



**WASHOE COUNTY  
SCHOOL DISTRICT**

# **2025-2026 Hug High School Course Catalogue**





# WASHOE COUNTY SCHOOL DISTRICT

P.O. BOX 30425 • 425 EAST NINTH STREET • RENO, NEVADA 89520

[WWW.WASHOESCHOOLS.NET](http://WWW.WASHOESCHOOLS.NET)

## **Superintendent**

Joseph M. Ernst M.Ed

Phone: 775-789-4645

## **Associate Chief – Area 7**

Kris Hackbusch

Phone: 775-789-4657

## **BOARD OF TRUSTEES**

**District A:** South, Southwest, Including Incline Village

Name: Christine Hull

Email: [chull@washoeschools.net](mailto:chull@washoeschools.net)

**District B:** Sparks, Including South Half of Sun Valley

Name: Colleen Westlake

Email: [colleen.westlake@washoeschools.net](mailto:colleen.westlake@washoeschools.net)

**District C:** North Valleys, Northern Half of Sun Valley, and Spanish Springs

Name:

Email:

**District D:** Southeast Reno, Old Southwest Reno

Name: Elizabeth Smith, President

Email: [Elizabeth.smith@washoeschools.net](mailto:Elizabeth.smith@washoeschools.net)

**District E:** Northeast Reno, Northwest Reno, Verdi, Mogul Name: Alex Woodley

Name: Alex Woodley

Email: [alex.woodley@washoeschools.net](mailto:alex.woodley@washoeschools.net)

**District F:** Eastern part of Washoe County from Spanish Springs to Geiger Grade Name: Adam Mayberry

Name: Adam Mayberry

Email: [adam.mayberry@washoeschools.net](mailto:adam.mayberry@washoeschools.net)

**District G:** West Half of Washoe County from Cold Springs to Washoe Valley

Name: Diane Nicolet, Vice President

Email: [DNicolet@washoeschools.net](mailto:DNicolet@washoeschools.net)



# WASHOE COUNTY SCHOOL DISTRICT

## Procter Hug High School

3530 SULLIVAN LN. SPARKS, NV 89432

775-321-3200

[WWW.WASHOESCHOOLS.NET/HUG](http://WWW.WASHOESCHOOLS.NET/HUG)

### PROCTER R. HUG HIGH SCHOOL ADMINISTRATION

**PRINCIPAL** – TRISTAN MCELHANY

**Assistant Principal** – Jason Aytes – Athletics/Buildings and Grounds/Campus Safety

**Assistant Principal** – Melisa Chavez - Behavior

**Assistant Principal** – Karen Perisho - Special Education, MTSS & Wrap Around Services

**Assistant Principal** – David Sayer - Testing

**Assistant Principal** – Susan Schraeder - Curriculum and Instruction

**Dean of Students** - Crys Jackson - Attendance

**Dean of Students** - Jeffrey Pierce - Behavior

**Athletics & Activities Director** - Chris Magrum

### DEPARTMENT LEADERS

**Art and Music** – James Meservy

**Career & Technical Education** – Melissa Osterhage

**Counseling** – KC Miller

**English** – Lauren Rachel

**Library** – Marilyn Bennett

**Math** – Carol Mischel

**Physical Education** – Terilyn Moe

**Science** – Genevieve Dierenga

**Social Studies** – Renee Martin

**Special Education** – Jen Meier

**World Languages/Visual Performing Arts** – Zulema Zamudio

**Counseling** – KC Miller

### COUNSELORS

Marie Block

Libier Martinez

Andrea DeMichieli

KC Miller

Cassidy Farenholtz

Nicole Shimabuku



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# WASHOE COUNTY SCHOOL DISTRICT

## POLICIES & PROCEDURES

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 25-26 SCHOOL YEAR CALENDAR

School begins for high school students on August 11, 2025 (Incline High School: August 18, 2025). For all other important dates, please refer to the calendars posted on the District website at: <https://www.washoeschools.net/Page/20025>



### 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 .5 American government, .5 Economics, 1 American history and 1 world history or geography.

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

1. A special education student exempted via the IEP process.
2. A student who has transferred into a WCSD high school as a junior or senior and cannot earn the 4<sup>th</sup> mathematics or 3<sup>rd</sup> science credit during the school year in their remaining school years before graduation. Determination of whether a student can earn the 4<sup>th</sup> mathematics and/or 3<sup>rd</sup> 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.



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## POLICIES & PROCEDURES

### CREDITS

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have a passing grade. Students who withdraw from a class

### 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)	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
Math (Must include Algebra 1, Geometry & Algebra 2 or equivalent)	3.0	3.0	3.0	4.0	4.0	4.0 <sup>†</sup>	4.0 <sup>†</sup>
Science	2.0	2.0	2.0	3.0	3.0	3.0 <sup>†</sup>	3.0 <sup>†</sup>
American Government	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
U.S. History	1.0	1.0	-0-	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	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
Arts/Humanities/CTE	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
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	-0-	2.0*	2.0*
Electives	6.0	5.0	6.0	6.0	6.0	4.0	4.0
Flex Credit	1.0**	2.0**	2.0**	0	0	0	0
<b>TOTALS</b>	<b>23.0</b>	<b>23.0</b>	<b>23.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>
# 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)

<sup>†</sup> Algebra 1; Geometry; Algebra 2 (or their equivalents); plus 1 or more math classes beyond Algebra 2

<sup>†</sup> Two credits must be in Biology, Chemistry, Physics, Human Anatomy & Physiology, AP Environmental Science, Zoology, Microbiology, or science credit within an AG Science CTE Program of study.

\* 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 4<sup>th</sup> year of mathematics Algebra 2 or higher, a 3<sup>rd</sup> or 4<sup>th</sup> year of science or a 4<sup>th</sup> 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.

after the 11<sup>th</sup> week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. The 11<sup>th</sup> week ends on October 30, 2025, in the fall and April 3, 2026, in the spring (Incline High School: November 7, 2025, and April 24, 2026). 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.

### 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.



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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 an industry recognized credential.
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 level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
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:



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1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
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 (ACT) requirements for students working to achieve a standard diploma. High school students who pursue the Alternative Diploma must complete the required number of credits, pass standards-aligned courses, have taken the Nevada Alternate assessment during grade 11 and have taken the civics examination prescribed by the State or have 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 22<sup>nd</sup> 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'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 22<sup>nd</sup> 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.



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**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 (.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



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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) 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 11<sup>th</sup> week of the semester. Audit is not an option for home school, private school, or charter school students who are accepted to participate in a course at the high school. Whether or not a school allows students to audit courses is a site decision.

### **WITHDRAWING FROM CLASS**

A student withdrawing from a class during the first 11 weeks of the semester will receive no credit. After the 11<sup>th</sup> week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadlines for the 25-26 school year are October 30 and April 3. (Incline High School: November 7 and April 24). These deadlines do not apply to 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).



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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 11<sup>th</sup> and 12<sup>th</sup> 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 .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 Department of Signature Academies and Career Technical Education (SACTE) or the school sites.
- These experiences are recommended for students in grades 11 and 12.



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- 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/sacte>.

### **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 (.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 <http://washoeschools.net/Domain/78>. All grades issued by Extended Studies are posted to the student transcript in Infinite Campus at the end of each semester/summer. All programs are scheduled in accordance with the WCSD Balanced Calendar.

#### **Community Service** (0.5 credit):

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

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

#### **PE Options** (.5 credit PE exemption):

- By participating in the PE Options program, students will earn an exemption from earning .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, .5 credit of PE will not be a requirement.



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- The application and course completion must occur within the dates of each semester and/or summer.
- Students must complete 60 hours to earn the exemption. There is no grade given.
- A maximum of four 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 reports are submitted by the student to Extended Studies. 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. An agreement form signed by the student, parent, and coach must be completed. Please refer to the Extended Studies website for a list of approved sports.

### **Police Explorer Program (.5 credit per semester)**

The Washoe County School Police Jr. Cadet Class is open to all high school students registered in Washoe County School District. Students in the class will learn about law enforcement and earn high school credit at the same time. The class meets in the evenings at a location to be determined. Topics include history of law enforcement, case law, traffic stops, building searches, radio traffic, and drug laws. Students will also have to complete 10 hours of community service each semester while enrolled in the course. The community service will originate from School Police events. This course is a great opportunity for students to earn credits, learn about becoming a police officer and develop interpersonal and leadership skills that will help students with their personal and professional life.

The course is available by application only. For more information, visit the School Police webpage:

<https://www.washoeschools.net/Page/2148>

### **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. For the 2025-2026 school year, the Washoe County School District will pay this fee. 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



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**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. For the 2025-2026 school year, the Washoe County School District will pay this fee. 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](http://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/](https://doe.nv.gov/CTE/College_Credit/) Career and Technical Education website at <http://www.washoeschools.net/sacte>, or call the Signatures & CTE Department at 775-327-3945.



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### 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 = .5 high school credit
- 3-5 credit college course = 1 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, 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 2025-2026 school year, the fees for Nevada institutions are as follows: Universities: \$150 per credit and Community Colleges: \$87.50 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 2025-2026 school year, the District will pay the tuition for these classes.
- 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.



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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/](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.



# HUG HIGH SCHOOL

## English

### ENGLISH

#### **English 1-2**

**Course #1201-1202**

#### **Foundations in English 1-2 \*\***

**Course #7751-7752**

Full year = 1 credit

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

#### **English 1-2 (H)**

**Course #1203-1204**

Full year = 1 credit (Honors)

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

#### **English 3-4**

**Course #1211-1212**

#### **Foundations in English 3-4 \*\***

**Course #7755-7756**

Full year = 1 credit

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



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### **English 3-4 (H)**

**Course #1213-1214**

Full year = 1 credit (Honors)

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

### **English 5-6**

**Course #1231-1232**

#### **Foundations in English 5-6 \*\***

**Course #7729-7730**

Full year = 1 credit

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

### **English 5-6 (H)**

**Course #1233-1234**

Full year = 1 credit (Honors)

This course offers highly motivated students an advanced and in-depth study of American literature, exploring the diverse voices, themes, and historical contexts that have shaped the nation's literary tradition. Students will engage with a wide range of texts, including novels, short stories, plays, poetry, and non-fiction works, by authors pivotal American authors. Students will develop advanced writing skills through various essays, research papers, and creative projects that explore the complexities of American literature. The course also prioritizes critical reading, fostering the ability to identify and evaluate rhetorical strategies and literary techniques. Additionally, the course emphasizes the development of strong communication skills through class discussions, debates, and presentations, encouraging students to engage deeply with the material and with their peers. The honors-level pacing and expectations are designed to challenge students, preparing them for success in advanced course work.

### **English 7-8**

**Course #1251-1252**

#### **Foundations in English 7-8 \*\***

**Course #7787-7788**

Full year = 1 credit

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



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## English

technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. \*\* The Foundations in English course is designed for high school students receiving special education services.

### **English 7-8 (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.

### **AP English Literature**

**Course #1263-1264**

Full year = 1 credit (Advanced Placement)

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

### **AP English Language**

**Course #1243-1244**

Full year = 1 credit (Advanced Placement)

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

## **College Concurrent Enrollment Courses**

### **Concurrent Enrollment - English 101 – Composition I**

Full year = 1 credit (Advanced Dual Credit)

**Course #14151-14152**

One semester = 1 credit (Advanced Dual Credit)

**Course #14169**

This college course is a writing intensive course designed to strengthen college level writing skills, with particular attention to persuasion, analysis, synthesis, and an introduction to research methodologies. Focus on process through drafting, revising, and editing is emphasized. Conventions of standard English are reviewed. Additionally, critical reading strategies of college level texts are developed. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.



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### **Concurrent Enrollment – English 102 – Composition II**

Full year = 1 credit (Advanced Dual Credit)

**Course #14159-14160**

One semester = 1 credit (Advanced Dual Credit)

**Course #14170**

**Prerequisite:** Successful completion of English 101

This college course is a continuation and extension of English 101 with an exploration of essay forms with particular attention to interpretation, analysis, and synthesis, while emphasizing analytical reading and writing, critical thinking, and research methodologies. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

### **English Courses for Students Receiving Special Education Services**

#### **English for Daily Living**

**Course #7739-7740**

Full year = 1 credit

S/U Grading

This course is for high school students receiving special education services. This course is designed to cover essential literacy skills, emphasizing reading, writing, and communication for daily living skills. The curriculum will focus on foundational reading, listening comprehension, expressive language, and functional vocabulary for academic and everyday use.

#### **Site Specific English Courses**

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

#### **Creative Writing**

**Course #1323-1324**

Full year = 1 credit

This course challenges students to explore and develop their creative writing skills across multiple genres, including fiction, poetry, and narrative nonfiction. Students will analyze high-quality literary and informational texts to understand advanced writing techniques and authorial intent. Through workshops and peer critiques, students will produce polished works, focusing on planning, revising, and editing for clarity, coherence, and artistic expression. Emphasis is placed on crafting writing for diverse audiences and purposes while building a portfolio of original work. This course will adhere to the Nevada State Standards and will include writing, listening and speaking skills in addition to reading.

#### **Science Fiction**

**Course #1503**

One semester = 0.5 credit

This 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. This course examines contemporary science fiction literature and its reflection of societal and technological issues. Students will explore advanced themes such as the ethics of artificial intelligence, environmental sustainability, and the implications of genetic engineering. Through critical reading and writing assignments, students will evaluate how speculative fiction challenges and inspires real-world innovation and thought. Research and analytical writing will be emphasized. This course will adhere to the Nevada State Standards and will include writing, listening and speaking skills in addition to reading.

#### **Psychology in Literature (H)**

**Course #1515-1516**

Full year = 1 credit (Honors)

This is a course that examines psychological aspects, relationships, and value in works of fiction. It provides opportunities for students to explore behaviors and mental processes in themselves, their environment, and the fictional characters, issues, and worlds read in selected literary works. This course is designed for the passionate writer, who can appreciate



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composition for both its technique and aestheticism. The course will introduce basic methodology pertaining to fiction, personal essays, and perhaps a little poetry. Students may be expected to write in journals, critique their peers, and complete various writing exercises to support the writing process and advance writing skills. Participation is critical to success in this course. This course will adhere to the Nevada State Standards and will include writing, listening and speaking skills in addition to reading.

### **Myth & Monsters**

**Course #1511**

One semester = 0.5 credit

Myths and Monsters is a study of the historical relationships of gods, heroes, and monsters in ancient and modern myths, as they are reflected in novels, short stories, and in films. Students will look at the ageless fascination with the unknown and humanities attempt to give shapes, names, and explanations to unknown events. Students are expected to participate in group projects, seminar discussions, research, and extensive writing assignments. The course will be taught using a variety of teaching techniques from direct instruction to small group work and will prepare students for post-graduation. This course will adhere to the Nevada State Standards and will include writing, listening, and speaking skills in addition to reading.

### **Sports Literature**

**Course #1499-1502**

Full year = 1 credit

This course is designed for those students who enjoy reading and writing about sports. This course examines the cultural, social, and ethical dimensions of sports through literature. Students will explore a diverse range of texts, including short stories, essays, poetry, autobiographies, and novels, to analyze how sports reflect and shape societal values. Topics include the role of sports in identity, the business and commercialization of athletics, ethical dilemmas such as doping or drug use, and the impact of sports on culture and community. Students will develop their critical thinking and writing skills through various writing assignments. The course fosters an appreciation for the intersection of sports, literature, and society, while encouraging students to review current events in sports. This course will adhere to the Nevada Academic Content Standards and will include writing, listening, and speaking skills in addition to reading.

### **Adventures in Literature**

**Course #1345-1356**

I year = 1 credit

Adventures in Literature invites students to embark on an exciting journey through diverse literary worlds, from classic epics to modern-day narratives. This course explores adventure in all its forms—physical, emotional, and intellectual—through a wide range of novels, short stories, and plays from different cultures and time periods. Students will analyze how characters face challenges, pursue quests, and undergo personal transformation, all while exploring the themes of heroism, survival, and self-discovery. Students will model the writing of the eras, create a writing portfolio, choose one of the eras and take that writing through the 7 steps. To complete the course, students will write an explanatory piece to explain the current period of writing, focusing on the defining features, key themes, and how it differs from previous literary eras. This course will adhere to the Nevada Academic Content Standards and will include writing, listening, and speaking skills in addition to reading.

### **Hug High School GATE Institute Courses**

#### **English 1-2/AP English Literature**

**Course #1273-1274**

Full year = 1 credit (Advanced Placement)

Advanced Placement Literature and Composition is an intensive course for the highly motivated student designed to parallel introductory literature and composition courses on the university level. The course focuses on skills and strategies in reading, writing, speaking, listening, research, vocabulary, and usage. AP English Literature is a survey of British literature—an examination of tragedy, short fiction, novel, and poetry—from the Old English period to the 20th century. The writing assignments focus on, but are not limited to, literary analysis. The two primary goals of AP English Literature



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are to prepare students for the Advanced Placement examination and for the academic rigors of university life. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **English 3-4/AP English Language**

**Course #1261-1262**

Full year = 1 credit (Advanced Placement)

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

### **English 5-6/AP Seminar**

**Course #1277-1278**

Full year = 1 credit (Advanced Placement)

AP Seminar is an interdisciplinary course that engages students in critical thinking, research, collaboration, and communication on a wide range of real-world topics. As the first course in the AP Capstone program, AP Seminar helps students develop skills in analyzing diverse perspectives, evaluating credible sources, and synthesizing information from multiple viewpoints. Students will investigate complex issues, write evidence-based arguments, and deliver presentations in various formats. All AP exams have a cost associated with them.

### **English 7-8/AP Research**

**Course #1279-1280**

Full year = 1 credit (Advanced Placement)

AP Research is the second course in the AP Capstone program, designed to give students the opportunity to deeply explore a topic of personal interest through independent, college-level research. Students will learn how to formulate research questions, conduct thorough investigations, and use a variety of research methods to gather and analyze data. The course culminates in a 4,000-5,000-word academic paper and a presentation with an oral defense of their findings. All AP exams have a cost associated with them.

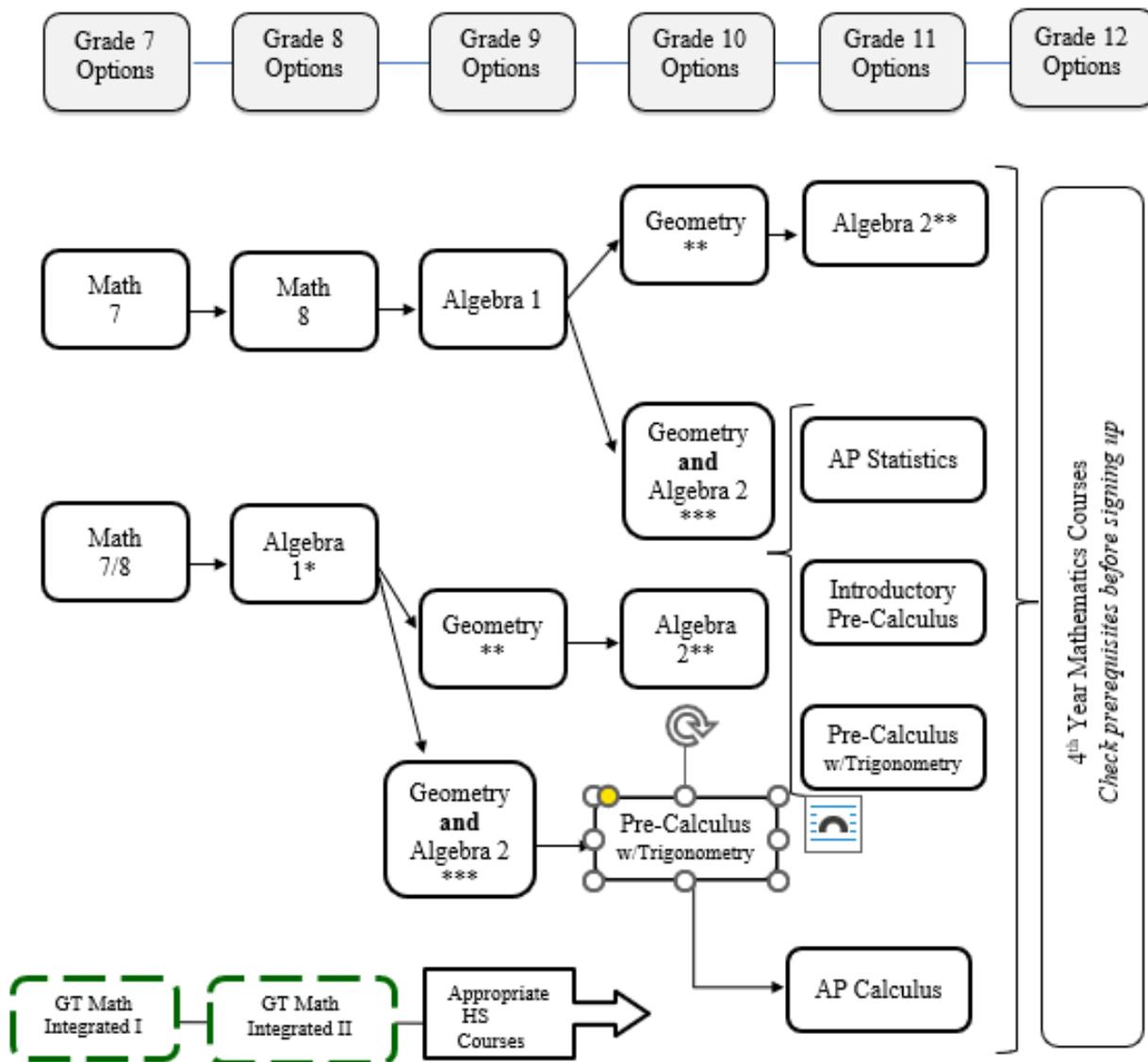


# HUG HIGH SCHOOL

## Mathematics

### 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 9<sup>th</sup> 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).*



# HUG HIGH SCHOOL

## Mathematics

### MATHEMATICS

#### **Algebra 1**

#### **Foundations in Algebra 1\*\***

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.

**Course #2201-2202**

**Course #7769-7770**

#### **Geometry**

#### **Foundations in Geometry\*\***

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.

**Course #2211-2212**

**Course #7771-7772**

#### **Formal Geometry (H)**

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.

**Course #2215-2216**

#### **Algebra 2**

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.

**Course #2221-2222**

#### **Algebra 2 (H)**

Full year = 1 credit (Honors)

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

This is a one-year course, designed for students with a strong understanding of the concepts learned in Algebra 1 and

**Course #2227-2228**



# HUG HIGH SCHOOL

## Mathematics

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

### **Precalculus with Trigonometry (H)**

**Course 2231-2232**

Full year = 1 credit (Honors)

**Prerequisite:** Successful completion of all semesters of Algebra 1, Geometry or Formal Geometry and Algebra 2 of Algebra 2 (H).

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

### **Advanced Algebra 3**

**Course #2241-2242**

Full year = 1 credit

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

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

### **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 to continue in the class for the second semester.

### **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



# HUG HIGH SCHOOL

## Mathematics

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.

### AP Precalculus

Course #2233-2234

Full year = 1 credit (Advanced Placement)

**Prerequisite:** Successful completion of all semesters of Algebra 1, Geometry or Formal Geometry and Algebra 2 of Algebra 2 (H).

This is a one-year Advanced Placement level course. The course framework includes two essential components: Mathematical Practices and Course Content. Throughout this course, students develop and refine symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. The skills learned in this course are widely applicable to situations that involve quantitative reasoning.

### Pre-College Math

Course #2229-2230

Full year = 1 credit

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

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

### Statistical Reasoning in Sports

Course #2425-2426

Full year = 1 credit

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

This class offers a unique and powerful way to introduce the principles of statistical reasoning. Statistical Reasoning in Sports makes learning statistics exciting with high interest sports (and life) examples that show how statistics is part of everyday life. This class examines fascinating questions about sports and life by investigating the underlying statistical questions and creating a fun atmosphere in the classroom in which students perform simulations, analyze data, and use simple randomization processes to develop and understanding of statistics.

### Explorations in Data Science

Course #2235-2236

Full Year = 1 credit

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

This class will introduce students to the main ideas in data science through tools such as Excel spreadsheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.

### AP Statistics

Course #2271-2272

Full year = 1 credit (Advanced Placement)

**Prerequisite:** Successful completion of all semesters of Algebra 2.

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



# HUG HIGH SCHOOL

## Mathematics

### AP Calculus AB

Course #2255-2256

Full year = 1 math credit (Advanced Placement)

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

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

### AP Calculus BC

Course #2257-2258

Full year = 1 credit (Advanced Placement)

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

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

### College Concurrent Enrollment Courses

#### Concurrent Enrollment – Math 120 – Fundamentals of College Mathematics

Course #14264

One semester = 1 credit (Advanced Dual Credit)

**Prerequisite:** Successful completion of all semesters of Algebra 2

This college course focuses on sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic, exponential and logarithmic functions. There is an emphasis on problem solving and applications. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

### Hug High School GATE Institute Courses

#### Integrated Mathematics III (H)

Course #2417-2418

Full year = 1 credit (Honors)

This is a one-year accelerated integrated course that will cover topics from Algebra 2 & trigonometry preparing scholars for Calculus the following year. The following Algebra 2 Honors topics will be covered: Parent functions; complex numbers; quadratic functions; polynomial functions; rational functions; function operations, inverses & radical equations; exponents & logarithms; systems; statistical data; and trig functions. In addition to the Algebra 2 concepts, this course will cover angles and radian measure; trig functions; vectors; laws and graphs of trig functions; polar coordinates and their graphs; and trig identities and equations. This course will strengthen the student's problem solving and algebraic skills in preparation for advanced mathematics courses. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, applying learned concepts to new problems.

### Mathematics Courses for Students Receiving Special Education Services

#### Transition Math

Course #7765-7766



# HUG HIGH SCHOOL

## Mathematics

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 #7059-7060**

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.



# HUG HIGH SCHOOL

## Science

### SCIENCE COURSE SEQUENCE

*Not all science classes are offered at every school*

Course Title	Course #
<b>9<sup>th</sup> Grade *</b>	
Biology	3141/3142
Biology (H)	3143/3144
<p>* 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 8<sup>th</sup> grade will not count as one of the required science courses for graduation or the honors diploma.</p>	
<b>10<sup>th</sup> - 11<sup>th</sup> - 12<sup>th</sup> Grade - (please review the course prerequisites before choosing a course)</b>	
Chemistry	3201/3202
Chemistry (H)	3203/3204
Physical Science	3101/3102
Environmental Science	3111/3112
Earth Science	3131/3132
Earth Science (H)	3133/3134
Forensic Science	3231/3232
Human Anatomy & Physiology (H)	3261/3262
Astronomy	3267/3268
Zoology 1-2	3163/3164
Oceanography	3165/3166
Urban Farming	3135/3136
Conceptual Physics	3235/3236
Physics (H)	3241/3242
Microbiology (H)	3171/3172
<p><b>Advanced Placement Science Classes:</b> Curriculum for AP classes is regulated by <a href="#">College Board</a>. AP courses can be taken after successfully meeting the prerequisite(s) as stated in the course catalog.</p>	
AP Biology	3149/3150
AP Chemistry	3211/3212
AP Environmental Science	3115/3116
AP Physics 1	3263/3264
AP Physics 2	3265/3266
AP Physics C: Mechanics	3247/3248
AP Physics C: Electricity & Magnetism	3259/3260
<p><b>Concurrent Enrollment Courses:</b> These are college courses taught by a high school instructor</p>	
Chemistry 121	14269/14270
Environmental Science 101	14255/14256
Geography 121	14265
Geology 100	14266
<p><b>Wooster High School Only: International Baccalaureate Courses:</b> Curriculum for IB classes is regulated by the International Baccalaureate Program.</p>	
IB Biology SL	3153/3154
IB Biology HL	3155-3156
IB Chemistry SL	3213/3214
IB Chemistry HL	3215/3216
IB Physics SL	3253/3254



# HUG HIGH SCHOOL

## Science

### SCIENCE

#### **Biology 1-2**

**Course #3141–3142**

Full year = 1 credit

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

#### **Biology 1-2 (H)**

**Course # 3143-3144**

Full year = 1 credit (Honors)

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

#### **Chemistry 1-2**

**Course #3201-3202**

Full year = 1 credit

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

**Requisite:** Concurrent enrollment in Geometry or higher.

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

#### **Chemistry 1-2 (H)**

**Course # 3203-3204**

Full year = 1 credit (Honors)

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

**Requisite:** Concurrent enrollment in Geometry or higher.

This one-year honors laboratory science course is intended to build a deeper understanding of the concepts of chemical science and prepare students for AP Chemistry. Emphasis is placed on developing critical-thinking skills by solving more



# HUG HIGH SCHOOL

## Science

complex problems and participating in advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Process*. The performance expectations for high school chemistry blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of chemistry. Students will use advanced mathematical computations, critically read scientific text, analyze chemical data, and prepare formal written laboratory reports following investigations.

### **Environmental Science 1-2**

**Course #3111-3112**

Full year = 1 credit

**Prerequisite:** Successful completion of one year of science and Algebra 1.

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

### **Earth Science 1-2**

**Course #3131-3132**

Full year = 1 credit

**Prerequisite:** Successful completion of one year of science and Algebra 1.

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

### **Earth Science 1-2 (H)**

**Course # 3133-3134**

Full year = 1 credit (Honors)

**Prerequisite:** Successful completion of Biology 1-2 and Chemistry 1-2.

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

### **Astronomy 1-2**

**Course #3267-3268**

Full year = 1 credit

**Prerequisite:** Successful completion of one year of science and Algebra 1.



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## Science

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.

### Physics 1-2 (H)

Course #3241-3242

Full year = 1 credit (Honors)

**Prerequisite:** Successful completion of two years of science, Algebra 1, and Geometry.

**Requisite:** Concurrent enrollment in Algebra 2 or higher.

This one-year laboratory science course is intended as a third-year science course which covers the study of motion and energy as well as time and space. The course includes concepts in kinematics, dynamics, energy, static, electricity, wave theory and modern physics. Upon successful completion of Physics, students will: 1) develop curiosity and involvement with phenomena in their natural environment; 2) develop appreciation for the contribution of science to daily living; 3) understand and utilize the close relationship between mathematics and physics; and 4) deepen their scientific and mathematical thinking.

This course is designed to emphasize critical thinking and problem-solving using math skills which include algebra, geometry, and trigonometry. Students will participate in a wide range of activities including discussions, demonstrations, and laboratory investigations. This course will require advanced skills in reading comprehension, mathematics, and problem-solving techniques.

### 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



# HUG HIGH SCHOOL

## Science

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.

### **Oceanography**

**Course #3165-3166**

Full year = 1 credit

**Prerequisite:** Successful completion of one year of science.

This course provides students with a comprehensive exploration of Earth's oceans. Students will gain a profound understanding of ocean circulation, waves, tides, marine ecosystems and the intricate relationships between living organisms and their ocean habitats. This course also covers human impacts such as pollution, overfishing and climate change. By the end of this course students will have applied critical thinking skills and developed a solid foundation in oceanography, enabling them to appreciate these vital ecosystems.

### **Mind Mechanics – Developing Systems Thinking**

**Course # 3167-3168**

Full Year = 1 credit

**Prerequisite:** Completion of Biology

This course explores the physical sciences—Physics, Chemistry, Astronomy, and Environmental Science—through the lens of scientific thinking and systems analysis. Students will develop the ability to think critically about interconnected systems, moving beyond static events to see the bigger picture.

From our solar system to ecosystems, homes, and communities, the world is shaped by dynamic systems that influence our lives. Using tools like causal loop diagrams and stock-and-flow charts, students will enhance their problem-solving skills and learn to navigate these systems effectively. Additionally, this course emphasizes the importance of clear communication to convey complex ideas, a skill critical for success in any professional field. By the end of this course, students will be equipped to analyze and engage with the systems that shape their world, preparing them for academic and real-world challenges.

### **Forensic Science 1-2**

**Course #3231-3233**

Full year = 1 credit

**Prerequisite:** Successful completion of two years of science.

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

### **AP Biology**

**Course #3149-3150**

Full year = 1 credit (Advanced Placement)

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

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

### **AP Chemistry**

**Course #3211-3212**

Full year = 1 credit (Advanced Placement)

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

AP Chemistry is a one-year laboratory science course that reinforces the basic concepts covered in general chemistry and deals with additional topics not covered previously. After a brief review of concepts learned in general chemistry, topics covered will include electron structure, Lewis structures, molecular structure and shape, thermochemistry, equilibrium chemistry, kinetics, and electrochemistry. Students must also register for AP Chemistry Lab if it is offered separately;



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## Science

please check with your school's counseling department to determine if the lab is part of the regular class or if students must register for a separate course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### **AP Environmental Science**

**Course #3115-3116**

Full year = 1 credit (Advanced Placement)

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

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

### **AP Physics 1**

**Course #3263-3264**

Full year = 1 credit (Advanced Placement)

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

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

### **AP Physics C: Electricity and Magnetism**

**Course #3259-3260**

Full year = 1 credit (Advanced Placement)

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

AP Physics C: Electricity and Magnetism is a one-year, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

## **College Concurrent Enrollment Courses**

### **Concurrent Enrollment – Geography 121**

**Course #14265**

#### **Climate Change and It's Environmental Impacts**

One semester = 1 credit (Advanced Dual Credit)

**Prerequisite:** Successful completion of two years of science and mathematics through Algebra 2

This college course explores the science of climate change and how scientists use models, observations, and theory to make predictions about future climates. The possible consequences of climate change and its impact on the landscape, water resources, species distributions, and human populations are explored. Laboratory experiences investigate climate data and data models. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

### **Concurrent Enrollment – Geology 100**

**Course #14266**

#### **Earthquakes, Volcanoes and Natural Disasters**



# HUG HIGH SCHOOL

## Science

One semester = 1 credit (Advanced Dual Credit)

**Prerequisite:** Successful completion of two years of science and mathematics through Algebra 2

This college course will emphasize the geology of earth's natural hazards including earthquakes, volcanoes, tsunamis, landslides, global warming, and ozone depletion. Students will learn how geologic processes can directly affect people, property and human made structures. Procedures to mitigate such hazards will be explored. In addition to earth's natural hazards, some other important concepts to be addressed include population growth pressures on natural resources, uniformitarianism, and geology as a foundation to understanding our environment. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.



# HUG HIGH SCHOOL

## Social Studies

### SOCIAL STUDIES

#### World History/World Geography Options

1 credit required

#### **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.

#### **World History 1-2 (H)**

**Course #4103-4104**

Full year = 1 World History/World Geography credit (Honors)

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 nations, imperialism, industrialization, civil rights of the 19th century, WWI, 20th Century revolutions, global depression, WWII, decolonization, the Cold War, globalization, and modern issues. Students will pursue historical study through primary source readings, research projects, group discussions, and directed readings. The honors course focuses heavily on the development of academic writing and discourse.

#### **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.



# HUG HIGH SCHOOL

## Social Studies

### **World Geography**

**Course #4117-4118**

Full year = 1 World History/World Geography credit

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

### **AP Human Geography**

**Course #4181-4181**

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

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

### **US History Options**

1 credit required

### **US History 1-2**

**Course #4131-4132**

Full year = 1 US History credit

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

### **AP US History**

**Course #4145-4146**

Full year = 1 US History credit (Advanced Placement)

This course is aligned to a two-semester introductory college U.S. history survey course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course framework organizes U.S. history into nine periods and presents key conceptual understandings that students should explore in that period. The framework also organizes U.S. history into eight themes, or large-scale topics of historical inquiry that students explore throughout the course, including: American and National Identity; Politics and Power; Work,



# HUG HIGH SCHOOL

## Social Studies

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.

#### **American Government/ We the People (H)**

**Course #4173**

One semester = 0.5 American Government credit (Honors)

The "We the People" instructional program provides students with a course of instruction on the historical development of the Constitution, the Bill of Rights, and the basic principles of constitutional democracy. The program is designed to foster civic responsibility through the development of an understanding of the Constitution, the Bill of Rights, and the fundamental principles and values they embody. The program also helps the student gain an understanding of the rights and responsibilities of citizens in our constitutional democracy. The "We the People" curriculum examines the following topics at levels appropriate for students at the senior high school/college level: political philosophy, history, and experience, writing the Constitution, establishing the government, protection of basic rights, and the responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of judges from the community. Students will be required to do research on their own outside of class. Students will also be required to give unit presentations before other classes, community organizations, and community professionals.

#### **Economics and Personal Finance**

**Course #4205**

One semester = 0.5 Economics and Personal Finance credit

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



# HUG HIGH SCHOOL

## Social Studies

### AP US Government & Politics

Course #4171-4172

Full year = 1 American Government/Economics and Personal Finance credit (Advanced Placement)

This class satisfies both the American Government and Economics requirements.

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

### College Concurrent Enrollment Courses

#### Concurrent Enrollment - Political Science 101

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.

### Arts/Humanities/Electives within Social Studies

#### History Through Film

Course #4257-4258

Full year = 1 Elective credit

Can be used to satisfy the Flex credit graduation requirement (Full year only)

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

#### Psychology 1-2

Course #4245-4246

Full year = 1 Arts/Humanities credit

Can be used to satisfy the Flex credit graduation requirement.

This course begins with a review of the ways people have sought to explain human behavior from ancient times through today and provides an overview of the major principles and concepts of psychology, including the brain, human development, personality, learning, cognition, and the scientific method. Students will participate in dozens of activities and real-life situations designed to bring the content alive and help them apply the material to their own lives. Magazines, book excerpts, and movies will also play a role in our search for knowledge. Emphasis will be placed upon fostering feelings of empathy for others—particularly those who are mentally ill. A sociocultural approach will be explored as a



# HUG HIGH SCHOOL

## Social Studies

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.

### Current Events

**Course #4202-4230**

Full year = 1 Elective credit

Can be used to satisfy the Flex credit graduation requirement (Full year only)

This course explores the causes and effects of major issues facing our world today, including social, economic and political issues. Students have the opportunity to conduct research and open-mindedly consider all sides of an issue. Students will analyze how issues are presented and interpreted in various forms of media. By examining the ways in which media shapes public opinion, influences political discourse, and frames global events, students will develop the ability to critically assess sources, identify biases, and understand the impact of media on current events.



# HUG HIGH SCHOOL

## Special Education

### **English for Daily Living**

**Course #7739-7740**

Full year = 1 credit

S/U Grading

This course is for high school students receiving special education services. This course is designed to cover essential literacy skills, emphasizing reading, writing, and communication for daily living skills. The curriculum will focus on foundational reading, listening comprehension, expressive language, and functional vocabulary for academic and everyday use.

### **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.

### **Academic Success**

**Course #7121 Freshman**

Full year = 1.0

**Course #7122 Sophomore**

**Course #7123 Junior/Senior**

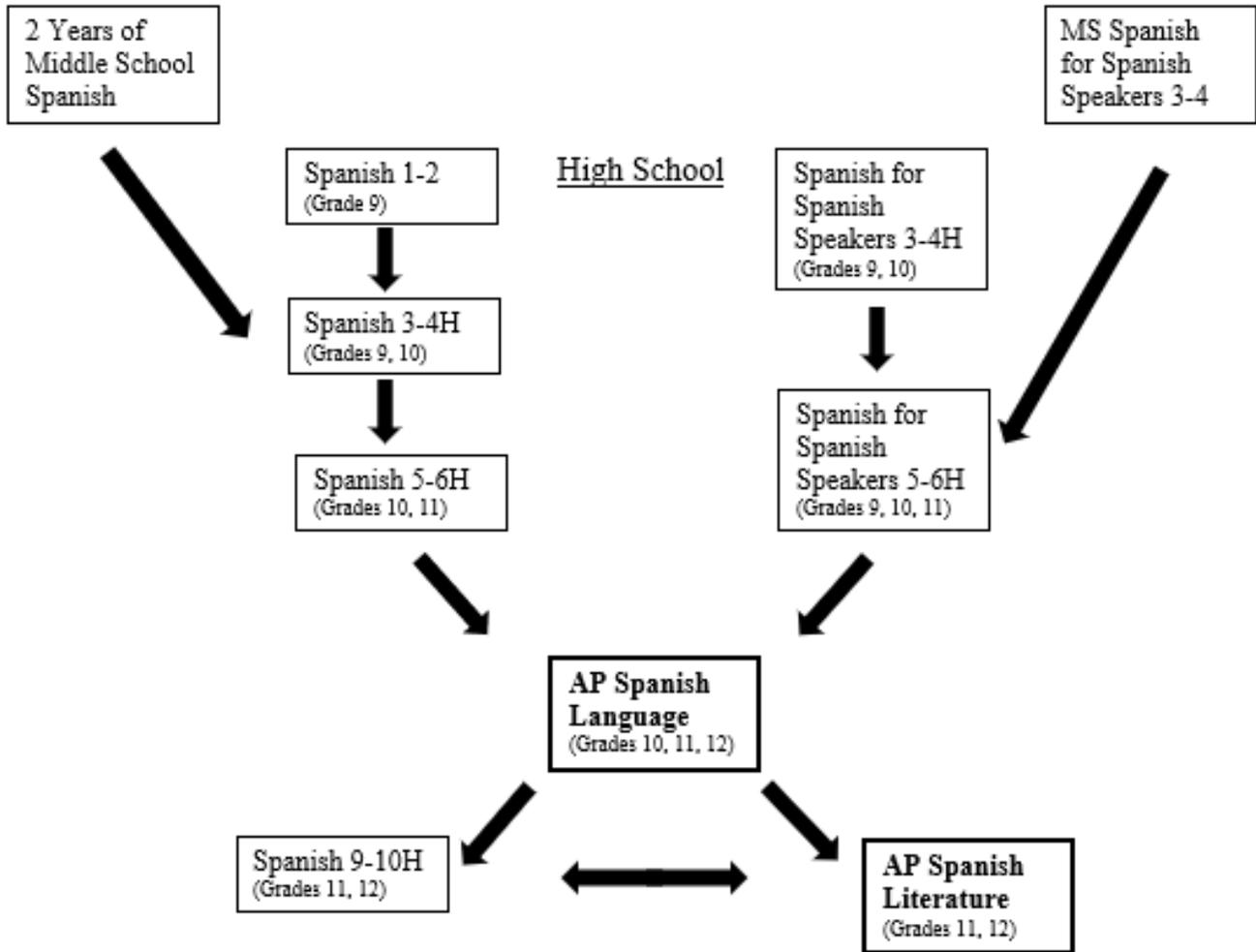
Academic Success provides specialized instruction in the special education setting for students who need additional support in the areas of: executive functioning skills, organizational/study skills, social emotional learning, transition support, math support, and/or language arts support. This class is for students who work productively and are motivated, but are still not making progress in their classes and need the additional small group support. Such as...students who complete and turn in assignments but are still receiving low grades on tests/quizzes, or students who are completing assignments but are struggling to follow through to turn them in. This support would be best for students who are in co-taught and/or gen ed classes for the majority of the school day (ELA and math).



# HUG HIGH SCHOOL

## World Language

### SPANISH PATHWAYS





# HUG HIGH SCHOOL

## World Language

### WORLD LANGUAGE

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

#### **World Language Level 1-2 Courses**

Full year = 1 credit

French 1-2 – Course #4551-4552

Spanish 1-2 – Course #4611-4612

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

#### **World Language Level 3-4 Courses (H)**

Full year = 1 credit (Honors)

French 3-4 (H) – Course #4553-4554

Spanish 3-4 (H)– Course #4613-4614

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

#### **World Language Level 5-6 Courses (H)**

Full year = 1 credit (Honors)

French 5-6 (H) – Course #4555-4556

Spanish 5-6 (H) – Course #4615-4616

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

#### **AP Spanish Language & Culture**

**Course #4641-4642**

Full year = 1 credit (Advanced Placement)

AP Spanish Literature and Culture is an advanced course designed for students who wish to deepen their understanding and appreciation of literary works written in Spanish. Through the exploration of canonical texts from Spain, Latin America, and the U.S., students will analyze themes, historical contexts, and cultural movements that have shaped the Spanish-speaking world. This course emphasizes critical reading, analytical writing, and meaningful discussion, fostering connections between literature and the broader cultural and societal issues it reflects. Students will engage with poetry, prose, drama, and essays spanning from the medieval period to the present, developing interpretive skills and cultural awareness.



# HUG HIGH SCHOOL

## World Language

### **AP Spanish Literature**

**Course #4643-4644**

Full year = 1 credit (Advanced Placement)

AP Spanish Literature is a culmination of increased skills in speaking, listening, reading, and writing. The student will read Spanish literature and contemporary writings with the aid of a dictionary. Vocabulary development will be increased greatly, and knowledge of Spanish culture and history will be emphasized. They will become increasingly proficient in written and spoken Spanish and will be able to use Spanish to discuss literature and current events. All classroom instruction will be in Spanish. Students will be required to use the language exclusively in class. Reading assignments, oral practice, and essay writing will be emphasized, as well as grammar and vocabulary exercises. Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **AP French Language & Culture**

**Course #4581-4582**

Full year = 1 credit (Advanced Placement)

The Advanced Placement French Language and Culture course is designed to prepare French students for the AP French Language and Culture exam. The goal of AP French is to develop students' communicative ability in the three modes of communication (Interpersonal, Interpretive and Presentational) through the use of authentic materials. This course will develop students' listening comprehension and reading skills using different kinds of authentic texts and aural materials. AP French will hone students' ability to express themselves in both written and oral French at the level of intermediate to pre-advanced range. These skills will be practiced through the study of cultural aspects of the French and francophone world in six major categories set by the College Board. Students are required to take the AP exam in May. All AP exams have a cost associated with them. Note: If this course isn't needed to satisfy the world language requirement, completion of this course may satisfy the humanities requirement for high school graduation.

### **Spanish Literacy (Spanish for Spanish Speakers)**

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

### **Spanish Literacy 3-4 (H)**

**Course #4653-4654**

Full year = 1 credit (Honors)

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

### **Spanish Literacy 5-6 (H)**

**Course #4655-4656**

Full year = 1 credit (Honors)

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



# HUG HIGH SCHOOL

## Physical Education

### PHYSICAL EDUCATION

#### **Life Sports**

**Course #5131-5132**

Full year = 1 credit

**Course #5133 (semester)**

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.

#### **Net Sports**

**Course #5005-5006**

Full year = 1 credit

This course is designed for students in which students are introduced to a variety of sports that are played with a net. Individual and dual sports are emphasized, with minimal large team activities. Emphasis is on the teaching of rules, skills, and strategies in the instructional aspects of the sports as well as the recreational aspects of the sports. Students will refine basic skills and specific strategies to be a more successful player as well as the expectations of working with teammates. Sports may include badminton, pickleball, spike ball, and tennis. There are daily warm-up activities, which include cardiovascular runs and calisthenics.

#### **Introduction to Yoga/Power Walking**

**Course #5035-5036**

Full year = 1 credit

Intro to Yoga/Power Walking: This course is designed to introduce the student to power walking and yoga, along with a variety of aerobics as life-long physical activities. Walking will be done throughout the semester/year with appropriate dress required for both hot and cold temperatures. Students are responsible for walking at a sufficient pace, staying with the class and always following school rules/community laws. This class also includes an introduction to Yoga and the Pilates dynamic system of muscle conditioning. The course will provide a rejuvenating workout for your brain as well as for your body. The class will focus on fundamental practices of awareness, relaxation and conscious breathing which include the practice of postures, breath control, relaxation, light meditation, self-discipline and training of the mind body and concentration. Students will develop body awareness, increase vitality and peace of mind. Students will learn the names of Yoga postures and Pilates exercises. Students will be required to name postures and write their own workout. Writing assignments will be given to better understand the benefits of life-long wellness. Topics relating to total fitness, such as target heart rate, metabolism, and nutrition will be discussed throughout the course. Students are strongly encouraged to purchase their own yoga mats. Students are responsible for cleaning the yoga mat.

#### **Basketball Conditioning**

**Course #5203-5204**

Full year = 1 credit

**Course #5202 (semester)**

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



# HUG HIGH SCHOOL

## Physical Education

### **Athletic Conditioning/Weight Training**

**Course #5215-5216**

Full year = 1 credit

This course is designed for those competitive athletes with previous weight training experience. This class will focus specifically on the physical and psychological needs of the competitive athlete in the areas of weight training, flexibility, plyometrics, and performance enhancement skills (i.e., relaxation, visual imagery, and goal setting). Students, with the help of the instructor, will develop and follow an individualized sport specific computerized strength-training program. Instructor approval recommended.

### **Conditioning/ Weight Training**

**Course #5217-5218**

Full year = 1 credit

**Course #5219 (semester)**

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.

### **Football Conditioning/Fundamentals**

**Course #5223-5224**

Full year = 1 credit

This course is designed to be both mentally and physically challenging. It offers both in and out of season conditioning programs that include weight training and conditioning movement work. Students take part in an advanced weight training and conditioning program to improve strength, agility, speed, explosiveness, balance, coordination, flexibility, and injury prevention. Instructional approval recommended.



# HUG HIGH SCHOOL

## Computer Literacy & Health

### 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.

#### AP Computer Science Principles

Course #8389-8390

Full year = 1 credit (Advanced Placement)

**Note:** Semester 1 earns elective credit and Semester 2 earns computer literacy credit. Students must take the entire year to satisfy the requirement.

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science Principles exam. This course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. This course focuses on technology and programming as a means to solve computational problems and find creative solutions. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students are required to take the AP Exam in May. All AP exams have a cost associated with them.

### HEALTH

#### Health

Course #5311

One semester = 0.5 credit

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



# HUG HIGH SCHOOL

## Visual & Performing Arts

### VISUAL AND PERFORMING ARTS

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

#### Visual and Performing Arts: Visual Arts

##### **Foundations in Art**

**Course # 6107-6108**

Full year = 1 credit

Foundations in Art is a survey course designed to give students a broad exposure to the fine arts. Students will learn and apply the elements and principles of art as they create. Various media will be used to explore art making and its relationship to our history and various cultures. Critical thinking will be used to assess and analyze the merits of personal work as well as that of others.

##### **Art 1-2**

**Course # 6111-6112**

Full year = 1 credit

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

##### **Art 3-4**

**Course # 6113-6114**

Full year = 1 credit

**Prerequisite:** Successful completion of Art 1-2

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

##### **Art 5-6 (H)**

**Course # 6113-6114**

Full year = 1 credit (Honors)

**Prerequisite:** Successful completion of Art 3-4

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

##### **Art 7-8 (H)**

**Course # 6117-6118**

Full year = 1 credit (Honors)



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## Visual & Performing Arts

**Prerequisite:** Successful completion of Art 5-6

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

### **Ceramics 1-2**

**Course # 6131-6132**

Full year = 1 credit

This introductory two-semester course focuses on the skills and knowledge of important hand-building techniques that include pinching, coil building, and slab building. Students will create a range of ceramic sculpture and functional pottery by hand with a brief introduction to the wheel. Students will apply their learned understanding of the elements of art and principles of design to their constructed pieces, as well as studying the work of some modern ceramists and sculptors.

### **Ceramics 3-4**

**Course # 6133-6134**

Full year = 1 credit

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

In Ceramics 3-4, students will focus on advanced hand-building and wheel throwing skills and techniques to generate a body of work. During this course, students will spend time exploring different decorative methods and the design process of art-making. A clear use of the elements of art and principles of design will be incorporated into their work and the process of critiques used to evaluate student work. Reflection, discussion, and presentation of work are expected in this advanced course.

### **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.

### **Ceramics 7-8 (H)**

**Course # 6137-6138**

Full year = 1 credit (Honors)

**Prerequisite:** Successful completion of Ceramics 5-6 and/or recommendation of the instructor

In this final year of study, ceramics 7-8 students will have the opportunity to pursue and refine their artistic voice using the ceramic medium and the continued study of important historic and contemporary ceramic artists. Using the previous year's foundational experiences, it is expected that students will demonstrate a high level of technical proficiency and knowledge in the area of ceramics. Students will create a body of exhibition quality work and build a portfolio for presentation at the end of this course.

### **Digital Arts 1-2**

**Course #9481-9482**

Full year = 1 credit

This course will introduce students to the use of digital media techniques to create art and will introduce students to computer manipulation of photographs. Students will study art theory concepts such as the elements of art, principles of design, typography, composition, and color theory and will learn to use software programs such as Adobe CC to create their art in place of paints, pencils, paper, and canvas. Students will learn to edit and adjust photographs, create original



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photo manipulations, original illustrations, and commercial art. This course is designed for students interested in developing art from a digital perspective as well as students looking to learn about graphic design.

### Digital Arts 3-4

Course #9483-9484

Full year = 1 credit

**Prerequisite:** Successful completion of Digital Arts 1-2

This course builds on the skills developed in Digital Arts I & II and is designed to provide students with more advanced techniques in designing and creating digital art in Adobe CC. Students will continue to use tools digital and learn advance techniques to edit and adjust photographs, create original photo manipulations, original illustrations, and create commercial art. Students will learn techniques for creating advanced composites, digital illustrations, storyboards, 2D animations and begin to explore moving arts. In this course, the expectation is for students to develop their own portfolios focused on developing art from a digital perspective.

### AP Studio Art: 2D Design

Course #6263-6264

Full year = 1 credit (Advanced Placement)

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

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

## Visual and Performing Arts: Theatre

### Theatre Arts 1-2

Course #6501-6502

Full year = 1 credit

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

### Theatre Arts 3-4

Course #6511-6512

Full year = 1 credit

**Prerequisite:** Successful completion of Theatre Arts 1-2

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

### Advanced Theater Arts

Course #6503-6504

Full year = 1 credit (repeatable)

**Prerequisite:** Successful completion of Theatre Arts 3-4



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This course is designed to challenge upper-level actors with a variety of sophisticated approaches to scene work and monologues, including an emphasis on theory and world theatre. Instruction will focus on deepening student understanding of role development, critical analysis, film, playwrighting and devising, dramaturgy, and improvisation. Study will be centered on both classical and contemporary plays. Student participation in co-curricular rehearsals and performances is required for successful completion of the course.

### **Playwriting**

**Course #6475-6476**

Full year = 1 credit (repeatable)

**Prerequisite:** Successful completion of English 1-2 and English 3-4

This class is designed to teach students the process of playwriting in a practical step-by-step framework. In preparation, students will explore scene structure, action, events, voice, and dialogue in storytelling through the examination of existing published playscripts. Students infer and discuss in groups the process of writing a play and explore material in a variety of mediums which focus on the writing process of working playwrights. Students apply their knowledge by completing writing exercises that complement each step of the process through monologues, effective and efficient scene writing, character development, conflict profile, theatricality, and staging. The emphasis is on process, risk-taking, and finding one's own voice, vision, style & genre.

### **Technical Theater**

**Course #6509-6510**

Full year = 1 credit (repeatable)

Overview of theater history with a specific focus on performing spaces and conventions used between primitive and contemporary eras. Concepts of design and techniques of construction for scenery, props, lighting, costumes, make-up, and masks. Shop safety and manual skills in carpentry, electricity, painting, sewing, and drafting. Students will learn to read, analyze, and interpret dramatic literature. They will apply their interpretations into renderings, blueprints and models that could, or will, be synthesized into a unified scheme for an actual production. The course includes lectures and demonstrations, guided practice in laboratory situations, cooperative projects, peer critiques, and written evaluations of local theatrical productions.

## **College Concurrent Enrollment Courses**

### **Concurrent Enrollment - Theatre 209**

**Course #14235**

#### **Theatre Practicum**

One semester = 1 credit (Advanced Dual Credit)

This college course is an advanced course for serious students of theatre who want to pursue acting, directing, and play production in depth. The course culminates with a public performance. Rehearsal hours are arranged and announced at the beginning of the semester. Expectations for this course are determined by the partner University/College. To be enrolled in the class, students must maintain consistent attendance.

## **Visual and Performing Arts: Music**

### **AP Music Theory**

**Course #6605-6605**

Full year = 1 credit (Advancement Placement)

A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may



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emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

### Digital Music

Course #6622

One semester = 0.5 credit

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

### Introduction to Commercial Music and Sound Production

Course #6629

One semester = 0.5 credit

Introduction to Commercial Music and Sound Production is a hands-on music technology course that emphasizes collaborative, project-based learning with a focus on real-world projects and applications. While working on music and sound production projects, students develop proficiency in the Nevada Standards for Music Technology, including Creating, Performing, Responding, and Connecting.

In this course, students are introduced to employable skills used in the music and sound recording industries, such as live and studio sound production, sound recording, mixing, mastering, Foley art production, digital music production, advertising, booking, and music publication. Project-based instruction is supported with theoretical and practical instruction in topics such as acoustics, copyright, business, and entrepreneurship.

In alignment with the Nevada State Standards for Music Technology, students may be required to participate in co-curricular rehearsals and performances beyond the school day to receive credit for this class.

### Commercial Music and Sound Production

Course #6623-6624

Full year = 1 credit

**Prerequisite:** Successful completion of Digital Music or Introduction to Commercial Music, or instructor approval.

Commercial Music and Sound Production is a hands-on music technology course that emphasizes collaborative, project-based learning with a focus on real-world projects and applications. While working on music and sound production projects, students develop proficiency in the Nevada Standards for Music Technology, including Creating, Performing, Responding, and Connecting. In this course, students develop employable skills used in the music and sound recording industries, such as live and studio sound production, sound recording, mixing, mastering, Foley art production, digital music production, advertising, booking, and music publication. Project-based instruction is supported with theoretical and practical instruction in topics such as acoustics, copyright, business, and entrepreneurship.

In alignment with the Nevada State Standards for Music Technology, students may be required to participate in co-curricular rehearsals and performances beyond the school day to receive credit for this class.



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## Visual & Performing Arts

### Visual and Performing Arts: Music/Instrumental

#### **Concert Orchestra**

**Course #6641-6642**

Full year = 1 credit

**Prerequisite:** Participation in Middle School Advanced Orchestra or instructor approval

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

#### **Chamber Orchestra**

**Course #6643-6644**

Full year = 1 credit (repeatable)

Honors credit available for students who complete additional requirements

**Prerequisite:** Instructor approval and participation in Concert Orchestra or Sinfonia Orchestra

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

#### **Symphonic Orchestra**

**Course #6681-6881**

Full year = 1 credit (repeatable)

Honors credit available for students who complete additional requirements

**Prerequisite:** 10th grade, 11th grade, 12th grade who have completed Concert Orchestra or instructor approval. 9th grade with concurrent enrollment in Concert Orchestra.

#### **Mariachi 1**

**Course #6693-6694**

Full year = 1 credit (repeatable)

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

#### **Mariachi 2**

**Course #6695-6696**



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## Visual & Performing Arts

Full year = 1 credit (repeatable)

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

### **Mariachi 3**

**Course #6697-6698**

Full year = 1 credit

Mariachi 3 is an advanced-level course designed for students who have a strong foundation in mariachi music and are ready to refine their performance skills and deepen their understanding of traditional Mexican music. This course focuses on the mastery of mariachi instruments, including violin, trumpet, guitar, vihuela, guitarrón, and vocals, as well as more complex musical arrangements and ensemble performance techniques. Students will explore a diverse repertoire, ranging from classic mariachi songs to modern adaptations, while emphasizing style, technique, and performance etiquette.

### **Mariachi 4**

**Course #6699-6700**

Full year = 1 credit

Mariachi 4 is the highest-level course in the mariachi program, designed for experienced musicians who have demonstrated advanced proficiency in mariachi performance. This course focuses on perfecting technical skills, expanding repertoire, and achieving professional-level ensemble performance. Students will take on leadership roles within the group, assisting with arrangements, musical direction, and guiding less experienced players. The course also emphasizes advanced vocal techniques and intricate instrumental work on violin, trumpet, guitar, vihuela, guitarrón, and other mariachi instruments.

### **Concert Band**

**Course #6703-6704**

Full year = 1 credit

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

### **Percussion Ensemble**

**Course #6713-6714**

Full year = 1 credit

This course is designed for students who wish to develop individual and group skills in the performance and study of percussion instruments. Students are expected to participate in performances outside of school time. Both marching and concert percussion idioms will be addressed in this course.

### **Percussion Technique**

**Course #6715-6716**

Full year = 1 credit

This class will provide the percussion students with a comprehensive study of all aspects of percussion music and performance. Studies will include snare drums, mallets, drum set, auxiliary instruments, and styles of percussion from world music to jazz. There may be required after school rehearsals and performances throughout the school year. All members of the Percussion Ensemble are members of the band program and are expected to perform at all band



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## Visual & Performing Arts

performances. All members of the Percussion Ensemble may be required to participate in marching band. Students in the Marching Band may be required to attend a band camp held in the summer prior to school starting. This is an intermediate to advanced level band class.

### **Beginning Guitar**

**Course #6718-6719**

Full year = 1 credit

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

### **Intermediate Guitar**

**Course #6720**

One semester = 0.5 credit (repeatable)

**Prerequisite:** Successful completion of Beginning Guitar or audition

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

### **Advanced Guitar**

**Course #6721-6722**

Full year = 1 credit (repeatable)

**Prerequisite:** Successful completion of Beginning/Intermediate Guitar or audition

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

## **Visual and Performing Arts: Music/Choir**

### **Concert Choir**

**Course #6801-6802**

Full year = 1 credit

Honors credit available for students who complete additional requirements

Concert Choir is a course open to all students interested in vocal performance. This course involves the study of and participation in vocal performance, training in proper vocal technique, and refinement of musicianship skills such as sight-reading, ear training, musical interpretation, and expression. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival.

### **A Cappella/Jazz Choir**

**Course #6811-6812**

Full year = 1 credit

Honors credit available for students who complete additional requirements



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## **Visual & Performing Arts**

This course is designed for the advanced vocal student and will develop solo as well as ensemble singing. Students continue to refine vocal skills to further the student's musicianship through the performance of more advanced literature. An appropriate treble/bass balance will be maintained. Audition is required. Students are required to participate in co-curricular rehearsals and performances beyond the school day to receive class credit. Class performances will include but are not limited to Fall, Winter, Zone, Spring, and Festival.



# HUG HIGH SCHOOL

## Humanities

### Humanities Courses

#### **Journalism**

**Course #1409-1410**

Full year = 1 credit (repeatable)

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



# HUG HIGH SCHOOL

## Electives

### ELECTIVES

#### **Student Leadership**

Full year = 1 credit (repeatable)

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

**Course #7201-7202**

**Course #7013**

#### **Yearbook**

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.

**Course #1403-1404**

#### **AP Computer Science A**

Full year = 1 credit (Advanced Placement)

AP Computer Science A is an advanced, college-level course that introduces students to the fundamentals of computer science, with a focus on object-oriented programming and problem-solving using the Java programming language. This course covers topics such as data structures, algorithms, and software development, preparing students for the AP Computer Science A exam and future studies in computer science or related fields. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

**Course #8359-8360**

#### **Career Pathways Exploration**

One Semester = .5 credit

This course is designed to introduce students to different career pathways, based on student Interest. Students will study the choices they may want to pursue in education and careers. Using an interest inventory, students will explore careers and career clusters that align with their interests as well as the education and training needed to pursue a career in their desired field. The instructor will stress self-knowledge, educational and occupational exploration, and career paths. Students will set goals and develop plans of action. Students will also work on self-esteem, improving communication, identifying leadership qualities, improving their ability to work with others, and setting goals for the future.

**Course #7840**

#### **Medical Terminology (H)**

Full year = 1 credit (Honors)

This course is designed to introduce students to the vocabulary, knowledge, and skills required for entry into health-related occupations. Students receive instruction in the vocabulary of human anatomy and physiology, basic health care skills, first aid, cardiopulmonary resuscitation (CPR), and healthcare practices. Students' medical, ethical, and legal responsibilities pertaining to future careers in the health field will be integrated into the course. Students will also be introduced to health-related occupational skills required in the world of work.

**Course #8549-8550**

#### **Introduction to Sports Medicine**

Full year = 1 credit

**Course #5333-5334**



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## Electives

This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will also demonstrate skills in cardiopulmonary resuscitation (CPR), first aid, and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### **Freshman Seminar**

Full year = .5 credit

**Course #7135-7136**

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.

### **Senior Seminar**

Full year = 1 credit

**Course #7133-7134**

Senior Seminar is a culminating course focused on preparing students for life beyond high school. This course supports seniors in finalizing college applications, job searches, and post-secondary plans, while also emphasizing critical life skills. Topics include personal finance management, such as budgeting, credit, and loan management, as well as independent living skills and wellness strategies for a successful transition to adulthood.

### **Peer Tutor**

**See options below**

Full year = 1 credit

One semester = 0.5 credit

Peer Tutor – Course #8161-8162

EL Peer Tutor – Course #7655-7656

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.

### **Student Aide**

**Course #8171-8172**

### **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.



# HUG HIGH SCHOOL

## Electives

### **Student Assistant**

**See options below**

Full year = 1 credit

One semester = 0.5 credit

CIS Assistant – Course #8065-8066

Counseling Assistant – Course #8081-8082

Library Assistant – Course #8095-8096

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.

### **Office Experience**

**See options below**

Full year = 1 credit

One semester = 0.5 credit

Office Experience – Administration – Course #8131-8132

Office Experience – Attendance – Course #8141-8142

Office Experience – Clinic – Course #8155-8156

Office Experience – Counseling – Course #8125-8126

Office Experience – Career Center – Course #8135-8136

Office Experience – Discipline Office – Course #8151-8152

Office Experience – Main Office – Course #8145-8146

Office Experience – General – Course #8122-8123

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



# HUG HIGH SCHOOL

## Internships

### **CTE Internship**

**Course #7108-7109**

Full year = 1 Elective credit (repeatable)

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

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

### **Internship**

**Course #7106-7107**

Full year = 1 Elective credit (repeatable)

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

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



# HUG HIGH SCHOOL

## Career & Technical Education

### CAREER AND TECHNICAL EDUCATION

The course titles, course numbers, and descriptions listed below are approved by the Nevada Department of Education and are to be used exactly as written in this catalog. This is especially important since it is those course numbers that will populate the System for Accountability Information in Nevada (SAIN). Each 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/](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 not 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.

***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 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 the WCSD CTE Office.

***Note: Courses highlighted in gray are being phased out by the NDE.***



# HUG HIGH SCHOOL

## Career & Technical Education

### GOVERNMENT & PUBLIC ADMINISTRATION JROTC

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.

Program Name	Course Sequence
Military Science	<p><b>Core Course Sequence</b></p> <p>Military Science I            Military Science II            Military Science III</p> <p><b>Complementary Course(s)</b></p> <p>Military Science Advanced Studies            CTE Work Experience – Government and Public Administration</p>

The Employability Skills for Career Readiness Standards must be an integrated component of all CTE course sequences.

#### **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 the continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts, and principles as described in the classroom instruction. Areas of emphasis include intermediate leadership and financial planning. Students will also gain experience in specific branch topics related to their program (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.



# HUG HIGH SCHOOL

## Career & Technical Education

### MILITARY SCIENCE ADVANCED STUDIES

Course #33921-33922

One year = 1 credit                      Level CC

*Prerequisite: Completion of Military Science Program of Study*

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

### CTE WORK EXPERIENCE – GOVERNMENT AND PUBLIC ADMINISTRATION    Course # 33931-33932

One year = 1 credit                      Level WK

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students’ opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

## HEALTH SCIENCE

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

Sports Medicine	<p><b>Core Course Sequence</b> Principles of Health Science Sports Medicine</p> <p><b>Complementary Course(s)</b> Sports Medicine Advanced Studies CTE Work Experience – Health Science Industry-Recognized Credential – Sports Medicine</p>
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The Employability Skills for Career Readiness Standards must be an integrated component of all CTE course sequences.

\*\* Lab courses are to be taught concurrently with the associated course – see individual course descriptions for requirements and prerequisites.

### PRINCIPLES OF HEALTH SCIENCE

Course #34201-34202

One year = 1 credit                      Level 1 (L1)

*Prerequisite: None*

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.



# HUG HIGH SCHOOL

## Career & Technical Education

### **SPORTS MEDICINE (H)**

One year = 1 credit

Level 2 Completer (L2C)

State Testing

**Course #34211-34212**

*Prerequisite: Principles of Health Science*

This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will demonstrate skills in first aid and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of the course.

### **SPORTS MEDICINE ADVANCED STUDIES**

One year = 1 credit

Level CC

**Course #34221-32422**

*Prerequisite: Completion of Sports Medicine Program of Study*

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

### **INDUSTRY-RECOGNIZED CREDENTIAL – SPORTS MEDICINE**

One year = 1 credit

Level CC

**Course # TBA**

*Prerequisite: Completion of Sports Medicine Program of Study*

This course is offered to students who have completed all content standards in the Sports Medicine program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Sports Medicine Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### **CTE WORK EXPERIENCE - HEALTH SCIENCE**

One year = 1 credit

Level WK

**Course #34031-34032**

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulation/s.



# HUG HIGH SCHOOL

## Career & Technical Education

### HOSPITALITY & TOURISM Culinary

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

Program Name	Course Sequence
Culinary Arts	<p><b>Core Course Sequence</b>            Culinary Arts I            Culinary Arts II</p> <p><b>Complementary Course(s)</b>            Culinary Arts II LAB **            Culinary Arts Advanced Studies            Baking and Pastry            Nutrition for Culinary Arts            CTE Work Experience – Hospitality and Tourism            Industry-Recognized Credential – Culinary Arts</p>

The Employability Skills for Career Readiness Standards must be an integrated component of all CTE course sequences.

\*\* Lab courses are to be taught concurrently with the associated course – see individual course descriptions for requirements and prerequisites

### **CULINARY ARTS I**

One year = 1 credit                      Level 1 (L1)

*Prerequisite: None*

**Course #34601-34602**

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

*Prerequisite: Culinary Arts I*

**Course #34603-34604**

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.

### **CULINARY ARTS ADVANCED STUDIES**

One year = 1 credit                      Level CC

*Prerequisite: Completion of Culinary Arts Program of Study*

**Course #34621-34622**

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.



# HUG HIGH SCHOOL

## Career & Technical Education

### **INDUSTRY-RECOGNIZED CREDENTIAL – HOSPITALITY AND TOURISM    Course # TBA**

One year = 1 credit                      Level CC

*Prerequisite: Completion of Hospitality and Tourism Program of Study*

This course is offered to students who have completed all content standards in the Hospitality and Tourism program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Hospitality and Tourism Program of Study. This course is designed to expand the students’ opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### **CTE WORK EXPERIENCE- HOSPITALITY AND TOURISM    Course #34531-34532**

One year = 1 credit                      Level WK

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students’ opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

## HUMAN SERVICES

This Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Human and Social Services	<p><b>Core Course Sequence</b>          Human and Social Services I          Human and Social Services II</p> <p><b>Complementary Course(s)</b>          Human and Social Services Advanced Studies          CTE Work Experience – Human Services          Industry-Recognized Credential –Human and Social Services</p>
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The Employability Skills for Career Readiness Standards must be an integrated component of all CTE course sequences.

### **HUMAN AND SOCIAL SERVICES I    Course #35301-35302**

One year = 1 credit                      Level 1 (L1)

*Prerequisite: None*

This course provides students with an introduction to Human Services professions. This course addresses the roles and responsibilities, skills, behaviors, and knowledge needed to provide services in a variety of careers. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will begin to develop a career portfolio.



# HUG HIGH SCHOOL

## Career & Technical Education

### **HUMAN AND SOCIAL SERVICES II (H)**

**Course #35303-35304**

One year = 1 credit

Level 2 Completer (L2C)

State Testing

**Prerequisite:** *Human and Social Services I*

This course is a continuation of Human and Social Services I. Students will continue to develop skills and strategies for social services-based careers. Project-based learning experiences will include planning and implementing activities following requirements of a variety of workplace environments. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will expand their career portfolio.

### **HUMAN AND SOCIAL SERVICES ADVANCED STUDIES**

**Course #35321-35322**

One year = 1 credit

Level CC

**Prerequisite:** *Completion of Human and Social Services Program of Study*

This course is offered to students who have achieved 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.

### **INDUSTRY-RECOGNIZED CREDENTIAL – HUMAN AND SOCIAL SERVICES Course #35361-35362**

One year = 1 credit

Level CC

**Prerequisite:** *Completion of Human and Social Services Program of Study*

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Human and Social Services Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.



# HUG HIGH SCHOOL

## Career & Technical Education

### INFORMATION TECHNOLOGY

This Career Cluster® is focused on building linkages in information technology occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Program Name	Course Sequence
Advanced Computer Science	<p><b>Core Course Sequence</b></p> <p>Advanced Computer Science I</p> <p>Advanced Computer Science II or AP Computer Science A</p> <p><b>Complementary Course(s)</b></p> <p>Advanced Computer Science II LAB **</p> <p>Advanced Computer Science Advanced Studies</p> <p>Software and App Development for Advanced Computer Science</p> <p>CTE Work Experience – Information Technology</p> <p>Industry-Recognized Credential – Advanced Computer Science</p>

The Employability Skills for Career Readiness Standards must be an integrated component of all CTE course sequences.

\*\* Lab courses are to be taught concurrently with the associated course – see individual course descriptions for requirements and prerequisites.

#### **ADVANCED COMPUTER SCIENCE I**

**Course #36101-36102**

One year = 1 credit                      Level 1 (L1)

*Prerequisite: None (successful completion of Computer Science Principles is recommended but not required)*

This course will introduce students to the essential concepts of computer science and show how computing and technology can influence the world. This course focuses on using technology and programming to solve computational problems and find creative solutions that reduce bias and equity deficits. Topics include classic algorithmic design, control structures, decomposition, modularity, abstraction, hardware and software, data analysis, developing programs, and troubleshooting. The appropriate use of technology and industry-standard equipment is an integral part of this course.

#### **ADVANCED COMPUTER SCIENCE II (Option A) (H)**

**Course #36103-36104**

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

*Prerequisite: Advanced Computer Science I*

This course is a continuation of Advanced Computer Science I. Topics to be explored include, advanced algorithms, conditional controls, recursion, the use of libraries, data collection and visualization tools, societal impacts of computing, basic networking and cloud computing, cybersecurity issues, and artificial intelligence. The students will continue to develop all skills learned in Advanced Computer Science I. 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.

#### **AP COMPUTER SCIENCE A (Option B) (H)**

**Course #36105-36106**

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

*Prerequisite: Computer Science I*

This course follows The College Board Advanced Placement (AP) curriculum and prepares students for the AP Computer Science exam. This course provides advanced computer science students with instruction in advanced topics that include problem solving, design strategies and methodologies, data structures, algorithms, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students will learn to write, run, and debug solutions in the Java programming language, utilizing standard Java library classes. The appropriate use of technology and industry-standard equipment is an integral part of this course.



# HUG HIGH SCHOOL

## Career & Technical Education

Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

### ADVANCED COMPUTER SCIENCE ADVANCED STUDIES

**Course #36121-36122**

One year = 1 credit                      Level CC

*Prerequisite: Completion of Advanced Computer Science 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.

### INDUSTRY-RECOGNIZED CREDENTIAL – ADVANCED COMPUTER SCIENCE Course # 36161-36162

One year = 1 credit                      Level CC

*Prerequisite: Completion of Advanced Computer Science Program of Study*

## LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

Program Name	Course Sequence
Forensic Science	<p><b>Core Course Sequence</b>  Forensic Science I  Forensic Science II</p> <p><b>Complementary Course(s)</b>  Forensic Science Advanced Studies  CTE Work Experience – Law, Public Safety, Corrections, and Security  Industry-Recognized Credential – Forensic Science</p>

### FORENSIC SCIENCE I

**Course #37301-37302**

One year = 1 credit                      Level 1 (L1)

*Prerequisite: None*

This course introduces the principles and procedures employed in criminal and civil investigations. Areas of study include history of forensic science, types of evidence, careers, legal and ethical issues, and exploring crime scenes. Emphasis will be put on gathering information that is used to collect evidence, practice unbiased testimony, crime scene photography, and crime scene procedures. The appropriate use of technology and industry-standards equipment is an integral part of this course.

## MANUFACTURING

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Advanced Computer Science



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## Career & Technical Education

Program of Study. This course is designed to expand the students’ opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

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.

Program Name	Course Sequence
Advanced Manufacturing Technologies	<p><b>Core Course Sequence</b></p> <p>Advanced Manufacturing Technologies I Advanced Manufacturing Technologies II</p> <p><b>Complementary Course(s)</b></p> <p>Advanced Manufacturing Technologies II Lab** Advanced Manufacturing Technologies Advanced Studies Advanced Manufacturing Practices CTE Work Experience – Manufacturing Industry-Recognized Credential – Advanced Manufacturing Technologies</p>

The Employability Skills for Career Readiness Standards must be an integrated component of all CTE course sequences.

\*\* Lab courses are to be taught concurrently with the associated course – see individual course descriptions for requirements and prerequisites.

### 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



# HUG HIGH SCHOOL

## Career & Technical Education

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.

### **INDUSTRY-RECOGNIZED CREDENTIAL – ADVANCED MANUFACTURING TECHNOLOGIES**

One year = 1 credit

Level CC

Course #38161-38162

***Prerequisite:** Completion of Advanced Manufacturing Technologies Program of Study*

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Advanced Manufacturing Technologies Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.



# HUG HIGH SCHOOL

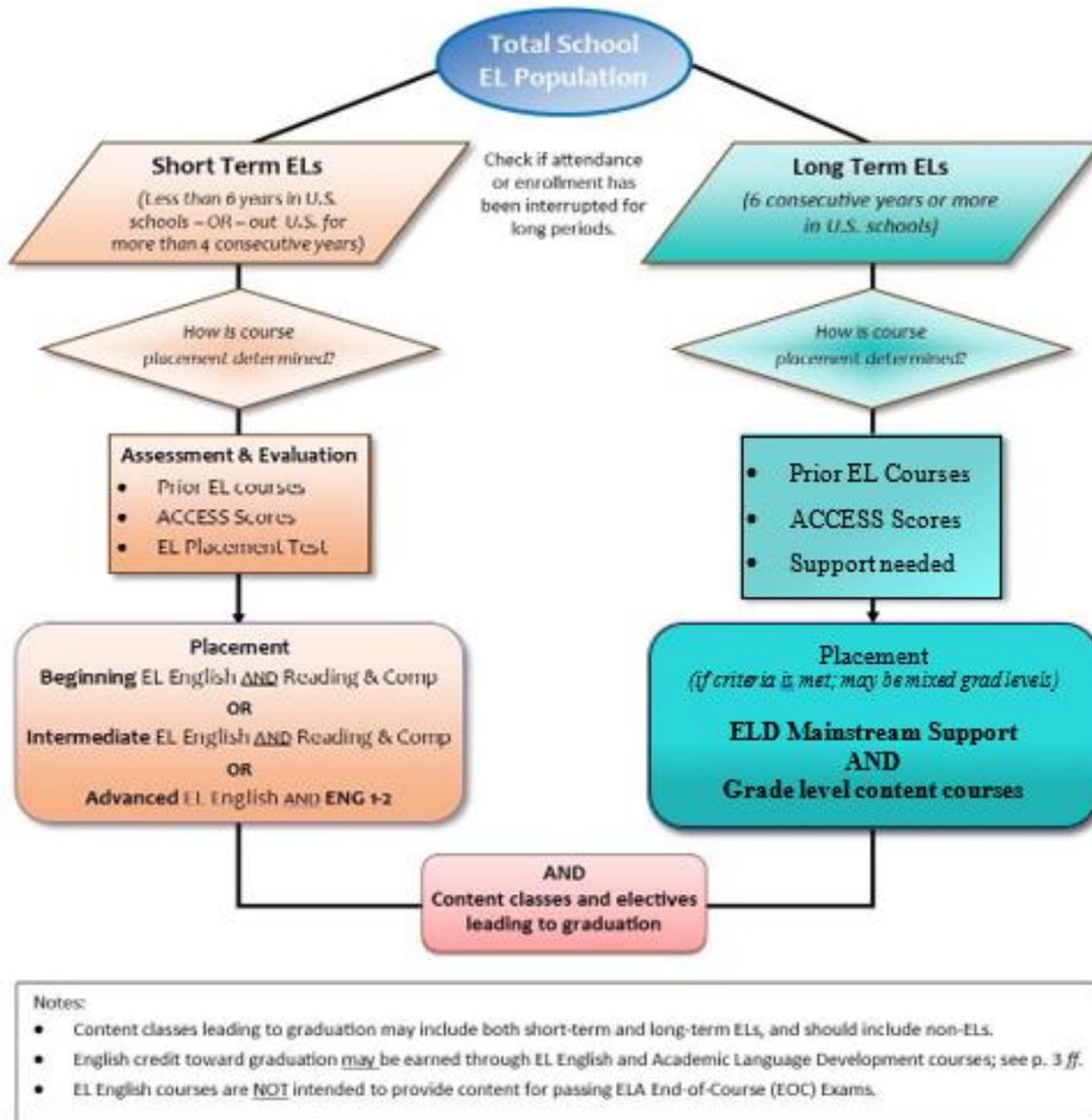
## English Language Development



WCSD Department of English Language Development

### HIGH SCHOOL

## EL PROGRAM and COURSE PLACEMENT



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

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



# HUG HIGH SCHOOL

## English Language Development

### LANGUAGE ACQUISITION GOALS FOR SHORT-TERM ELS

#### BEGINNER

- **ELD FOCUS:** DEVELOPING BASIC GRAMMATICAL STRUCTURES AND SOCIAL-INSTRUCTIONAL LANGUAGE
- **Proficiency growth:** PL 1 (Entering) through PL 2 (Emerging)
- **Placement:** In most cases, newcomer ELs (including newcomers) with a composite proficiency level of 2.0 or less should be placed in Beginning/Newcomer courses. Verify that the student has not previously taken Beginner EL at the high school or middle school level. Students should not repeat the course. If a student has scored higher than a 2.0 in the past three years on ACCESS, do not place in a Beginner Course.

#### INTERMEDIATE

- **ELD Focus:** Developing **organization** and **coherence** in discourse.
- **Proficiency growth:** PL 2 (Emerging) to PL 3 (Developing)
- **Placement:** In most cases, ELs (including newcomers) with a composite proficiency level of 2.1 - 3.0 should be placed in these courses. Verify that the student has not previously taken Intermediate EL at the high school or middle school level. Students should not repeat the course. If a student has scored higher than a 3.0 in the past three years on ACCESS, place in an Advanced Course.

#### ADVANCED

- **ELD Focus:** Developing academic language around the **cognitive demands of content**.
- **Proficiency growth:** PL 2-3 (Developing) to high PL 3 or low PL 4 (Expanding)
- **Placement:** In most cases, ELs (including newcomers) with a composite proficiency level of 3.1 - 4.0 should be placed in these courses. Verify that the student has not previously taken Advanced EL at the high school or middle school level. If a student has scored higher than a 4.0 in the past three years on ACCESS, place in an ELA course and possibly EL Mainstream Support.

#### USE OF ACCESS SCORE FOR PLACEMENT:

USE HIGHEST ACCESS SCORE FROM THE PAST THREE YEARS TO APPROPRIATELY PLACE STUDENTS.

#### NEWCOMER PROGRAM

The **WCSD NEWCOMER PROGRAM (Beginning EL courses and EL Foundational Courses)** is typically offered only at the following high school Newcomer sites:

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

**If a student qualifies for newcomer services and/or Beginning EL**, they have the option to attend the appropriate Newcomer site or their zoned school; contact the Newcomer Program Consultant at the Department of ELD for assistance.

Nicholas Rhea

[Nicholas.Rhea@washoeschools.net](mailto:Nicholas.Rhea@washoeschools.net)

775-293-8027



# HUG HIGH SCHOOL

## English Language Development

### \* NEWCOMER STUDENTS:

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

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

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

*For any question or concerns contact Nicholas Rhea at [Nicholas.Rhea@washoeschools.net](mailto:Nicholas.Rhea@washoeschools.net)*

### 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



# HUG HIGH SCHOOL

## English Language Development

Instructor approval

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

### \*EL Fundamentals of English Literacy

**Course Number: 7665-7666**

Full Year or semester: 0.5 elective credit per semester  
Prerequisites: EL assessment results

Instructor approval required

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

### 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

Intermediate Level



# HUG HIGH SCHOOL

## English Language Development

### 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.

### **ELD Mainstream Support**

#### **Course Number: 7661-7662**

Full Year: 0.5 elective credit per semester

Prerequisites: Enrollment in two or more ACADEMIC mainstream classes

Instructor approval based on data and need; May be repeated as needed

EL Mainstream Support is intended to address difficulties and/or growth with language and/or study skills that may be impacting short- and long-term ELs' access to ELA, Math, Science, Social Studies, and other academic content. Specific learning goals in this course will vary based on students' individual linguistic needs, academic skills, and mainstream course content; following identification of needs, the instructor must develop a syllabus and final exam based on Nevada English Language Development Standards; grade-level Nevada Academic Content Standards may also be appropriate. Note that while students may be required to bring assignments and texts from their mainstream

Advanced Level

All Levels: Support



# HUG HIGH SCHOOL

## English Language Development

classes, the course may not consist of simply study hall and tutoring. Instructors will receive resource materials and guidance from the Department of ELD for developing details of their course.



# HUG HIGH SCHOOL

## English Language Development

Schools may also choose to offer sections of the course based on specific mainstream courses or disciplines and proficiency levels such as Mainstream Support for Short Term ELs and Mainstream Support for Long-Term ELs or content focused such as EL Mainstream Support [Biology] or EL Mainstream Support [Math]. In the case of a Mainstream Support Content Specific Course, the instructor of the course may be a general education teacher in the discipline who holds a TESL/ELAD endorsement.

IDENTIFICATION CRITERIA	STUDENT:
<b>Length of time in U.S. schools</b>	<ul style="list-style-type: none"> <li>Has been in U.S schools 6 years or more</li> </ul>
<b>EL (LEP) status</b>	<ul style="list-style-type: none"> <li>Has active EL (LEP) status – <i>OR</i> –</li> <li>Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)</li> </ul>
<b>Academic Performance</b>	<ul style="list-style-type: none"> <li>Has not progressed on ELPA over last 3 years in 2 or more domains</li> <li>Does not meet state/district standards on core content assessment; <i>and/or</i></li> <li>Does not meet most recent grade level reading/writing standards; <i>and/or</i></li> <li>Does not meet SBAC reading/writing standards (if applicable)</li> </ul>
CONCURRENT ENROLLMENT CRITERIA	
<b>ELA classes</b>	<ul style="list-style-type: none"> <li>Student <b>MUST</b> be concurrently enrolled in a grade level English course.</li> </ul>
<b>EL classes</b>	<ul style="list-style-type: none"> <li>Student <b>MUST NOT</b> be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs)</li> </ul>
<b>ELA support classes</b>	<ul style="list-style-type: none"> <li>Student <b>MUST NOT</b> be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.</li> </ul>
<p><b>Students with IEPs:</b> Students with IEPs are <u>not</u> precluded from taking ALD courses. English Learners receiving Special Education services should be served through their IEPs, which should be developed in consultation with an EL teacher or other educator with expertise in language acquisition. SE and EL teachers should collaborate to assess language development and determine if placement in an EL ALD course is appropriate for any given student.</p>	

### EL PEER TUTOR

**COURSE NUMBER: 7655-7656-7657**

Full Year or Semester: 0.5 elective credit per semester

Prerequisites: EL and mainstream instructor approval

Tutor must have good academic standing

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

Student evaluation and grade assignment for this class will be determined by the mainstream and/or EL teacher based on the contributions the tutor made towards assisting the EL in academic classes.