

FERNLEY HIGH SCHOOL



COURSE CATALOG & REGISTRATION GUIDE

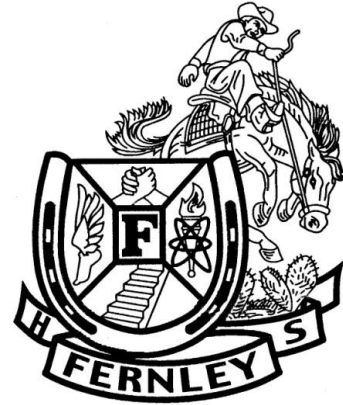
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FHS MISSION STATEMENT

VAQUEROS



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...ON TO EXCELLENCE.

HIGH SCHOOL GRADUATION REQUIREMENTS

Standard Diploma

The following requirements shall be in place for students graduating beginning with the class of 2011:

- A. Enrollment in and completion of 22.5 acceptable units of high school course work.
- B. Eighteen credits in required areas of study.
- C. Enrollment in 4 units of credit in mathematics to include Algebra I and Geometry; 2 laboratory science courses; and world history or geography.*
- D. 5.5 credits in elective areas of study.
- E. Required areas of study:

SUBJECT		CREDITS
1.	English (English I, II, III, IV or 101)	4
2.	Health Education	.5
3.	Mathematics (Including Algebra I and Geometry)*	4
4.	Physical Education	2
5.	Sciences (Including 2 labs)*	3
6.	Social Studies	
	a. Government	1
	b. U.S. History	1
	c. Economics	.5
	d. Social studies elective (World History or World Geography)*	.5
7.	Humanities	1
8.	Use of Computers **	.5
9.	Electives	5.5

**The above listing is the minimum required enrollment as directed in NRS 389.018 Section 2. Additionally, a pupil and his/her parent along with the school administration or school counselor may agree to a modified course of study provided that modified course of study meets the minimum requirements for a standard diploma or an adjusted diploma.*

***Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.*

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in reading, writing, math, and science in addition to meeting course requirements.

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 of 3 credits) and .5 elective credits. The student will have passed all required sections of the Nevada High School Proficiency Exams.

Adjusted Diploma

This student must be certified as a Special Education student. The students must have complete a minimum of 22.5 credits, but may not have completed all of the requirements for a Standard Diploma and/or may not

have passed all required sections of the Nevada High School Proficiency Exams. The student's IEP will specify the conditions under which he/she will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma until his/her 22nd birthday.

GED

This high school does not issue an equivalency or adult diploma. For information about these programs, contact the Lyon Adult Program at 775.575.3409.

Early Graduation

Early graduation is part of the Lyon County Board Policy IKF. The procedures are:

- » A student is to apply no later than the end of their sophomore year;
- » They should submit a letter of intent;
- » Their parents should submit a letter of intent;
- » The counselor should write a letter of support with a plan for achieving credits.
- » All three of these letters are submitted to the principal for a letter of support;
- » Then, all four letters are forwarded to the office of the Lyon County Associate Superintendent for Education Services.

Nevada High School Proficiency Examinations

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examinations in addition to meeting course requirements. Students must pass reading, writing, math, and science. Students have the opportunity to take the reading, science, and math proficiency exams starting in the 10th grade.

Attendance Requirement

With state-mandated accountability, comes greater responsibility to young people. Students are required to attend all classes to which they are assigned. Students with more than nine (9) unverified absences in any class per semester may be denied credit per LCSD policy #JED.

Matriculation of Students

Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year.

Honors Courses

Students who wish to take Honors courses must go through a testing and placement process. Applications for Honors courses are available through the department in which the course is offered.

Advantages of the Honors Course Offerings

- Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.
- Enrollment in the Honors Program will assist students in their preparation for college entrance exams.
- The weighted GPA is used when determining ranking in class.

***Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors or Honors Diploma.*

Weighted Honors Course

Students will earn a weighted grade point factor for successful completion of Honors and Advanced Placement (AP).

Honors	Awarded the grade value and an additional (1) grade point
Advanced Placement (AP)	Awarded the grade value and an additional (1) grade point

The Fernley High School Honors Program is designed to challenge students to their maximum potential and prepare them to pursue higher education. **Students and parents are advised that a year-long commitment is required when a student enrolls in an Honors or AP course.**

Valedictorian/Salutatorian

Valedictorian status is awarded to the student earning the highest grade point average in the graduating class. Salutatorian status is awarded to the student earning the second highest grade point average in the class. Candidates for the valedictorian/salutatorian designations will be identified at the end of the fall semester of their senior year. The final ranking will be based on any and all completed high school credit granting courses, including those courses which receive the weighted grade point factor (GPA).

CTE Endorsement

A student who has successfully completed a sequence of courses in career and technical education will receive a CTE endorsement on the front of the student's high school diploma.

NEVADA DEPARTMENT OF EDUCATION

ACADEMIC CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source.

Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source.
- Turning in purchased papers or papers from the Internet written by someone else.
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own.
- Helping others plagiarize by giving them your work.

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

***Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.*

PLANNING FOR COLLEGE

College entrance requirements vary. For information as to whether or not a course is accepted at a specific college, it is strongly suggested you contact that post-secondary institution for information.

College bound students should choose courses which challenge them and are designed to prepare them for the rigors of college study. Remember that some high school courses will meet a high school graduation requirement, but may not be accepted as an academic credit by your post-secondary institution or by the NCAA. Some colleges accept weighted GAPs, while others do not. Some institutions may even have their own method of calculating GPA weighting. Your GPA in core courses (English, math, science, social studies, and foreign languages), the *difficulty* of curriculum you have taken, college entrance examination scores (i.e. ACT and SAT), and extracurricular activities all contribute to your acceptance into college. **Successful college students are usually those who have worked to their fullest potential during all of their high school years.** They have also adopted good study habits and have been involved in their school and community.

College does not just mean a four-year university. It is much broader than that. “College” can refer to a two-year community/junior college or a trade/technical school. Students should see their counselor for details about which option best suits their abilities, needs, and interests.

***Please keep in mind that most four-year universities require a minimum weighted GPA of 3.0 for admittance.*

Governor Guinn Millennium Scholarship Program

The State of Nevada’s Governor Guinn Millennium Scholarship Program provides financial support to Nevada’s high school graduates who plan to attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the district will submit your name at the end of June to the Office of the State Treasurer. You will receive an award notification mid to late July. Policy guidelines and requirements for eligibility can be obtained by call 1-888-477-2667 or at www.nevadatreasurer.gov. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

Financial Aid

There are four basic types of financial aid available to help defray the costs of a college education.

1. *Scholarships* are monetary awards the student earns and does not have to repay. The student’s high school course selection (including AP and Honors courses), GPA, financial need, and college entrance examination scores (ACT, SAT) weigh heavily in determining recipients.
2. *Grants* are monetary awards based solely on need. Need is determined from information supplied on a family financial aid form. Grants need not be repaid.
3. *Work-study* is employment on or near campus on a part-time basis. Often the university or college makes an effort to place the student in a job related to his/her major.
4. *Student loans* are low-interest monies granted on the basis of need. A loan must be repaid.

A senior should obtain a Free Application for Federal Student Aid (FAFSA) form at www.fafsa.ed.gov or from the student’s counselor. The form should be completed and sent in immediately after January 1 of the student’s senior year. The FAFSA will trigger any federal need-based program for which a student is eligible.

This is a very general outline of financial aid. For information on specific scholarships or programs, the student should contact his/her counselor. The counseling office has information available to students.

ADMISSION TO UNIVERSITY OF NEVADA SYSTEMS

UNIVERSITY OF NEVADA—RENO (UNR) & UNIVERSITY OF NEVADA—LAS VEGAS (UNLV) High School Course Requirements for Regular Admission

English	4 credits	Emphasis on composition, rhetoric, American, English, and World literature
Math	3 credits	Includes algebra, geometry, trigonometry or other advanced math. Also includes Integrated Math 1, 2, and 3 and AP Calculus
Social Studies	3 credits	World History and/or Geography, US History, US Government, Economics
Science	3 credits	Biology, Chemistry, Physics (including at least 2 years in a laboratory science)

Admission Test Requirement

Submit SAT and/or ACT scores; scores may be used for placement and scholarship consideration.

Grade Point Average Requirement

Effective fall 2008, students must have a 3.0 weighted GPA in the courses required for admission. Note—Future requirements are subject to change with earlier implementation.

Early Admissions

Students with good ACT/SAT scores and high school grades will be given consideration for early admission. All students accepted for admission must submit a final, official high school transcript with date of graduation posted. Admission to the university does not mean admission to the program of your choice.

Admission Alternatives

High school students who have met the core requirements, but do not have the necessary GPA can still be considered if they have an ACT Composite score of 22 or a 1040 on the Math and Verbal (not writing) section of the SAT. High school students requesting freshman standing, who are denied admission to the university may petition, in writing, to the Director of Admissions and registrar within ten days of their denial letter. The Special Admissions Committee will review the petition and make a determination of admissibility.

The Core Curriculum

All undergraduate students at the university are required to complete a general education core curriculum of 33-36 credits in the following areas of study: English, mathematics, natural and social sciences, fine arts, core humanities, capstone course, and diversity. Students are responsible for keeping track of their progress throughout the core curriculum, thus students should meet with their academic adviser each semester prior to registering for courses. All core curriculum requirements must be taken for a letter grade.

WESTERN NEVADA COLLEGE (WNC)

You are eligible to attend WNC if you graduated from high school, or have a GED, or are 18 years old. Any student who plans on taking an English or math course needs to take the placement test. Exceptions are students have ACT or SAT test scores (which are no more than two years old) or students who have taken English or math at another college. Placement tests need to be scheduled by calling WNC at 775.445.3207 (Carson City Campus).

The Board of Regents mandated ACT and SAT required scores:

	ACT	SAT
English 101	21	510
Math 120	21	510
Math 126	22	520
Math 128	25	560
Math 176	25	560
Math 181	28	630

Any questions regarding the WNC admissions policy should be directed to the Office of Admissions and Records of WNC at 775.445.3000.

ADMISSION TO UNIVERSITY OF CALIFORNIA SYSTEMS

***This information is included to help students see the differences in college requirements.*

Students are encouraged to investigate the college/university they plan to attend to ensure they are acquiring the correct courses needed to be accepted to that college/university. Students are also encouraged to make an appointment with their counselor for additional information.

History/Social Science	2 years required	Includes one year of US History or ½ year of US History and ½ year of civics or American government; one year of world history, cultures, or geography
English	4 years required	College preparatory English required that includes frequent and regular writing and reading of classic and modern literature, poetry, and drama
Mathematics	3 years required; 4 years recommended	Includes elementary and advanced algebra, geometry, and second-year advanced algebra
Laboratory Science	2 years required; 3 years recommended	Science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics. Laboratory course in earth sciences are acceptable if they have prerequisites or provide basic knowledge of biology, chemistry, or physics. Two years of an integrated science program may be used to fulfill this requirement
Language other than English	2 years required; 3 years recommended	Two years of the SAME foreign language other than English. Courses should emphasize speaking and understanding; include instruction in grammar, vocabulary, reading, and composition.
Visual and Performing Arts	1 year required	Includes: dance, drama/theater, music, visual arts
College Preparatory Electives	1 year required	Courses, in addition to those required above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, language other than English (a third year in the language used for the language requirement or two years of another language)

COURSE SELECTION GUIDELINES

The information in this document has been compiled to assist students in planning their four years of high school course work. Course choices are dependent upon student interest. If, during registration, too few students select a course, it will be canceled and those students will be scheduled into alternate courses. With this information in mind, students are encouraged to select alternate courses that are appropriate for their ability level and interest.

Students and Parents should review the following important information before selecting courses:

1. Review graduation requirements for the type of diploma you are seeking.
2. Discuss your career options with your parents and your school counselor.
3. Complete the four-year academic plan form online at www.fhs.lyon.k12.nv.us (also included in this document). Keep it as a reference for future course registration.
4. Set educational goals to prepare for post-secondary plans and career interests.

Read the course descriptions carefully before you register. Discuss course selections with your parents, teachers, and counselors before registration. Choose courses that will challenge you and prepare you for college and/or a career. Students are discouraged from enrolling in classes that are below (or too far above) their achievement level.

Alternative options to repeat courses are listed in this booklet. Students will be allowed to repeat a course at Fernley High School on a seat availability basis only. Availability cannot be determined until the start of the school year. Some courses, such as band or chorus, are labeled based on the number of years a student has received credit. Students should see their counselor for details on repeating classes.

Teachers for Fernley High School are hired and staffed to teach courses based upon student requests during registration. Therefore, schedule changes will not be made after registration. Students will be expected to remain in courses for the entire term of the class. Class changes will not be granted to accommodate a change in a student's lunch period or to request a specific instructor. Due to the State of Nevada, Department of Education minimum hour of instruction requirement for granting credit, no student may change a class and receive credit after the third week of the semester.

Requests for schedule changes are considered only during the first three weeks of the semester and are only granted for the following reasons:

- Preparation for the Nevada Proficiency Exam
- Graduation requirement fulfillment
- Misplacement in an academic area according to index scores
- Successful completion of summer school course work

To substantiate any schedule change requests, a Schedule Change Request form must be completed by the student and parent, and a parent conference may be required. The form is available in the counseling office.

The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. This is not uncommon for high schools; and, every effort will be made to ensure a smooth transition for students.

*** Lyon County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.*

PRE-REGISTRATION INFORMATION

Your class schedule is determined by the registration process. You must choose your classes carefully. You will be scheduled by the computer-based program in direct correlation to the courses you select. Read the course descriptions closely. Discuss your selections with your teachers, parents/guardians, and your school counselor prior to pre-registration. **All registration forms are to be viewed as full-year commitment contracts.** The following information will assist you in making the best educational decisions possible.

Prerequisites

Prerequisites are listed in the Course Catalog to help students and parents make the best educational decision possible. Students must meet these prerequisites to enroll in a course. Both semesters of the prerequisite course must be successfully completed. **Successful completion of a previous course is defined as a grade of "C" or better.** Pre-registration schedule adjustments will be made automatically should prerequisites not be met during the second semester.

Class Fees

Fees are charged for select elective courses. These class fees cover the actual cost for projects. With the uncertainty of our economy, there are families who may be unable to purchase all of the necessary items or pay fees for their students. This is understandable and will not prevent student enrollment in any class. If the circumstances are such that alternatives to immediate payment of fees must be considered, please contact the student's teacher(s) so the school and parent can work together to resolve this situation.

Duplicate Course Work – Repeating Courses

Students may repeat courses, additional credit will not be granted; the higher grade will be recorded in the course history and the lower grade replaced with a repeated course notation.

Required High School Student Class Load

The State of Nevada, NAC 387.345, requires all high school students be enrolled as follows:

- Ninth, tenth, and eleventh grade students must be enrolled in seven classes or the equivalent of seven periods per day;
- Twelfth grade students must be enrolled in five classes or the equivalent of five periods per day.

*Please Note: Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and Work Experience are considered equivalent coursework, students must receive **prior approval** of the counselor and administration.*

Schedule Change Policy

Advanced planning and guidance are provided for each student prior to registration, and teachers are hired and staffed to teach courses based upon student requests during registration. *Schedule changes will not be made after registration.* Students will be expected to remain in courses for the entire term of the class. Class changes will not be granted to accommodate a change in a student's lunch period or to request a specific instructor. Due to the State of Nevada, Department of Education minimum hour of instruction requirement for granting credit, no student may change a class and receive credit after the third week of the semester. Requests for schedule changes are considered only during the first three weeks of the semester and are granted only for the following reasons:

- Preparation for the Nevada Proficiency Exam
- Graduation requirement fulfillment
- Misplacement in an academic area according to index scores

- Successful completion of summer school course work

To substantiate any schedule change requests, a Schedule Change Request form must be completed by the student and parent, and a parent conference may be required.

Due to increased/decreased enrollment and staff changes, administration/counseling may balance course sections by transferring students from one class and/or teacher to another section. This is not an uncommon activity for high schools, and every effort will be made to ensure a smooth transition for students.

Course Requirements

Freshmen	Sophomore	Junior	Senior
English Math PE Science Health/Computers Elective Elective [Advisory]	English Math PE Science World History/Economics Elective Elective [Advisory]	English Math Science US History Elective Elective Elective [Advisory]	English Math US Government Elective Elective [Advisory]

Required Number of Classes

All students in grades 9, 10, and 11 must be enrolled in a minimum of seven classes. Students in grade 12 must be enrolled in a minimum of five classes. All students are encouraged to take advantage of the numerous opportunities available to them during high school.

Senior Year

Students should either be focused on acceleration or remediation, but should *not* be in hibernation. Seniors continuing on to any post-secondary institution should work to accelerate their knowledge by taking a challenging course load. If students have scored low on the SAT or ACT, or who are in danger of not graduating, should focus on remediation of skills. Students should not hibernate during their senior year by taking less challenging courses or by taking the minimum requirements.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor with the College Board in Princeton, New Jersey for academically talented sophomores, juniors, and seniors. Through this program, sophomores, juniors, and seniors in high school may take courses that have been developed with college-level material and expectations.

Since the curriculum is more rigorous than the regular courses, there is a greater opportunity for individual progress and achievement. The Advanced Placement examinations are given each May. All examinations consist of an essay or problem-solving section and a series of multiple-choice questions. At the completion of the course, each student is expected to take this examination at an approximate cost of \$86.00 per exam.

The College Board grades exams. Scores are given on the following basis:

5	Extremely Well Qualified
4	Well Qualified
3	Qualified
2	Possibly Qualified
1	No recommendation

In many cases, universities will award three college credits for a score of THREE, six credits for a score of FOUR, and nine credits for a score of FIVE. Students and parents should check college catalogs for the policy of the college the student plans to attend. Awarding of college credits is at the discretion of each university. ***Students who enroll in AP classes are expected to take the AP exam.***

Advanced Placement (AP) courses are college level courses. The difference between Honors and AP courses is that the Honors courses help students prepare for the academic challenges of college, while the AP courses allow students to pursue college level studies while still in high school. A student may receive college credit for an AP course, if the student's scores a three or higher on the national AP exam at the end of the year.

AP courses require a great deal of self-discipline, research and independent study skills, the ability to work in self motivated learning groups, group study hours beyond the classroom, and, in some cases, hours of homework a night. The demands of an AP course stretch a student's academic and intellectual ability. An AP student must also demonstrate a high motivational level and possess the maturity necessary to successfully complete an AP course and pass the exam. Students who enroll in more than one AP course should expect the possibility of several hours of homework to address the demands of all their classes. A combination of AP and Honors courses can prove to be rigorous, and students enrolling in these courses should consider all activities they are involved in and the amount of time expected for each course and/or activity.

*****Students who enroll in an Advanced Placement course are expected to remain in the course for the entire school year.***

A student's commitment to enroll in an AP course is taken very seriously. Many AP students experience not getting an "A" for the first time and request a transfer out of the course. A student may not transfer out of an AP course just because of a low grade. Students who are truly misplaced in an AP course must go through the following process in order to request a transfer, and these transfers will take place only after the first semester.

1. Student/counselor conference
2. Parent/teacher/student/counselor conference
3. Documented attempts at strategies for success determined at parent/teacher/student/counselor conference.
4. Parent/curriculum administrator conference
5. Feedback and input from teacher, counselor, parent and student.

LYON COUNTY ATHLETIC ELIGIBILITY

Initial Eligibility – General Requirements

- Must be enrolled in grades 9 – 12.
- Must reside in the school of enrollment's attendance zone, or receive a zone variance.
- Must be enrolled in a minimum of two units of credit per semester and regularly attend school.
- Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve a previous semester deficiency.
- Must complete LCSD/FHS Athletic Packet paperwork prior to trying out for any team.
- Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association regulations (NAC 386.785 – 386.799).

Maintenance of Eligibility

- Must maintain passing grades in all subjects during the current athletic season.
- Must regularly attend school. [Students on APEP or suspension are not eligible to participate.]
- Must be in school in order to participate in practice or games on any given day.
- Must maintain positive citizenship.

Additional eligibility guidelines are contained in Nevada Interscholastic Activities Association regulations (NAC 386.776 – 386.855) and Lyon County School District.

NCAA ELIGIBILITY

In order to participate in collegiate athletics, students must register with the NCAA Clearing House (www.ncaaclearinghouse.net). This should be initiated in the student's junior year. For the Class of 2008 and beyond, students must attain a minimum grade point average in 16 core courses for Division I and II as listed below; and earn a combined ACT or SAT sum score that matches the core course GPA (see Academic Eligibility requirements in the Guide for the College-Bound Student-Athlete).

<u>Required Courses*</u>	<u>Division I</u>	<u>Division II (2013 & beyond)</u>
English	4	3
Mathematics (Alg I or higher)	3	2
Science (minimum 1 lab science)	2	2
Additional In Above	1	3
Social Studies	2	2
Additional Core Courses**	4	4

**Remedial, special education, compensatory or related courses do not qualify for initial eligibility.*

NCAA Academic Standards

Division I Eligibility

- All students entering college must have completed **16 core courses** in high school.
- Students must earn a minimum required GPA in core courses and a combined SAT or ACT sum score that matches this GPA on a sliding scale, which can be found in the NCAA Eligibility Center Quick Reference Guide (http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)

Division II Eligibility

- All students entering college on or after August 1, 2013, must have completed **16 core courses** in high school.
- Standards require a minimum GPA of 2.0 and a combined minimum SAT score of 820 or sum ACT score of 68.

NCAA Core Courses Definition

- An academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy.
- A four-year college preparatory course and a course at or above the high school's regular academic level, for example, an AP® class or outside college course.

Remedial courses, or those taught at a slower pace or that cover less content are not admissible. And not all classes that meet high school graduation requirements meet NCAA course work requirements.

ENGLISH CURRICULUM & SEQUENCING

Each course taught at Fernley High School has a recommended achievement range. Students are placed in courses based on course requirements for graduation, classroom performance and teacher recommendation. Counselors will assist the student in making appropriate course selections. ***The state of Nevada requires 4 credits of English for high school graduation.*** Each student must take English I or English I Honors course in the 9th grade, English II or English II Honors course during 10th grade, an English III or AP English Language & Composition course during the 11th grade and English IV or AP Literature & Composition course during the 12th grade. Please also refer to the section on college entrance requirements for additional information on courses that prepare a student for college.

(AP = Advanced Placement)

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
English I Honors*	English II Honors*	AP Language & Composition	AP Literature & Composition
Mythology	Mythology	Mythology	Mythology
Acting & Performance	Acting & Performance	Acting & Performance	Acting & Performance
Assisted Reading I*	Assisted Reading II*	English Proficiency*	English Proficiency*
		Assisted Reading III*	Assisted Reading IV*

*Course enrollment is based upon eligibility.

English Course Descriptions

English I

This year-long course is designed to build a foundation where students are able to cite textual evidence, both explicitly and implicitly; determine theme/central idea in text and analyze its development throughout the text, its interaction with characters, and advancement of plot in order to objectively summarize the text. Students will analyze characters, plot, and theme. The course will also focus on word/phrase meaning (including figurative and connotative meanings) and the impact of word choice on tone. Students will also be required to analyze author's purpose, point of view, and cultural experiences in world literature and text. The course introduces students to the analysis of two different artistic meanings based on a specific area. By the end of the course, students will be able to read and comprehend literature, including stories, dramas, and poems. Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. This course will also provide opportunities to work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed; as well as, propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Students are challenged to respond to diverse perspectives, summarize points of agreement and disagreement, and qualify/justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Students will also be required to integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. In addition, students will learn how to present information, findings, and supporting evidence clearly, concisely, and logically in a manner that allows listeners to follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Students will also use varying strategies in digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. The successful completion of this course fulfills one of four English credits required for high school graduation.

English I Honors

English I Honors consists of the same curriculum as English I with an added emphasis on reading, critical thinking skills, writing skills, and vocabulary to be better prepared to meet the demands of a rigorous course of study in all disciplines. Students will be introduced to literary analysis and a variety of texts and learn to write effective essays about literature. Honors students will be expected to be self-directed learners.

English II

This year-long course is a continuation of English I where students built a foundation where students are able to cite textual evidence, both explicitly and implicitly; determine theme/central idea in text and analyze its development throughout the text, its interaction with characters, and advancement of plot in order to objectively summarize the text. Students will analyze characters, plot, and theme. The course will also focus on word/phrase meaning, the impact of word choice on tone, analyzing author's purpose, point of view, and cultural experiences in world literature and text. The course introduces students to the analysis of two different artistic meanings based on a specific area. Students will initiate and participate effectively in a range of collaborative discussions with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. This course provides opportunities to work with peers to set rules for collegial discussions and decision-making, creating clear goals and deadlines, and individual roles as needed; as well as, propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Students are challenged to respond to diverse perspectives, summarize points of agreement/disagreement, and qualify their own views and understanding and make new connections in light of the evidence and reasoning presented. Students will also be required to integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source and to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. In addition, students will learn how to present information, findings, and supporting evidence clearly, concisely, and logically in a manner that allows listeners to follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Students will also use varying strategies in digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. The successful completion of this course fulfills one of four English credits required for high school graduation.

English II Honors

English II Honors consists of the same curriculum as English I with an added emphasis on reading, critical thinking skills, writing skills, and vocabulary to be better prepared to meet the demands of a rigorous course of study in all disciplines. Students will be introduced to literary analysis and a variety of texts and learn to write effective essays about literature. Honors students will be expected to be self-directed learners.

English III

Students will study fiction analyzing themes, purpose, and rhetorical features through group discussions, analytical writing and oral presentations. Students will write informative and explanatory texts focusing on literary analysis and conveying complex ideas about literature and texts. Students will also analyze how multiple ideas develop and build on each other through the course of studying literary non-fiction and narrative writing. They will focus on author's choices about point of view, structure, style, rhetoric, and language looking for effectiveness. Various forms of media will be used to integrate information, enhance evidence, and publish student work. As in all English courses, an emphasis will be placed on using the writing process and standard grammatical conventions. Students will also read and analyze narrative writing as they write their own narrative writing using effective writing techniques and using evidence to support their ideas. Students will read and analyze argumentative texts also focusing on writing and supporting clear claims using reasonable, relevant, and sufficient evidence. Finally, students will study seminal U.S. documents and public advocacy texts evaluating the use of constitutional principles, legal reasoning, rhetoric, themes, purpose, and point of view. They will discover how language changes over time and throughout contexts. Students will perform research integrating multiple sources and various forms of media.

AP Language & Composition

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices will 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 fulfills one of the English III credit required for high school graduation.]*

English IV

English IV is a year-long course with instruction focused on understanding the recognition of evidence in responding to both literary and informational text. Students will cite strong and thorough evidence to support an analysis of what the text says implicitly and explicitly, recognize the author's choice for leaving events open-ended and judging where texts are inconclusive. They will be encouraged and required to question the text, analyze author's choice, and use evidence to support literary critiques. Students will also draw evidence from text and analyze sources for credibility to create a research project in a formal MLA style and to complete a formal presentation. Students will also critical read and analyze works of literature with a specific focus on discovering differences and similarities in pieces of literature focusing on structure, context, time period, social and cultural relevance, and other broad motifs. Students will also analyze written arguments and write their own argumentative texts using research and evidence to support claims. Arguments will be presented in a formal presentation. Finally, students will use a novel or other full-length drama to investigate how the author develops themes, uses characters to advance the plot, and uses literary devices to develop conflicts and themes. Students will identify and track themes as they mature through the literary work, determine the author's purpose and message, and analyze the author's choices as they relate to the literary work. Students will write a variety of responses to the literature focusing on creating higher-level analysis with formal written format and conventions.

AP Literature & Composition

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English: Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices will 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 fulfills one of the English IV credit required for high school graduation.]*

Mythology

This one-semester course provides students with an introduction to mythology. Mythology is the study of stories that explain how people have come to exist or why people do what they do. This class focuses on six different types of mythology in order to get a well-rounded world view. The course concentrates on the Americas, Africa, Oceanic, Middle Eastern, Asian, and European mythology. The class focuses on the cultures and history of these regions in order to examine each regional myth in detail. This course fulfills $\frac{1}{2}$ elective credits required for high school graduation.

Acting & Performance I

This introductory one-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. Students are required to attend at least one play per semester and write a critique on the experience. This course will fulfill one Art/Humanities credit or one of the elective credits required for graduation.

Acting and Performance II/III/IV

These one-year courses are designed for students who have successfully completed the appropriate Acting and Performance I course or have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Group interaction and ensemble work will be emphasized. This course will fulfill one Art/Humanities credit or one of the elective credits required for graduation.

Assisted Reading I/II

READ 180 is an intensive year-long reading intervention program designed to meet the needs of students who are reading below grade level. The program directly addresses individual needs through adaptive instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills. This course fulfills one elective credit required for high school graduation.

English Proficiency

This semester course is designed for students who have not achieved proficiency in reading and writing. The course emphasis will include strategies for expository, persuasive, narrative, and descriptive writing. As well as, strategies for reading using textual clues, word mining, etc. Instructional practices will 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 fulfills one half elective credit required for high school graduation and may be repeated once.

Journalism

Journalism is a course designed for students interested in newspaper journalism and developing their skills as a writer. It includes basic news writing, reporting, editing and legal and ethic issues. Students will learn the fundamentals of news, feature, editorial and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories using varied structures and writing techniques. Students will also learn to create computer generated layouts and graphics. Students in this class will learn investigative journalism, reporting, and will be responsible for printing the Vaquero Voice, the FHS newspaper.

Creative Writing

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of using and shaping language to convey ideas, feelings, moods, and visual images is the basis of this course. Students will become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of their peers.

MATHEMATICS CURRICULUM & SEQUENCING

Four years of mathematics are required for high school graduation. Students may earn Algebra I credit in 8th grade and bypass Algebra I in high school. Students who satisfy Algebra I in 8th grade will begin their high school mathematics career with Geometry.

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II	Pre-Calculus/Algebra III
Geometry	Algebra II	Pre-Calculus Honors	AP Calculus
Math Essentials		Math Proficiency	Math Proficiency

Course Descriptions:

Algebra I

This one-year course is designed to provide students with the necessary knowledge and skills to be prepared for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of pattern, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra requirement for one of the mathematics credits required by Lyon County School District for high school graduation.

Geometry

This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity-based methods. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required by Lyon County School District for high school graduation.

Algebra II

This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix- arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. The use of technology, including graphing calculators and computer software, are an integral part of this course. This course will fulfill one of the mathematics credits required by Lyon County School District for high school graduation.

Algebra III

This one-year course is designed for the Senior student, who has completed Pre-Calculus and is not ready for the pace of AP Calculus or has completed Algebra 2 and is not ready for the pace of Pre-Calculus Honors. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, series and sequences, probability and statistics. This course is also designed to help students get prepared for College math. The use of technology, including graphing calculators, is an integral part of this course. This course will fulfill one

of the mathematics credits required by Lyon County School District for high school graduation.

Pre-Calculus Honors

This one-year course is designed for the Juniors who completed Algebra II with at least a B, and very motivated seniors that are above-average student with a strong background in advanced algebra. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, series and sequences, probability and statistics, and the introductory concepts of calculus. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required by Lyon County School District for high school graduation.

AP Calculus

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required by Lyon County School District for high school graduation.

Math Essentials

This course can be either a semester or full year course. It is designed for students who need review and extra help with basic math fundamentals and is designed to help the student to be more successful in their other math classes.

This course fulfills $\frac{1}{2}$ or one [dependent on number of semesters enrolled in course] full elective credit required by Lyon County School District for high school graduation per semester.

Math Proficiency

This semester course is designed to remediate mathematical skills and concepts experienced on the Nevada High School Proficiency Examination. The course will focus on individual strands of skill sets covered on the exam in order to prepare students to take the exam required for high school graduation. This course fulfills $\frac{1}{2}$ elective credit required by Lyon County School District for high school graduation. Students may repeat course until high school proficiency exam achieves a passing score. Students have the opportunity to earn $\frac{1}{2}$ elective credit for each subsequent semester.

SOCIAL STUDIES CURRICULUM & SEQUENCING

Three credits of social studies are required for high school graduation. Sophomores take a semester of World History [or the equivalent] and one semester of Economics; juniors take one year of United States History; seniors take one year of United States Government. (AP= Advanced Placement)

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
None	World History Economics/Financial Literacy	US History AP US History	US Government AP Government

Course Descriptions:

Economics/Financial Literacy—1 Semester (10th Grade)

This one semester course focuses on State economics standards that require high school graduates to receive curriculum and practice in the following areas of *general* economics: 1. How scarcity and incentives affect choices, how markets work, why markets form, and how supply and demand interact to determine the market price (E.9.0); 2. The economic indicators the US uses to measure economic performance, basics of the US economic system, and understanding the roles of money, interest rates, savers, and borrowers (E.10.0); 3. The causes of economic change and how the US economy responds to those changes and how other economic systems respond to similar changes (E.11.0); and 4. The exploration of trends in international trade, the impact of trade on the US economy, and the role of exchange rates (E.12.0). Per NRS 389.074 (2009) students graduating from an accredited Nevada High School must receive—in addition to the economics standards—curriculum in the areas of Financial Literacy. These areas include: 1. Financial responsibility and decision-making; 2. Income and career exploration; 3. Planning and money management; 4. Credit and debt; Risk management and insurance; and 5. Saving and investing. This course fulfills the ½ Economics credit required by Lyon County School District for high school graduation.

World History

This one semester course focuses on State world history standards that require graduates to receive curriculum and practice in the following areas of *general* World History education: 1. *People, Cultures, and Civilizations* focuses students on understanding the development, characteristics, and interaction of people, cultures, societies, religion and ideas in pre-civilization, early civilization, and the Middle Ages; 2. *Nation Building and Development* has students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas in early civilization through the Middle Ages; 3. *Social Responsibility and Change* shapes students' understanding of how social ideas and individual action lead to social, political, economic, and technological change from Early Civilization through the Modern World; and 4. *International Relationships and Power* introduces students to the interaction and interdependence of nations around the world and the impact economics, politics, religion, and culture have had on international relationships, primarily in the areas of Imperialism and World Wars, the Cold War, and through Contemporary Global Issues. This course fulfills the ½ World History credit required by Lyon County School District for high school graduation.

United States History

This year-long courses focuses on State history standards that require high school graduates to receive curriculum and practice in the following areas of *general* US History education: 1. *People, Cultures, and Civilizations* evaluates the development, characteristics, and interactions of people, cultures, societies, religion, and ideas throughout American history; 2. *Nation Building and Development* focuses on the understanding of the American people, events, ideas, and conflicts that lead to the evolution of the United States, its distinctive culture, and its economic ideas; 3. *Social Responsibility and Change* enables students to

understand how social ideas and individual action have lead to social, political, economic, and technological change throughout American history; and 4. *International Relationships and Power* has students analyze the interaction and interdependence of the United States through history and the impact economics, politics, religion, and culture has had on America's historical international relationships. This course fulfills the one United States History credit required by Lyon County School District for high school graduation.

AP United States History

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history from the Pre-Columbian Era through Post Cold-War America. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials — their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Upon completion of the AP United States History course, students are expected to take the AP United States History national exam; however, successful completion of the course does not guarantee a passing score on the AP exam. For more information on the AP United States History course and the AP exam, please see www.collegeboard.org. This course fulfills the one United States History credit required by Lyon County School District for high school graduation.

US Government

This year-long course focuses on State civics standards that require high school graduates to receive curriculum and practice in the following areas of general civics education: 1. Why society needs rules, laws, and government and the understanding of the roles, rights and responsibilities of citizens (C13.0); 2. The essential design of the US Constitution and the government it creates, including the relationship between national and sub-national governments, and the structure and function of state and local governments (C14.0); 3. Roles of political parties, elections, interest groups, media, and public opinion in the democratic process (C15.0); and 4. The different political systems in the world and how those systems relate to the United States and its citizens (C16.0). Successful achievement in this course fulfills the one United States Government credit required by Lyon County School District for high school graduation.

AP US Government and Politics

This course is directly aligned with the national AP US Government and Politics course (www.collegeboard.org). The course is designed to give students an analytical perspective on government and politics in the United States at college-level expectations. All 12th grade students are eligible to take the AP US Government and Politics class, but the pace and volume of learning is much higher than a traditional government class. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics and preparing students to become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics covered in the course include: 1. *Constitutional Underpinnings of United States Government*; 2. *Political Beliefs and Behaviors*; 3. *Political Parties, Interest Groups, and Mass Media*; 4. *Institutions of National Government*; 5. *Public Policy*; and 6. *Civil Rights and Civil Liberties*. Upon completion of the AP US Government and Politics, students are expected to take the AP US Government and Politics national exam; however, successful completion of the course does not guarantee a passing score on the AP exam. For more information on the AP US Government and Politics course and the AP exam, please see www.collegeboard.org. Successful achievement in this course fulfills the one United States Government credit required by Lyon County School District for high school graduation.

SCIENCE CURRICULUM & SEQUENCING

Each course taught at Fernley High School has a recommended achievement range. Students are placed in courses based on course requirements for graduation, classroom performance and teacher recommendation. Counselors will assist the student in making appropriate course selections. **The state of Nevada requires 3 credits of science for high school graduation.**

(AP = Advanced Placement)

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
Biology I	Chemistry I	Anatomy & Physiology	Anatomy & Physiology
Biology I Honors	Chemistry I Honors	Honors	Honors
	Integrated Science	Animal Behavior	Animal Behavior
		Astronomy	Astronomy
		Botany Honors	Botany Honors
		Earth Science	Earth Science
		Environmental Science	Environmental Science
		Forensic Science	Forensic Science
		Marine Science Honors	Marine Science Honors
		Physics Honors	Physics Honors
		Zoology Honors	Zoology Honors
		AP Biology	AP Biology
		AP Chemistry	AP Chemistry
		AP Environmental Science	AP Environmental Science

Please note—Some courses may not have a course description listed below.

Course Descriptions:

Anatomy & Physiology Honors

This is a one-year course designed for those students who have successfully completed Biology I and Chemistry I, and who exhibit interest in further study in biological science. Topics included are the structure and function of all systems of the human body. Demonstrations and laboratory experiences, problem solving and case study work are to be an integral part of the teaching of this course. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

Astronomy

This one semester course examines the relationships between the Sun and the Earth, as well as, the causes for seasons on planet Earth. It also focuses on the solar system, processes of the universe (including stars, asteroids, and meteors). Students will evaluate the impact of pieces of space debris that periodically make contact with planet Earth – and the consequences of such encounters. Students will build Galileo-style telescopes and use them to understand how parallax is used to determine distance to objects in the universe. Students will engage in space mathematics activities designed to increase awareness of space events and processes. Students will also investigate black holes, MACHOS and WIMPS. Students will gain an in-depth understanding of the electromagnetic spectrum and why it is so important to space understanding and exploration. Students may be asked to attend evening/night activities in order to observe the contents of our solar system and surrounding space with the telescopes we build. This course fulfills ½ science credit required

by Lyon County School District for high school graduation.

Biology I

This one-year course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem- solving techniques while developing an understanding of major biological concepts. The course will also familiarize the students with the nature of science and technology. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

Biology I Honors

This one-year course is designed around introductory biological concepts designed for the academically-oriented student. The emphasis is on developing inquiry skills and problem- solving techniques while developing an understanding of major biological concepts. Independent study projects and inquiry-based learning experiences are integral parts of course requirements. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

AP Biology

This year-long AP Biology course is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The College Board has redesigned the curriculum starting in the 2013 school year, and although the amount of material has been reduced, the emphasis on scientific thinking and analytical thinking has increased. The course will be structured differently this year due to the changes and to allow for more class time for labs and discussions. The new AP Biology curriculum encompasses 4 ‘big ideas’, with Essential Knowledge and Process Skills that support each one. *Big Ideas*: 1: *Evolution*—the process of evolution drives the diversity and unity of life; 2: *Cellular Processes (Energy and Communication)* — Biological systems utilize free energy and molecular building blocks to grow; 3: *Genetics and Information Transfer*— living systems store, retrieve, transmit, and respond to information essential to life processes; 4: *Interactions*— Biological systems interact and these systems and their interactions possess complex properties. This course fulfills one *science* credit required by Lyon County School District for high school graduation.

Chemistry I

This one-year course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics included are mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermo chemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

Chemistry I Honors

This one-year course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics include: mathematics of chemistry, safety, laboratory procedures, elements-compounds-mixtures, atomic theory and structure, structure and organization of the periodic table, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, phases of matter, solutions, acids-bases theory, equilibrium, thermo chemistry, organic chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Additional topics

may include history of chemistry, biochemistry, qualitative chemistry, and research projects. This course is distinguished from Chemistry I by the instructional pacing and the delivery of advanced content. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

AP Chemistry

The year-long AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. We will review some topics from first year chemistry and then examine and study them in more depth. This course will also place more emphasis on chemical calculations and the mathematical basis of chemical principles. In order to satisfy the requirements of AP chemistry, you must participate in more rigorous laboratory exercises equivalent to those of a typical college course. To do this, the class requires that we meet daily for two normal class periods. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

Earth Science

This one-semester course focuses on the examination of the Earth's internal structure, from the core to the crust; how the thermal energy from the Earth's core effects movements of the crustal plates, resulting in plate tectonics. As well as, exploration of converging and diverging plate boundaries to understand how continents and oceans form; examine Earth's history over 4.65 billion years. We will study the water cycle and how it affects Earth's weather and climate. Students will investigate global warming and its causes and potential outcomes; ice ages of the past and their causes, from the impact of space objects through volcanic activity to cyclical planetary changes. Students will also study several of Earth's features, from topographic maps through geologic maps to cross sectional maps; learn about minerals and what they consist of; how minerals form rocks, and how rocks change as they journey through the rock cycle. This course is designed to be hands-on and requires student involvement and participation. This course fulfills ½ credit of science required by Lyon County School District for high school graduation.

Environmental Science

This one-year course is designed for the student who wants to learn about the environment through research and experimentation. It deals with the basic concepts of ecology and their application of today's controversial topics of overpopulation; pollution of the soil, air, and water; and conservation of natural resources. Instructional practices will incorporate integration of diversity awareness. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

Forensic Science (Biology)

This one-year course examines the principles and procedures employed in criminal and civil investigations. It includes all areas of scientific endeavor, such as medicine, psychiatry, psychology, geology, physics, chemistry, and biology. The course will focus on applying current scientific methods to the collection, documentation, preservation, examination, and interpretation of physical evidence. Emphasis will be put on gathering, analyzing, and interpreting physical evidence, using modern laboratory technologies and procedures. Instructional practices will incorporate integration of diversity awareness. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

Integrated Science

This one-year course investigates structural differences of matter and how it interacts, how energy is transferred and conserved, what is the universe and what is Earth's place in it, how and why the Earth is constantly changing, and what affects do human activities have. To do this, integrated science focuses on several scientific practices, including developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical thinking, and constructing explanations to demonstrate understanding of core ideas. This course will fulfill one credit of science required by Lyon County School

District for high school graduation.

Marine Science Honors

This one-semester course is a survey of the physical and biological marine environment. Topics covered including history and technology of ocean exploration, origins of water and dissolved material, properties of seawater, interactions between atmospheric and oceanic systems, ecological principles of marine systems, survey of oceanic life forms, and human interactions with the marine environment. This course fulfills $\frac{1}{2}$ science credit toward high school graduation.

Science Proficiency

This course is designed for juniors and seniors who have not passed the Nevada High School Proficiency Exam in science. This course provides an integrated, standards-based approach by connecting concepts in life science, earth and space science, and physical science. Students gain a foundation in the nature of science and develop critical thinking skills through inquiry, experimentation, collaboration, and data collection with analysis. This course fulfills $\frac{1}{2}$ elective credit required by Lyon County School District for high school graduation. This course may be repeated. $\frac{1}{2}$ elective credit will be earned for each semester passed.

Zoology Honors

This year-long course is intended to help the student develop an understanding of the ways in which all organisms, from the simplest to the most complex, execute the same life functions - growth & development, obtaining and using nutrients, maintaining homeostasis, locating a mate and reproducing. The study begins with the simplest unicellular organisms and progresses through colonial into invertebrate and finally to vertebrate animals. Students learn through lecture and observation of preserved and live specimens about the many diverse ways in which an animal body may be organized. This course will be of interest to students pursuing a degree in any biological science (veterinary, wildlife biology, and allied health professions) or those wishing to learn more about other life forms we share the planet with. This course fulfills one science credit required by Lyon County School District for high school graduation.

Physics Honors

This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Pre-Calculus and who exhibit an interest in science. Topics include the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward greater conceptual understanding of the physical concepts and processes. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. This course will fulfill one credit of science required by Lyon County School District for high school graduation.

PHYSICAL EDUCATION CURRICULUM & SEQUENCING

The state of Nevada requires 2 credits in Physical Education and 0.5 credit of Health for high school graduation. All students must take PE I [or the equivalent] during the 9th grade.

Students may satisfy their physical education requirements in several ways:

1. Enroll and pass PE courses
2. A student may be exempted from a maximum of one credit in PE if the student participates in school-sponsored activities (interscholastic athletics and cheerleading, etc.) for at least 120 hours. Students seeking a PE Exemption must complete a PE Waiver form. The forms are available in the Counseling Office.
3. Fall semester of Marching Band can be applied to ½ credit of Physical Education instead of ½ Elective credit.

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
PE I	PE II	Any PE, Weights, Dual Sports, or Aerobics	Any PE, Weights, Dual Sports, or Aerobics
Weights I	Weights II		
Dual Sports I	Dual Sports II		
Aerobics I	Aerobics II		
Health	Health		

Course Descriptions:

Aerobics I/II

This year-long course emphasizes how students move in their environment. Students will learn fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping), non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling), and manipulative (rolling, throwing, catching, bouncing, kicking) skills. Students will participate in a wide variety of activities designed to develop balance, agility, strength, and flexibility, as well as cardiovascular fitness. The purpose of this course is to develop the skills necessary to use dance and other aerobic activities as a means of lifelong physical fitness. This course satisfies one physical education credit required by Lyon County School District for high school graduation.

Aerobics II

This year-long course will increase the intensity and complexity of the activities experienced in Aerobics I. This course satisfies one physical education credit required by Lyon County School District for high school graduation.

Dual Sports I/II

This year-long Individual/Dual Sports class is designed to help male and female student athletes develop greater athleticism. Goals of the class include improving each athlete's speed and acceleration, jumping ability, agility, quickness, balance, coordination and cardiovascular fitness. Drills and activities will include the use of plyometrics, agility ladders, speed harnesses, jump ropes, mini hurdles, medicine balls, core training, running efficiency training, and other training aids and techniques. The class is strenuous in nature and athletes motivated to improve themselves, no matter what sport(s) they play, are encouraged to register. Student athletes may take the class multiple years to further enhance their athletic abilities and derive associated health benefits. This course satisfies one physical education credit required by Lyon County School District for high school graduation.

Health

This one-semester course examines concepts related to health promotion and disease prevention by connecting the interrelationships between physical, mental, social and emotional health. Instructional practices will analyze the effects of heredity, family, peers, cultures, diversity awareness, environment, media and technology on personal safety and decision making. Student will evaluate the validity of health information, products, and services so they can reject the numerous unproven resources. Students will improve interpersonal communications skills as related to personality, stress management, relationships, safety and violence prevention. Other subject areas are wellness, substance (*legal and illegal*) use/misuse/abuse, communicable and non-communicable diseases, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. The course fulfills the ½ credit of health required by Lyon County School District for high school graduation.

PE I

This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. Students participate in movement experiences, team sports, individual sports, dance/rhythms, and lifetime recreational activities. This course fulfills one of the two physical education credits required by Lyon County School District for high school graduation.

PE II/III/IV

This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual sports, fitness and wellness activities, and lifetime recreational activities. Rules, strategies, and safety are emphasized in relation to active participation and development of knowledgeable spectators. This course fulfills one of the two physical education credits required by Lyon County School District for high school graduation.

Weights I/II/III/IV

This one-year course is an activity oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training, plyometrics, speed training, agility training, core development and builds upon the knowledge gained in Physical Education I and II. Terminology, desirable health habits, physical conditioning, skill development and safety will be emphasized. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the two physical education credits required by Lyon County School District for high school graduation.

MUSIC CURRICULUM & SEQUENCING

One credit earned in the area of Arts and Humanities is required for graduation. Several courses at Fernley High School meet this requirement as described in the State Course of Study. Humanities classes must be interdisciplinary in nature and must include active student participation and inquiry, in addition to several other specific criteria established by the State of Nevada. Students may begin a music program at any grade level; however, they must start with Level I.

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
Choir I	Choir II	Choir III	Choir IV
Drumline I	Drumline II	Drumline III	Drumline IV
Guitar I	Guitar I/II	Guitar I/II	Guitar I/II
Marching/Concert Band I	Marching/Concert Band II	Marching/Concert Band III	Marching/Concert Band IV
Vocal Ensemble I	Vocal Ensemble II	Vocal Ensemble III	Vocal Ensemble IV

Course Descriptions:

Choir I, II, III, IV

This year-long mid-level choir course is designed for intermediate student who have had some experience in choir. Students will perform locally for 3 concerts and 1 festival. There is minimal extracurricular time involved for after school rehearsals and performances. Students are required to purchase some uniform items. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

[Lab fee: \$35 + Concert Attire]

Drumline I, II, III, IV

This course is designed for students who wish to develop individual and group skills in the performance and study of percussion instruments. There is minimal extracurricular time involved for after school rehearsals and performances. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

[Lab Fee \$35.00]

Guitar I

This one-year course is an introduction to the many styles of guitar playing found in the world today. Students will be exposed to the playing techniques and thought processes required to allow them to be a versatile guitarist. The student will learn first position chords and melodies, note, chord, and tab reading; introductory blues/power-chords; proper left-hand finger and hand placement. Students will also learn right-hand pick and finger style approaches for melodies, chords, and arpeggios. This course will satisfy one elective credit required by Lyon County School District for high school graduation.

[Lab fee: \$30.00]

***Please note—Students are expected to provide their own instruments for the guitar program. This guitar will be used at home and may be electric or acoustic. An acoustic guitar will be assigned to the student for use during class. Students will always need to have a guitar at home for practice. Guitars can be purchased from local music stores. It is suggested that you have a good quality guitar so that the instrument does not impede the student's progress.*

Guitar II

This one-year course is a continuation of concepts learned in Guitar I. Additional activities will focus on guitar ensembles, bass guitar basics, improvisation, development of finger style, and further development of notation and rhythm elements. This course will satisfy one elective credit required by Lyon County School District for high school graduation.

[Lab fee: \$30.00]

***Please note—Students are expected to provide their own instruments for the guitar program. This guitar will be used at home and may be either acoustic or electric. An acoustic guitar will be assigned to the student for use during class. Students will always need to have a guitar at home for practice. Guitars can be purchased from local music stores. It is suggested that you have a good quality guitar so that the instrument does not impede the student's progress.*

Marching / Concert Band I, II, III, IV

This course will provide fundamental instruction, theory, and practice in wind and percussion instruments. Students will be taught the principles of individual and group achievement through practice and performance with their instruments. Group unity and performance are the primary goals of this course. Instruction and performance during the first 11 to 12 weeks of the school year will focus on Marching Band; during the rest of the year, the focus will be on concert literature. ***There is significant extracurricular time involved for after school rehearsals and performances.*** Students are required to purchase some uniform items. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

[Lab fee: Varies \$75.00 - \$150.00]

***Students may earn ½ Physical Education credit for fall semester of Marching Band. Students must complete a P.E. waiver form and submit to counseling office.*

Vocal Ensemble I, II, III, IV

(Available through audition only)

This year-long advanced-level choir course is designed for the advanced student who have had at least one year of experience in concert choir. Students will perform at local events as well as travel for out of area competitions and festivals. There is some extracurricular time involved for after school rehearsals and performances. Students are required to purchase some uniform items. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

[Lab fee: \$35.00 + Concert Attire]

ART CURRICULUM & SEQUENCING

One credit earned in the area of Arts and Humanities is required for graduation. Several courses at Fernley High School meet this requirement as described in the State Course of Study. Art classes are generally production/project based classes. Humanities classes must be interdisciplinary in nature and must include active student participation and inquiry, in addition to several other specific criteria established by the State of Nevada.

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
Ceramics I	Ceramics I, II	Ceramics I, II, III	Ceramics I, II, III, IV
Drawing I	Drawing I, II	Drawing I, II, III	Drawing I, II, III, IV
Painting I	Painting I, II	Painting I, II, III	Painting I, II, III, IV
Photography I	Sculpture I, II	Sculpture I, II	Sculpture I, II
Sculpture I	Silkscreen I, II	Silkscreen I, II, III	Silkscreen I, II, III, IV
Silkscreen I	Watercolors I, II	AP Art	AP Art
Watercolors I		Watercolors I, II, III	Watercolors I, II, III, IV

Course Descriptions:

Ceramics I

This one-semester course is designed to provide experience in three-dimensional design as it applies to ceramics. This course includes an exploration of a variety of hand-building methods and an introduction to wheel techniques. Glaze techniques, tools, vocabulary development, safety factors, historical appreciation, and evaluation are a part of the course. Students are encouraged to exhibit their work. This course will fulfill either ½ elective credit or ½ Arts/Humanities credit required by Lyon County School District for high school graduation.

[Lab fee: \$ 20.00]

Ceramics II

This one-year advanced course is designed to build upon the experience in three-dimensional design as it applies to ceramics. Students will refine hand building methods and learn or expand wheel techniques. Surface decoration, vocabulary development, studio participation and safety, historical appreciation, aesthetics and critique are to be continued in this course. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Ceramics I

[Lab fee: \$ 20.00]

Ceramics III/IV

This one-year advanced course is designed to follow Ceramics I and II and will build upon knowledge of three-dimensional design specific to ceramic arts. In this advanced class a student will further develop hand-building or wheel throwing skills or a combination of both. Vocabulary development, exploration of advanced surface decoration, the use of a variety of firing methods and communication of artistic ideas will be emphasized. Students will analyze and discuss their work and the work of others and will be required to exhibit their work. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Ceramics I, II

[Lab fee: \$ 20.00]

Drawing I

This one-semester course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. This course will fulfill either ½ elective credit or ½ Arts/Humanities credit required by Lyon County School District for high school graduation.

[Lab fee: \$ 10.00]

Drawing II, II, IV

This one-year course is a continuation of Drawing I and is designed to expand knowledge and skill through an in-depth study of tools, techniques, media, and subject matter. Students extend the study of art appreciation and participation in self- and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing style and significant artists who have used drawing throughout history are emphasized. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be expanded upon. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Drawing I

[Lab fee: \$ 20.00]

Painting I

This one-semester course is designed to provide students with a strong foundation of painting through the study of basic techniques and the use of a variety of media. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of painting and painters throughout the ages are integrated into learning. This course will fulfill either ½ elective credit or ½ Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: None required, Drawing I recommended

[Lab fee: \$ 20.00]

Painting II, III, IV

This one-year course is designed to expand on the techniques, concepts, and processes introduced in Painting I. New techniques and methods will be explored with a special emphasis on developing the students' personal style and artistic voice. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Painting I

Lab Fee:\$ 20.00]

Sculpture I

This one-semester course is designed to introduce students to sculpture from recyclable materials, such as: newspaper, clay, wire, plaster, etc. This class is hands-on and participation based. This course will fulfill either ½ elective credit or ½ Arts/Humanities credit required by Lyon County School District for high school graduation.

[Lab fee: \$ 20.00]

Sculpture II, III, IV

This one-year course is a continuation of Sculpture I and will continue to develop upon concepts and techniques covered in Sculpture I. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Sculpture I

[Lab fee: \$ 20.00]

Silkscreen I

This one-semester course is designed to introduce students to the screen printing process. Students will explore various printing techniques while creating their own original prints on both paper and textiles. This course will also explore the differences between the fine art and commercial art approaches to silkscreen and art in general. This course will fulfill either ½ elective credit or ½ Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: None required, Drawing I recommended

[Lab fee: \$ 20.00]

Silkscreen II, III, IV

This one-year course is designed to expand on the techniques, processes, and concepts introduced in Silkscreen I. New techniques and methods will be explored with a special emphasis on developing the students' personal artistic style and voice. The course will also emphasize the use of screen printing as a method of mass producing both textile designs and fine artwork. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Silkscreen I

[Lab fee: \$ 20.00]

AP Studio Art

This course is designed for the student who wishes to present a portfolio to the College Board in the spring semester for grading and possible post-secondary credit. New revisions include three portfolios:

1. **The Drawing Portfolio**-Includes but is not limited to: 5 actual works: 12 slides under the arena of the artist's concentration; and 12 slides that best illustrates the artist's breadth.
2. **2-D Design Portfolio**- Includes but is not limited to 5 actual works, 12 slides centered around a compelling 2-D visual concept; and 12 slides best illustrating the artist' breadth.
3. **3-D Design Portfolio**- 10 slides consisting of 2 views each of 5 works; 12 slides organized around a series of compelling visual concepts in 3-D; and 16 slides best illustrating the artist's breadth.

As a whole, Studio Art AP portfolios must illustrate the artist's work on three levels which are Quality, Concentration, and Breadth. Portfolios are due in May and involve the submission of a \$75.00 fee; completion of the portfolio work/slides; and a written statement concerning the thesis of the concentration. [Lab fee \$35.00] It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

Watercolors I

This one-semester course is designed to introduce students to watercolor painting techniques and styles. The course emphasizes a variety of tools and techniques unique to the watercolor process. Students will incorporate various styles from past and present into their watercolor paintings. This course will fulfill either one elective credit or one Arts/Humanities credit required by Lyon County School District for high school graduation.

[Lab fee: \$ 20.00]

Watercolors II, II, IV

This one-semester course is designed to expand on the techniques, concepts, and processes explored in Watercolors I. The course emphasizes a more in-depth exploration of a variety of tools, methods and techniques unique to the watercolor process. This course will fulfill either ½ elective credit or ½ Arts/Humanities credit required by Lyon County School District for high school graduation.

Prerequisite: Watercolors I

[Lab fee: \$ 20.00]

C.T.E. CURRICULUM & SEQUENCING

Career and Technical (CTE) courses (aka Vocational) are typically those teaching skills and knowledge of a technical, industrial, mechanical, and/or practical plane. Students can earn certificates based on the classes they take in the CTE program. When a student finishes a terminal course, a certificate is awarded. Some certificates are held until graduation or until the student leaves the school. Check with the Vocational teacher to find out which courses qualify for the certificate.

CTE Assessments

There are two types of CTE Assessments:

1. Employability Skills for Career Readiness Assessment: Measures the “soft skills” needed to be successful in all careers.
2. End-of-Program Technical Assessment: Program specific and measures the skill attainment of a student who has completed a program course sequence.

These assessments are web-based and aligned to the program specific state standards. The End-of-Program Technical Assessment is required by the Nevada Administrative Code. (NAC 389.800 Section 1)

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
Accounting and Finance I	Accounting and Finance II	Accounting and Finance III	Accounting and Finance AS
Computer Literacy	Construction II	Construction III	Construction III
Drafting and Design I	Drafting and Design I/II	Drafting and Design I/II	Drafting and Design I/II
Electronics I	Electronics II	Electronics III	Electronics III
Furniture & Cabinetmaking I	Furniture & Cabinetmaking II	Furniture & Cabinetmaking III	Furniture & Cabinetmaking AS
Graphic Design I	Graphic Design II	Graphic Design III	Health Science
Health Science	Health Science	Health Science	Medical Terminology
Photography I	Photography II	Medical Terminology	Nursing Assistant
Welding I	Welding II	Photography III	Photography AS
		Welding III	Welding AS

(AS = Advanced Studies)

Course Descriptions:

Accounting and Finance I

This one-year course is an introduction to both accounting and finance. This course is an introduction to accounting processes, practices, and concepts as well as an introduction to the world of finance. Topics include debits and credits, career pathways, and a survey of the many industries associated with accounting and finance such as accounting, banking, insurance and investments. Students will be introduced to standard accounting software. This course will fulfill one elective credit required for high school graduation.

Accounting and Finance II

This one-year course is a continuation of Accounting and Finance I. Students will learn occupational skills in accounting such as recording business transactions, preparing financial statements, maintaining cash controls and calculating financial ratios. Students will practice using standard accounting software and apply generally accepted accounting principles. Topics will also include regulations related to the banking and finance industries, how managers use financial information generated by accounting departments to influence decision-making. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Accounting and Finance III

This one-year course is a continuation of Accounting and Finance II. Students will learn advanced occupational skills in accounting and how they relate to reports used by managers and directors. Students will learn the

importance of accounting data in making decisions through an understanding of financial reports such as profit and loss statements, cash flow statements and pro forma statements. Ethics and regulations will be a discussed throughout this course. 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.

Accounting and Finance Advanced Studies

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

Drafting and Design I

This course introduces the student to the fundamentals of mechanical and architectural drawing. This course provides students with the knowledge and practice required to produce and analyze multi-view drawings, pictorial drawings, and dimensioning. Students will gain experience using both sketching techniques and computer assisted drafting programs. Various career opportunities and areas for post-secondary study will be explored.

Drafting and Design II

This course is a continuation of Drafting and Design I. This course provides intermediate CADD (Computer-Aided Drafting and Design) students with advanced techniques and processes related to the various drafting and design industries. Areas of study include the development of advance CADD and sketching skills, plotting, scaling, auxiliary views, intersections, problem solving, critiquing, and team building. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Computer Literacy

This one-semester course will enhance students' skills using computer applications such as word processing, spreadsheet, database, presentation, and other multimedia applications. The scope of this course will include essential concepts that will carry students forward into their chosen professions, as well as home and school activities. This course will fulfill the one-half computer credit and one-half of an elective credit required for high school graduation.

Construction Technology II

This course is a continuation of Construction Technology I. This course provides intermediate construction students with knowledge and skills in blueprint reading, surveying, site development, scaffolding, electrical, plumbing, and masonry. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Construction Technology III

This year-long course is a continuation of Construction Technology II. This course provides advanced construction students with knowledge and skills in finish carpentry and cabinetmaking for construction applications. Through hands-on projects, students develop technical skills that are used throughout the construction industry. 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.

Electronics I

This year-long course introduces the student to electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, basic direct current (DC), alternating current (AC), schematics, soldering, measuring electricity, Ohm's/Watt's/Kirchhoff's Laws, semiconductors, electronic circuits, and digital theory.

Electronics II

This year-long course is a continuation of Electronic Technology I. This course introduces intermediate students to advanced practices, principles, special equipment and materials. Students will develop their knowledge and skills learned in Electronic Technology I. Topics include safety, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, discrete devices and such skills necessary to obtain meaningful employment in the electronics industry. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Electronics III

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

Furniture and Cabinetmaking I

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

Furniture and Cabinetmaking II

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

Furniture and Cabinetmaking III

This year-long course is a continuation of Furniture and Cabinetmaking II. This course provides advanced furniture and cabinetmaking students with knowledge and skills in finish carpentry and cabinetmaking for construction applications. Through hands-on projects, students develop technical skills that are used throughout the construction industry. 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.

Furniture and Cabinetmaking Advanced Studies

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

Graphic Design I

This year-long course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics.

Graphic Design II

This year-long course is a continuation of Graphic Design I. This course provides advanced graphic design students with instruction in advanced techniques and processes. Students will work on projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and web applications. Students will develop their skills utilizing industry-standard software and equipment. Portfolio development will be emphasized. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Graphic Design III

This year-long course is a continuation of Graphic Design I. This course provides advanced graphic design students with instruction in advanced techniques and processes. Students will work on projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, web applications, and package design. Portfolio development will be emphasized. 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.

Health Science I

This one-year 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. This is a prerequisite course to the Nursing Assistant Program. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Medical Terminology

(COURSE AVAILABLE TO JUNIOR AND SENIOR STUDENTS ONLY)

This one-year 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. This is a prerequisite course to the Nursing Assistant Program. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Nursing Assistant

This intensive year-long course is designed to provide students with the knowledge and skills required for entry into the healthcare field. Students completing this program, including the clinical practicum, are eligible to apply independently for the Nevada State Board of Nursing Certification Exam for Nursing Assistants. Due to state mandated requirements, a student must complete the program in its entirety to be eligible for certification. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in healthcare and be prepared for post-secondary education.

Photography I

This course is designed to introduce students to the fundamentals of commercial photography in relation to seeing photographically, operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the industry. Career exploration is also a part of this course. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Photography II

This course is a continuation of Photography I. This course provides intermediate photography students with instruction in advanced digital techniques and processes. Areas of study include operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the industry. The appropriate use of technology and industry-standard equipment

is an integral part of this course. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Photography III

This course is a continuation of Photography II. This course provides advanced photography students with instruction in advanced digital techniques and processes in commercial photography. Manipulation of images using industry-standard software is also included. Students will be required to exhibit their projects. Students will be prepared for industry certifications. 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. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Photography Advanced Studies

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

Welding I

This year-long course will introduce the student to the concepts and practices in welding while allowing the more ambitious student to gain occupational training experience necessary to participate in the American Welding Society Certification test. This course is intended to provide students with the basic knowledge, skills, and theory in the characteristics of metals, their structure and properties, and welding technologies. Students will gain an understanding of welding equipment, tools, safety procedures, machine operation, and industrial applications, and provide them with entry-level skills for employment. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Welding II

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

Welding III

This course is a continuation of Welding II. This course provides advanced welding students the ability to augment and further their skills and knowledge levels. All student activities are designed to prepare the students' skill levels to achieve the American Welding Society certification and/or American Society of Mechanical Engineering welding certification. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

Welding Advanced Studies

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

completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit. This course will fulfill one elective credit required by Lyon County School District for high school graduation.

FOREIGN LANGUAGE CURRICULUM & SEQUENCING

Foreign Language classes are designed for students who are college bound and have an interest in learning the foreign language and about the cultures that speak that language. It is recommended for college bound students to take 2 consecutive years of the same language in high school. **Please note: taking a foreign language is not a requirement for high school graduation and is not required by all colleges/universities for entrance. Please see specific entry requirements for the colleges/universities you may wish to attend for further details and entrance requirements. Successful completion of a previous course is defined as a grade of “C” or better.

Course Sequencing:

Grade 9	Grade 10	Grade 11	Grade 12
French I	French I	French I	French I
Spanish I	French II	French II	French II
ESL I	Spanish II	French III	French III
	ESL II	Spanish III Honors	AP Spanish
		ESL III	ESL IV/V

Course Descriptions:

French I

This one-year course is designed to acquaint students with the basic skills of listening, speaking, reading, and writing French at an introductory level. The focus is communication in French, developing a basic understanding of Francophone cultures, comparing native language to French, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. This course fulfills one elective credit required by Lyon County School District for high school graduation.

French II

This one-year course is designed to continue the development of proficiency in the four skills introduced in French I: listening, speaking, reading, and writing. The focus is communication in French, developing a deeper understanding of Francophone cultures, comparing native language to French, and participating in multicultural communities. Knowledge of basic structures and vocabulary will be reviewed and expanded to allow the student to communicate with ease in actual situations. The pre-requisite for this course is the successful completion of French I with a C or better. This course fulfills one elective credit required by Lyon County School District for high school graduation.

French III

This one-year course is designed to help students achieve a greater degree of proficiency in the French language. Students will further improve their ability to communicate in authentic oral and written contexts and increase the ease and confidence with which they are able to use the language in the community. Students will develop a deeper understanding of French grammar, vocabulary and verb tenses. This course will also help students develop a better understanding of and appreciation for Francophone cultures. The pre-requisite for this course is the successful completion of French II with a C or better. This course will fulfill either one Arts/Humanities credit or one of the elective credits required by Lyon County School District for high school graduation.

Spanish I

This one-year course is designed to acquaint students with the basic skills of listening, speaking, reading, and writing Spanish at an introductory level. The focus is communication in Spanish incorporating understanding of Hispanic cultures, connecting with other disciplines, comparing native language to

Spanish, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. This course fulfills one elective credit required for high school graduation.

Spanish II

This one-year course is designed to continue the development of proficiency in the four skills: listening, speaking, reading, and writing. The focus is communication in Spanish, incorporating further understanding of Hispanic cultures, connecting with other disciplines, comparing English to Spanish, and participation in multicultural communities. Knowledge of basic structures and vocabulary will be reviewed and expanded to allow the student to communicate at the intermediate level in real life situations. The pre-requisite for this course is the successful completion of Spanish I with a C or better, or with teacher approval and passing of the Spanish I final exam with a B or better. This course will fulfill either one Arts/Humanities credit or one elective credit required by Lyon County School District for high school graduation.

Spanish III Honors

This one-year course is designed to achieve a greater degree of proficiency in the Spanish language. It will further the ability to communicate in authentic oral and written context and increase the ease and confidence with which the student uses the language in the community. It will promote a better understanding and appreciation of the Hispanic cultures. The pre-requisite for this course is the successful completion of Spanish II with a C or better, or with teacher approval and passing of the Spanish II final exam with a B or better. This course will fulfill either one Arts/Humanities credit or one of the elective credits required by Lyon County School District for high school graduation.

AP Spanish

This one-year course is designed to prepare the student for the Advanced Placement (AP) Spanish Language examination. Instructors should refer to the current Advanced Placement course description for examination specifics. The student will sharpen the level of Spanish proficiency across three communicative modes Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication], and the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. The pre-requisite for this course is the successful completion of Spanish III with a C or better, or with teacher approval and passing of the Spanish III final exam with a B or better. This course will fulfill either one Arts/Humanities credit or one of the elective credits required by Lyon County School District for high school graduation.

English as a Second Language (ESL)

This one-year course is designed to provide non-English-speaking students with an opportunity to develop proficiency in the skills of listening, speaking, reading, and writing in English. The focus of the instruction will be on literacy (reading and writing in Spanish). This course will promote the development of oral and written communication. This course fulfills one elective credit required by Lyon County School District for high school graduation.

4-YEAR COURSE PLAN

Use the space provided below to track your course plan for high school. Please keep in mind that you will also have a required Advisory class each semester. Upon successful completion of Advisory, you will earn .25 credits.

9 TH S1	9 TH S2

10 TH S1	10 TH S2

11 TH S1	11 TH S2

12 TH S1	12 TH S2

TRANSCRIPT INTERPRETATION GUIDE

On the following page, a sample Lyon County School District (FHS) transcript has been provided. Use the following information to help interpret the transcript.

1. Student picture, student name, date of birth, and LCSD student number
2. Fernley High School mailing address, telephone number, and fax number
3. 2009-2010 School Year: Oldest “high school” credit record
 - a. Transfer credit for Computer Literacy Waiver, Integrated Algebra/Geometry I, and Spanish I from Carson Valley Middle School
 - b. Transfer credit itemized as Semester 1 [S1] and Semester 2 [S2]
4. 2010-2011 School Year: Freshman Year
 - a. Courses listed in alphabetical order
 - b. If a year-long course, final letter grade, and awarded credit listed for both S1 and S2
 - c. Semester courses (i.e. Drawing 1) listed only in the semester column in which it was taken
5. 2011-2012 School Year: Sophomore Year
6. 2012-2013 School Year: Junior Year
7. 2013-2014 School Year: Senior Year
 - a. School year in PROGRESS
 - b. Only S1 grades show because final grades for S2 are not confirmed
8. A “P” is a passing grade for a Pass or Fail course
 - a. If course is not passed, an F will appear as final grade and no credit will be awarded
9. ACT and SAT Scores
 - a. Date and grade level test was taken and scores are recorded for the ACT and SAT
10. Nevada High School Proficiency Tests
 - a. Test name, score, and Pass/Fail is listed for the NVHSPE tests in Science, Math, Reading, and Writing
11. Credit Summary
 - a. Earned credit, credit required for Standard Diploma and an Opt-Out Diploma are listed by subject area
12. Immunization Record
 - a. Dates for required shots are recorded and stored in this portion
13. Attendance
 - a. Six years of attendance is recorded for IN DISTRICT attendance
 - b. Out of district attendance does not record in this area
14. Grading Scale
 - a. Weighted and General (Simple) grading scales are listed
 - b. Weighted courses receive one additional point per course (i.e. Simple GPA: A = 4 pts; Weighted GPA: A = 5 pts.)
15. Graduation Date and Official Signature
 - a. Lists graduation date
 - b. High School Registrar signs transcript and applies a seal to make it an official document
16. Student GPA and Class Rank
 - a. Shows total earned credits
 - i. Students must receive 22.5 credits to graduate
 - b. Lists Cumulative Weighted and Cumulative Simple GPA
 - c. Lists Class Ranking (Class rank not determined until the end of the 7th semester in high school)
17. Date transcript was printed



LYON COUNTY SCHOOL DISTRICT

25 E. GOLDFIELD AVENUE

YERINGTON, NV 89447

(775) 463-6800

FAX (775) 463-6808

OFFICIAL TRANSCRIPT

Fernley High School

1300 Hwy 95-A South

Fernley, NV 89408

775 575-3400

Fax 775 575-3406

1

Student Name:

Birth Date

Student Number:

2

	SEMESTER 1	INTERIM	SEMESTER 2	SEMESTER 3	
7	13-14 Fernley High School Advisory IV S1 for Credit AP Calculus AB Honors S1 English IV S1 Individual/Dual Sports 2 S1 Painting I S1 U.S. Govt S1	P 0.25 D 0.50 C 0.50 A 0.50 B 0.50 B 0.50			
6	12-13 Fernley High School Advisory III S1 for Credit Advisory III S2 for Credit Biology - Forensic Science I S2 Biology - Forensic Science I S1 English III S1 English III S2 Furniture and Cabinetmaking I Individual/Dual Sports 2 S1 Individual/Dual Sports 2 S2 Pre-Calculus Honors S1 Pre-Calculus Honors S2 U.S. History S1 U.S. History S2 Weight Training II S2 Welding Technology III	P 0.25 A 0.50 A 0.50 A 0.50 A 0.50 B 0.50 A 0.50 A 0.50 B 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50	8 P 0.25 B 0.50 A 0.50 B 0.50 A 0.50 C 0.50 A 0.50 A 0.50	9 TEST SCORES-Highest score is displayed for each subject area taken	
5	11-12 Fernley High School Advisory II S1 for Credit Advisory II S2 for Credit Algebra II S1 Algebra II S2 Chemistry S1 Chemistry S2 Computer Aided Drafting and Design I S1 Computer Aided Drafting and Design I S2 English II S1 English II S2 Silkscreen Printing I S1 Weight Training II S1 Weight Training II S2 Welding II S1 Welding II S2 World Geography S1	B 0.25 B 0.50 B 0.50 B 0.50 B 0.50 B 0.50 B 0.50 A 0.50 B 0.50 A 0.50 B 0.50 B 0.50 B 0.50 B 0.50 B 0.50 C 0.50 C 0.50	B 0.25 C 0.50 C 0.50 C 0.50 B 0.50 A 0.50 C 0.50 C 0.50	10 NV PROFICIENCY TEST	
4	10-11 Fernley High School Advisory IS1 Advisory IS2 for Credit Biology IS1 Biology IS2 Drawing IS1 English IS1 English IS2 Geometry S1 Geometry S2 Health Education S1 Spanish II S1 Spanish II S2 Weight Training I S1 Weight Training I S2 Welding S1 Welding IS2	P 0.00 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 C 0.50 C 0.50 B 0.50 B 0.50 A 0.50 A 0.50	A 0.25 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 A 0.50 B 0.50 B 0.50 A 0.50	11 CREDIT SUMMARY	
3	09-10 Carson Valley Middle School Computer Lit. Waiver Int. Algebra/Geom I Spanish I	B 0.50 A 0.50	P 0.00 C 0.50 B 0.50	12 IMMUNIZATIONS	
				13 ATTENDANCE	
				14 GRADING SCALES	

16

Total Units Earned:

27.00

Cumulative GPA (Weighted):

3.3333

Cumulative GPA (Simple):

3.2778

Class Rank: 43 out of 192

Note: Final Class Rank not calculated until the end of the 7th semester.

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Graduation Date:

May 2014

Registrar Signature 05/14

SIGNATURE

DATE

02/24/14

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