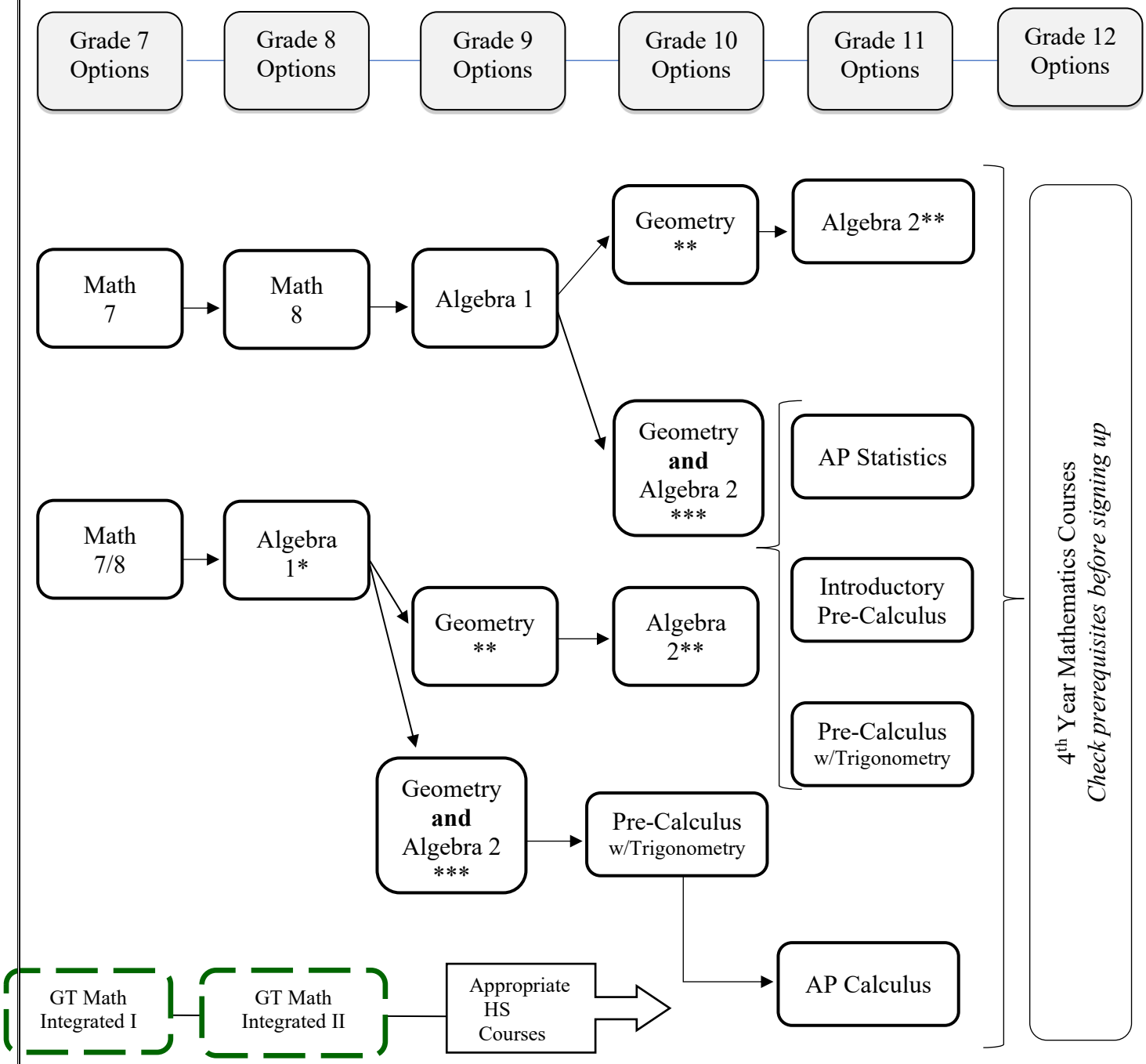
Introduction to Metals **Course #8507-8508**

Full year = 1 credit

Intro to Metals provides students with hands-on experience and foundational knowledge in metalworking. This course explores basic metalworking techniques, safety protocols, and the use of various tools and equipment. Students will learn about different types of metals, their properties, and how they are used in industry and artistic projects. Through guided projects, students will practice skills such as cutting, shaping, welding, and finishing metals. Emphasis is placed on creativity, precision, and safety in a workshop environment.

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 Formal Geometry (H) and Algebra 2 or Honors Algebra 2 (H)

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

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

MATHEMATICS

CRS #	COURSE NAME	SM/YR	INST APPR	9TH	10TH	11TH	12TH
2201-02	ALGEBRA 1-2	YR		X	X	X	X
7769-70	FOUNDATIONS of ALG 1	YR	X	X	X	X	X
2211-12	GEOMETRY 1-2	YR		X	X	X	X
7771-72	FOUNDATIONS of GEOM	YR	X		X	X	X
2215-16	GEOMETRY (H) 1-2	YR		X	X	X	X
2221-22	ALGEBRA 2	YR			X	X	X
7779-80	FOUNDATIONS of ALG 2		X			X	X
2227-28	ALGEBRA 2 (H)	YR	X		X	X	X
2049-50	INTRO PRECALC	YR				X	X
2231-32	TRIG/PRE CALCULUS (H)	YR	X		X	X	X
14226-7	CE UNR MATH 126/127	YR	X				X
2243-44	PROB/STATS/DISC MAT	YR				X	X
2423-24	FINANCIAL MATH	YR				X	X
7765-66	TRANSITION MATH	YR	X			X	X
*	AP EXAM REQUIRED						

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. Admission into Algebra 2 (H) will be based on the student's previous performance, student's desire to learn and work ethic in addition to teacher recommendation.

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

Probability, Statistics and Discrete Mathematics **Course #2243-2244**

Full Year = 1 credit

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

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

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

Introductory Precalculus **Course #2049-2050**
Full year = 1.0 credit
Prerequisite: Seniors with successful completion of Algebra 2 in both semesters.
This is a one-year course designed to follow Algebra 2. The major topics of semester one of study are polynomials and rational functions, exponential and logarithmic functions, domain and range of advanced functions, the use of notation in set, interval and inequality, composition of functions, complex numbers, powers and roots, polynomial equations and inequalities, rational equations and inequalities. The major topics of semester two are matrix operations and applications, system of linear equations in two and three variables, conic sections, sequences and series, probability, and limits.

Concurrent Enrollment - Math 126 – Pre-Calculus I UNR
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 UNR 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.

Precalculus with Trigonometry **Course #2231-2232**
Full year = 1 credit (Honors)
Prerequisite: Successful completion of all semesters of Algebra 1, Geometry or Formal Geometry and Algebra 2 of Algebra 2 (H). Admission into Precalculus w/Trigonometry will be based on the student's previous performance, student's desire to learn and work ethic in addition to teacher recommendation.
This is a one-year course designed to teach the fundamentals of pre-calculus with trigonometry. The course begins with a review of the basics of functions, polynomial functions and equations, radical and rational functions and equations and exponential and logarithmic functions. Trigonometry topics are trigonometric functions; applications of trigonometric functions, trigonometric identities, polar coordinates, graphs of polar equations, complex numbers, powers and roots. Additional topics are vectors, sequences and series, conics, inverse and composition of functions, and limits. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

Financial Mathematics **Course #2423-2424**
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 one-year course connects practical mathematical concepts to personal and business settings. This course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions. The primary instructional material for this class is the Edgenuity online platform.

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.

Math for Daily Living **Course #7703-7704**
Full year = 1.0 credit
S/U Grading
This course is for high school students receiving special education services. This course is designed to cover essential mathematical concepts and skills instruction, emphasizing practical applications for daily living skills. The curriculum will focus on number sense, basic operations, and problem-solving strategies, number calculation, measurement, data, and working with time and money.

Mathematics-Based Elective Courses

Algebra 1 Support **Course #2029-2030**
Full year = 1 credit
Algebra 1 Support is a supplemental course designed to assist students in mastering the concepts and skills essential for success in Algebra I and beyond. This course provides targeted instruction and support to help students build a solid foundation in algebraic principles, including equations, inequalities, functions, and graphing. Emphasis is placed on both understanding the underlying concepts and developing problem-solving strategies.

Geometry Support **Course #2025-2026**
Full year = 1 credit

Geometry Support is a targeted intervention course designed to help students strengthen their understanding of geometric concepts and improve their problem-solving skills in geometry. This course provides additional support to reinforce essential topics such as properties of shapes, theorems, proofs, congruence, similarity, trigonometry, and measurement.

PHYSICAL EDUCATION & HEALTH

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
5101-2	PE	YR		X	X	X	X
5217-18	COND/WEIGHT TRAINING	YR		X	X	X	X
5131-31	LIFE SPORTS	YR		X	X	X	X
5257-8	LIFETIME FITNESS/YOGA	YR		X	X	X	X
5311	HEALTH	SEM		X	X	X	X
5141-42	POWER WALKING	YR		X	X	X	X

THE PURCHASE OF AN SHS PE UNIFORM IS REQUIRED FOR ALL PE CLASSES.
SHIRT = $10; SHORTS = $15

PE **Course #5101-5102**
Full Year = 1 credit
FEE: PURCHASE OF SHS PE UNIFORM REQUIRED

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.

Conditioning/ Weight Training **Course #5217-5218**
Full Year = 1 credit
FEE: PURCHASE OF SHS PE UNIFORM REQUIRED
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.

Life Sports **Course #5131-5132**
Full Year = 1 credit
FEE: PURCHASE OF SHS PE UNIFORM REQUIRED

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

Lifetime Fitness/Yoga **Course #5257-5258**

Full Year = 1 credit

FEE: PURCHASE OF SHS PE UNIFORM REQUIRED

This course is a combination of Fitness Weights and Introduction to Yoga. It is designed for all students who wish to improve their cardiovascular endurance, muscular strength, muscular endurance, flexibility, and agility through a rigorous program for total body conditioning. This course includes warm-up, techniques of strength training, Cross Fit, power lifting, running short and long distances, different types of cardiovascular training, and core strengthening and Yoga. The class will include the practice of postures, breath control, cleansing techniques, relaxation, meditation, self-discipline and training for the mind, body, and concentration. Students will develop body awareness and increase vitality and peace of mind. Students will learn the names of Yoga asanas or postures and will be required to perform postures as part of the final. There is a daily physical fitness workout that students will be expected to participate in each class period. Open to grades 9-12

Power Walking **Course #5141-5142**

Full Year = 1 credit

FEE: PURCHASE OF SHS PE UNIFORM REQUIRED

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.

SCIENCE COURSE SEQUENCE

Course Title	Course #
9th Grade *	
Biology	3141/3142
Biology (H)	3143/3144
* 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.	
10th - 11th - 12th Grade - *(please review the course prerequisites before choosing a course)*	
Chemistry	3201/3202
Environmental Science	3111/3112
Earth Science	3131/3132
Human Anatomy & Physiology (H)	3261/3262
Astronomy	3267/3268
Zoology 1-2	3163/3164
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 Chemistry	3211-3212

SCIENCE

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
3267-68	ASTRONOMY 1-2	YR			X	X	X
3141-42	BIOLOGY 1-2	YR		X			
3143-44	BIOLOGY 1-2 (H)	YR		X	X		
3201-02	CHEMISTRY	YR			X	X	X
3211-12	AP CHEMISTRY-Exam Req	YR	X			X	X
3261-62	HUMAN ANATOMY AND PHYSIOLOGY	YR				X	X
3111-12	ENVIRONMENTAL SCIENCE	YR			X	X	X
3131-32	EARTH SCIENCE	YR			X		
3163-64	ZOOLOGY	YR				X	X

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.

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

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.

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.

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.

Environmental Science 1-2 **Course #3111-3112**

Full Year = 1 credit

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

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

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.

Zoology 1-2 **Course # 3163-3164**

Full year = 1 credit

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

This one-year advanced level laboratory science course is intended for third- and fourth-year students who are interested in exploring the diversity of organisms in the animal kingdom. The course provides an educational opportunity through the infusion of 21st century learning techniques. It is designed to build on prior knowledge of biology and chemistry with an added emphasis on animal taxa, evolutionary relationships, comparative anatomy, and physiology of structural and functional adaptations of animals as well as their role and impact on

the environment. A high level of understanding in problem solving and the scientific method is necessary for success. Learning is shaped through a combination of classroom activities, including critical reading and writing, dissection, hands-on experiments, projects, lecture (sometimes from local experts), small and large group discussion, field trips, and the integration of technology.

SOCIAL STUDIES

CRS #	COURSE NAME	SM/YR	INSTR APPR	9TH	10TH	11TH	12TH
4117-18	WORLD GEOGRAPHY	YR		X	X	X	X
4101-02	WORLD HISTORY	YR			X	X	X
4111-12	AP WORLD HISTORY	YR	X		X	X	X
4131-32	US HISTORY	YR				X	X
4145-46	AP US HISTORY*	YR	X			X	X
4161	AMERICAN GOVERNMENT	SEM					X
4205	ECONOMICS	SEM					X
14228	CE UNR POLY SCI 101	SEM	X				X
14101	CE UNR ECON 100	SEM	X				X
4245-46	PSYCHOLOGY	YR	X			X	X
*	AP EXAM REQUIRED						

World Geography **Course #4117-4118**

Full year = 1 World History/World Geography credit

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

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 World History: Modern **Course #4111-4112**

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

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

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

Full Year = 1 US History credit

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

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

Full Year = 1 US History credit (Advanced Placement)

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

American Government/Economics and Personal Finance Options

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

American Government **Course #4161**

One Semester = 0.5 American Government credit

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

Economics and Personal Finance **Course #4205**

One Semester = 0.5 Economics credit

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

Concurrent Enrollment - Political Science 101 – FALL ONLY **Course #14228**
Introduction to American Politics

One semester = 1 American Government credit (Advanced Dual Credit)

This is a One semester college course covering a survey of American national, state, and local governments. The course includes Nevada's constitution, government, and contemporary issues. This class satisfies the American Government graduation requirement. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

Concurrent Enrollment - Economics 100 – SPRING ONLY **Course #14101**
Economics and Personal Finance

One semester = 1 Economics and Personal Finance credit (Advanced Dual Credit)

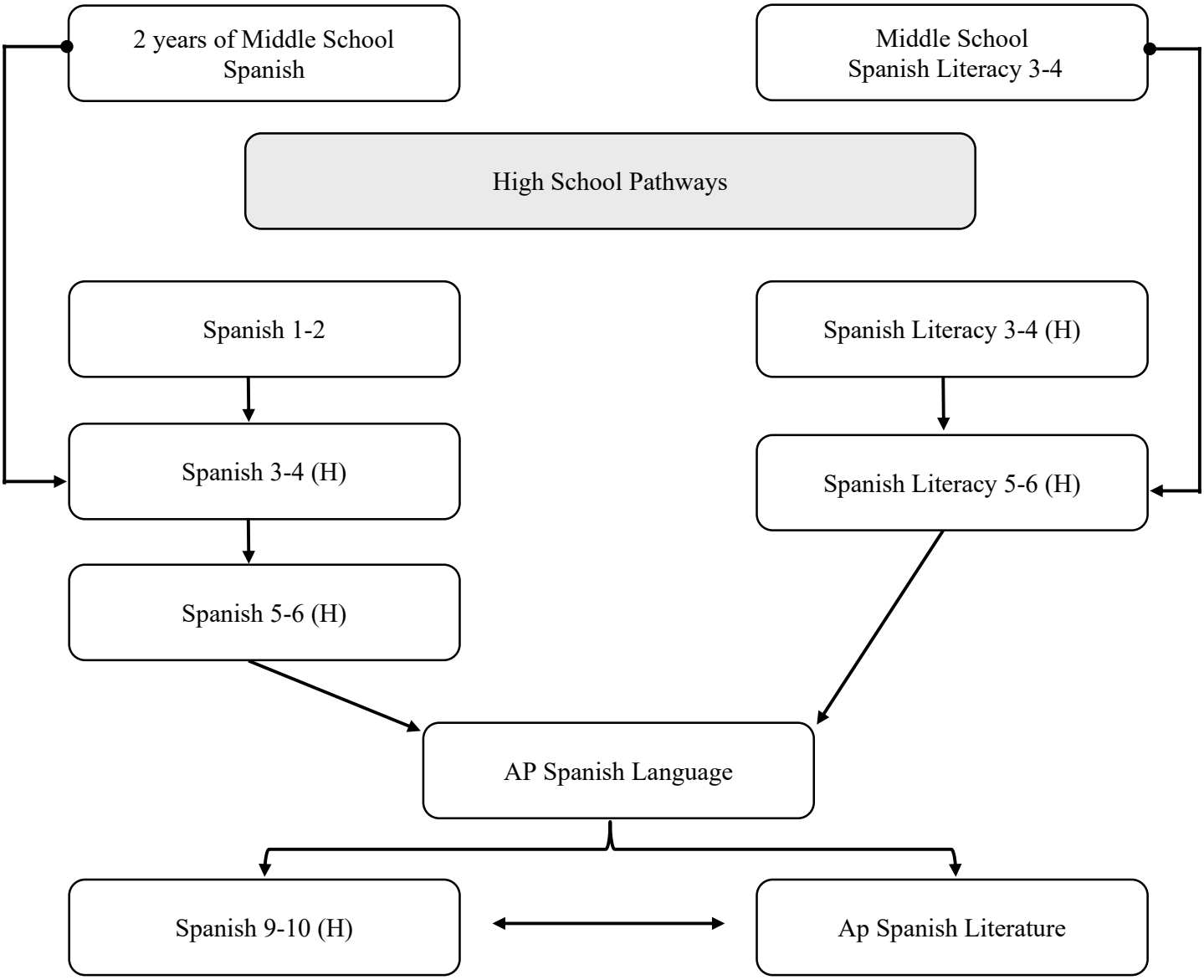
This is a One semester college course offered through the University of Nevada Reno. The course includes personal finance, selected microeconomic and macroeconomic principles applied in a non-technical manner to improve understanding of everyday problems and social issues. This class satisfies the Economics and Personal Finance graduation requirement. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

Arts/Humanities/Electives within Social Studies

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.

SPANISH PATHWAYS



Updated 2/2/26

WORLD LANGUAGE

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
4551-2	FRENCH 1-2	YR		X	X	X	X
4553-4	FRENCH 3-4	YR		X	X	X	X
4555-6	FRENCH 5-6 (H)	YR			X	X	X
4611-2	SPANISH 1-2	YR		X	X	X	X
4613-4	SPANISH 3-4	YR		X	X	X	X
4615-6	SPANISH 5-6 (H)	YR			X	X	X
4653-54	SPANISH FOR SPANISH SPEAKERS 3-4	YR		X	X	X	X
4655-46	SPANISH FOR SPANISH SPEAKERS 5-6 (H)	YR	X	X	X	X	X

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
German 5-6 (H) – Course #4685-4686
Chinese 5-6 (H) – Course #4715-4716
Arabic 5-6 (H) – Course #4589-4590

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.

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.

SPECIAL PROGRAMS

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
7701-2	LEARNING CENTER	SEM				X	X
7201-2	STUDENT LEADERSHIP	YR	X		X	X	X
7171-72	CIS ACADEMY	YR	X			X	X
1403-04	YEARBOOK	YR	X	X	X	X	X

ALTERNATIVE EDUCATION

LEARNING CENTER **Course #7701-7702**

The primary purpose of this online program is to give students a chance to recover the credit needed to graduate. Assigned courses are self-paced and require students to work diligently to complete the course within the semester time frame. All unit exams and final exams need to be taken under the supervision of a Sparks High Edgenuity teacher, Sparks High administrator, or Sparks High counselor.

SPECIAL PROGRAM ELECTIVES

STUDENT LEADERSHIP **Course #7201-7202**

PREREQUISITE: COMPLETE AND SUBMIT LEADERSHIP APPLICATION. INSTRUCTOR APPROVAL REQUIRED

FULL YEAR – 1 CREDIT

This class is specifically designed for student body officers, class officers, and Sophomore, Junior or Senior student representatives from our organizations, clubs and teams. It is required for all Student Body Officers. This course provides the opportunity for approved students to cultivate effective results-oriented leadership skills by implementing and evaluating their own preparation and solutions leading to successful outcomes.

Expectations include consistent, active participation in goal setting, decision making, and budgeting for our wide agenda of school and community service projects and events. Grades are based upon quality achievement of objectives and student's positive efforts to present and represent the best of our school at all times. Success depends upon self-initiative, dedication, and hard work. Students must attend school sponsored events, many of which are after school/weekend activities.

Requirements: Maintain a minimum 2.5 GPA; no F's/U's the preceding school year; be academically on track to graduate; adhere to WCSD and SHS codes of conduct. Students who fail to uphold all requirements are subject to removal from the class.

Applications may be picked up from the leadership advisor.

COMMUNITIES IN SCHOOLS (CIS) ACADEMY **Course #7171-7172**

PREREQUISITE: Students are recommended by their counselor and/or our CIS site-based facilitators.

This is a year-long high school elective course with four major pillars: Academic Growth, Career & College Explorations, Life Skills and Service Learning. CIS Academy utilizes Charting for Success curriculum along with various resources that are provided throughout the year as needed.

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.

MISCELLANEOUS

CRS #	COURSE NAME	SM/YR	INSTR APPR.	9TH	10TH	11TH	12TH
Varies below	OFFICE EXPERIENCE	SEM	X			X	X
Varies below	STUDENT ASSIST	SEM	X			X	X
8115-16	TEACHER AIDE	SEM	X			X	X
Varies below	PEER TUTOR	SEM	X			X	X
7131-32	FRESHMAN SEMINAR	YR		X			
7127-28	SOPHOMORE SEMINAR	YR			X		
7129-30	JUNIOR SEMINAR	YR				X	
8301-02	FOUND PERSONAL FINANCE	YR	X				X
7009/7028	AP SUPPORT (REPEATABLE)	SEM	X		X	X	X

Office Experience

See options below

Full year = 1 credit

One semester = 0.5 credit

Office Experience – Attendance – Course #8141-8142
Office Experience – Counseling – Course #8125-8126
Office Experience – Career Center – Course #8135-8136
Office Experience – Discipline Office – Course #8151-8152
Office Experience – General – Course #8121-8122

The Office Experience course provides high school students with practical skills and insights into the administrative and operational functions of an office environment.

Good attendance and a positive discipline record are mandatory. Student must have a minimum 2.0 GPA, be on track with credits to graduate (no credit deficiencies.) This course acquaints the student with actual on-the-job situations in the school office. Use of office machines, filing, telephone, customer relations and other office skills. May be repeated for credit. Enrollment is limited. Approval of the appropriate supervisor (asst. principal, secretary, etc.) is required in order to sign up for this placement.

Student Assistant **See options below**

Full year = 1 credit
One semester = 0.5 credit

CIS Assstant – Course #8065-8066
Library Assistant – Course #8095-8096 or 8097
Computer Assistant - Course #8071-8072

The Student Assistant course provides students with a unique opportunity to gain practical experience in educational settings while assisting with various educational activities.

Teacher Aide **Course #8115-8116**

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.

Peer Tutor **See options below**

Full year = 1 credit
One semester = 0.5 credit

Peer Tutor – Course #8161-8162
Math Peer Tutor – Course #2411-2412
Science Peer Tutor – Course #3033-3034
Writing Peer Tutor – Course #1109-1110

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.

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.

SOPHOMORE SEMINAR

Full year = 1 credit **Course #7127-7128**

Sophomore Seminar is a course aimed at equipping students with the tools and strategies needed to succeed academically and personally as they progress through high school. Building on skills from Freshman Seminar, this course focuses on career exploration, academic planning, and personal development. Students will learn to set long-term goals, research post-secondary options, and develop practical skills like financial literacy, professional communication, and critical thinking.

JUNIOR SEMINAR

Full year = 1 credit **Course #7129-7130**

Junior Seminar is a targeted course designed to guide students through critical steps in college and career preparation. This course focuses on the college application process, workforce readiness, and life skills essential for post-secondary success. Students will engage in activities related to career research, resume building, interview techniques, and personal branding, preparing them for both college admissions and job opportunities.

FOUNDATIONS IN PERSONAL FINANCE **Course #8301-8302**

Full year = 1 credit

Foundations in Personal Finance equips students with essential knowledge and skills to manage their personal finances effectively. This course covers a wide range of financial topics that help students make informed decisions about earning, saving, investing, and spending money. By learning practical financial concepts, students will build a strong foundation for managing their finances responsibly throughout their lives. This course counts as elective credit and does not satisfy the graduation requirement of economics and personal finance.

**SENIORS ONLY; IN PLACE OF A SENIOR SEMINAR

AP SUPPORT **Course #7009-7028**

Full year = 1 credit (repeatable)

The AP Support course is designed to provide students with the tools, strategies, and guidance needed to succeed in their Advanced Placement (AP) coursework. This class serves as a structured environment where students can enhance their understanding of AP level material, develop critical thinking and analytical skills, and refine their time management and study techniques. This course is ideal for students who are enrolled in one or more AP courses and seek additional reinforcement to maximize their performance and confidence. While it does not replace individual AP classes, it provides a valuable framework for success in the rigorous AP program.