



LIFETIME OF LEARNING

COURSE CATALOGUE

ADULT EDUCATION

2015-2017

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DISCRIMINATION LANGUAGE

The education department cooperatively operated by the Carson City School District, Clark County School District, Elko County School District, Humboldt County School District, Lincoln County School, Nye County School District, Pershing County School District, White Pine School District, the Nevada Department of Corrections, and the Nevada Department of Education, does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, sexual orientation/gender identity or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.

CORRECTIONAL FACTS AND STATISTICS

- **6,937,600 offenders are under the supervision of adult correctional systems in the United States.**
- **One in every 35 adults, or 2.9% of adult residents in the US, is on probation, parole or incarcerated in prison or jail.**
- **One in every 28 children in the US has an incarcerated parent.**
- **The cost of prisons to states exceeds \$50 billion per year, or one in every 15 state dollars spent.**
- **8,300 students drop out of US high schools each day.**
- **75% of crimes are committed by a high school dropout.**
- **70% of prison inmates in the United States lack a high school diploma or its equivalent.**
- **An inmate who participates in HSE programming while in prison is 16% less likely to recidivate than an inmate who does not participate in any educational programming. (Federal Bureau of Prisons)**
- **Correctional education programs are among the top adult criminal justice programs with the greatest rate of return on investment. For every \$1 spent on basic adult (HSE) correctional education yields a benefit of \$6. (Correctional Education Association)**

NEVADA CORRECTIONAL EDUCATION CONSORTIUM (NCEC) PROFILE

NCEC members include:

State of Nevada Department of Corrections

State of Nevada Department of Education

Carson City School District

Clark County School District

Elko County School District

Humboldt County School District

Lincoln County School District

Nye County School District

Pershing County School District

White Pine County School District

The NCEC, established in 2012, promotes secondary education excellence and innovation, incorporating evidence-based practices to improve educational outcomes, support successful re-entry, lower recidivism and save taxpayer dollars.

Benefits of the consortium include:

- Improving the capacity and expertise of Nevada's correctional educators by providing professional development programs for all staff
- Encouraging the sharing of resources among partners
- Creating opportunities for grant writing
- Increasing effectiveness of advocacy for policy change

Studies find that recidivism rates are inversely related to educational program participation while in prison. The more educational programs successfully completed for each 6 months confined, the lower the recidivism rates. (Federal Bureau of Prisons)

One of NCEC's goals is to expand its partnership with Nevada System of Higher Education institutions, including community colleges and universities; thereby allowing ex-offenders greatly expanded access to further their education upon release.

NCEC STAFF DIRECTORY

DEPARTMENT OF CORRECTIONS		JCC	
Dwayne Deal-OMD Administrator	775-887-3279	Judith House-Instructor	702-874-2509
Sheryl Foster-Deputy Director	702-486-9990	Dr. Lynne Ruegamer-Principal	702-668-7228
Katie Gutierrez-Support Staff	702-486-9911	SDCC	
Linda Hine-Support Staff	702-486-9991	Robert Dobson-Instructor	702-879-3800 ext. 382
Kim Petersen-Program Professional	775-887-3237	Korbyn Dubois-Instructor	702-879-3800 ext. 382
Kori Walkama-Support Staff	775-887-3135	Robert Fewins-Counselor	702-879-3800 ext. 382
DEPARTMENT OF EDUCATION		Ann Froby-Principal	702-879-3800 ext. 381
Brad Deeds-HSE Administrator	775-687-7289	Steven Guzman-Instructor	702-879-3800 ext. 382
Karen Stephens-Program Professional	775-687-9235	Ann Pfeil-Instructor	702-879-3800 ext. 382
Jeff Wales-Program Professional	775-687-7288	Lillian Thompson-Instructor	702-879-3800 ext. 382
CARSON CITY ADULT EDUCATION		ELKO COUNTY SCHOOL DISTRICT	
Maria Lion-Support Staff	775-283-1375	Jack French-Director	775-738-5196
Samuel Santillo-Director	775-283-1352	CCC	
NNCC & SCC		Keith Aikenhead-Instructor	775-754-6307
Frank Flannagan-Instructor	775-887-9297 ext. 253	WCC	
Tim McCarthy- Instructor	775-887-9297 ext. 448	Dean Stevens-Instructor	775-478-5120
Pat Rodriguez-Instructor	775-887-9297 ext. 446	HUMBOLDT COUNTY SCHOOL DISTRICT	
John Stewart-Instructor	775-887-9297 ext. 447	Kelly Novi-Director	775-623-8105
Kyle Walt-Lead Instructor	775-887-9297 ext. 255	HCC	
WSCC		Mary Sue Dayton-Instructor	775-623-6530
Bruce Barnes-Instructor	775-684-3062	Karen Heller (Lovelace)-Instructor	775-623-6530
Dave Jones-Instructor	775-684-3063	LINCOLN COUNTY SCHOOL DISTRICT	
Karin Randle-Instructor	775-684-3060	Dr. Ken Higbee-Principal	775-726-3140
Debbie Robinson-Instructor	775-684-3059	PCC	
Gregg White-Lead Instructor	775-684-3063	Patrick Boyle-Instructor	775-962-5125
		John Willingham-Instructor	775-962-5126

CLARK COUNTY SCHOOL DISTRICT		NYE COUNTY SCHOOL DISTRICT	
Dr. Robert Henry-Executive Director	702-799-8650 ext. 338	Karen Hills-Principal	775-751-6822
FMWCC		Sharon Peterson-Support Staff	775-751-6822
Judith Coneh-Instructor	702-668-7227	TCC	
Joan Ferraro-Counselor	702-668-7227	Mike Abbiss-Counselor	775-751-6822
Deborah Kron-Instructor	702-668-7227	Bradley Berthold-Instructor	775-751-6822
Terri Lorrenz-Instructor	702-668-7227	Carl Ramos-Instructor	775-751-6822
Elizabeth Nixon-Instructor	702-668-7227	PERSHING COUNTY SCHOOL DISTRICT	
Susan Parks/Alden-Instructor	702-668-7227	Dave Pollard-Director	775-273-4215
Dr. Lynne Ruegamer-Principal	702-668-7228	LCC	
HDSP- Adult		Lee Ann Gallagher-Instructor	775-688-1777 ext. 311
Vacant-Principal	702-879-6682	Neil Gallagher-Instructor	775-688-1777 ext. 311
Jeremy Cavin-Counselor	702-879-6682	Alan Pierce-Instructor	775-688-1777 ext. 311
Joyce Chapman-Instructor	702-879-6682	Charles Safford-Instructor	775-688-1777 ext. 311
Dean Grassie-Instructor	702-879-6682	WHITE PINE COUNTY SCHOOL DISTRICT	
Donna Howell-Office Manager	702-879-6824	Merry Bostic-Support Staff	775-289-8800
Ricardo Hunter-Instructor	702-879-6682	Joe Collins-Principal	775-289-8800
Chris Kruezer-Instructor	702-879-6682	Ronald Shaefer-Support Staff	775-289-8800
Alan Potratz-Instructor	702-879-6682	ECC	
HDSP-YOP		Kevin Briggs-Instructor	775-289-8430
Vacant-Principal	702-879-6824	ESP	
William Altman-Instructor	702-879-6824	Alan Gubler-Instructor	775-289-8800
Gary Harper-Instructor	702-879-6824	Gary Hanesalo-Instructor	775-289-8800
Eugene Harris-Counselor	702-879-6822	Michael Hellman-Instructor	775-289-8800
Chris Hart-Instructor	702-879-6824	Robert Holt-Instructor	775-289-8800
Donna Howell-Office Manager	702-879-6824	Marc Vinson-Instructor	775-289-8800
Laird Jenkins-Instructor	702-879-6824		
William Kreuzer-Instructor	702-879-6824		
Avery Leckrone-Instructor	702-879-6824		
Jefferson Nyborg-Instructor	702-879-6824		
Susan Phillips-Instructor	702-879-6824		
Wendell Smith-Instructor	702-879-6824		
Nicole Ventura-Instructor	702-879-6824		
Chris Weidick-Instructor	702-879-6824		
Annette Williams-Instructor	702-879-6824		
Danielle Wilson-Instructor	702-879-6824		

DEPARTMENT OF CORRECTIONS

The primary function of a correctional facility is to provide secure and safe incarceration. Correctional settings require a very different set of priorities for teachers. This may be the first time you find yourself working in an environment, which is *not* primarily focused on education.

Correctional educators must realize that people who interact have an influence on each other. Not only does the instructor have an influence on the inmate, but also the opposite may happen. The critical eye of the inmate is your full-time companion in the classroom. Your actions and those actions alone will determine the opinions that are formed by the inmates. You must not be easily provoked or manipulated into a situation that distracts because to do so might jeopardize personal safety or the safety of others. Correctional educators must learn to react in a tactful manner and meet any situation with cool-headed composure.

If you realize from the beginning that success in this field is only achieved through accomplishment, progress, and dignity, then you can calculate your efforts to make this endeavor possible and rewarding. As you pursue this training and begin or continue your teaching in a correctional setting, it is my hope that this catalogue will provide guidance to make your correctional teaching experience exciting, fulfilling, and gratifying.

“There have been times in my career I have been called upon to rationalize education for inmates and otherwise defend the vocation of educator. The majority of teachers who enter the profession do so because of a sense of giving back to the world by lighting the lamp of learning. Some thrive on the challenges and new experiences each day of what teaching brings. The reward of being an integral part of a child’s life and development is a teacher’s ultimate compensation. The salary is secondary. No one gets into the education game to get rich.” - Kimball Medders, Academic Instructor with California Department of Corrections

CORRECTIONAL EDUCATION WITHIN DEFINED PARAMETERS

It may not be obvious at first, but becoming familiar with the ins and outs of prison regulations is extremely important. Educators who are informed about prison rules, and who are sensitive to why such rules and regulations are in place are much less likely to violate institution policies. An educator who is knowledgeable about prison policies is one who helps to keep the correctional education program safe and effective for everyone involved. The educator who takes the time to learn about the regulations of an institution – even the ones that do not seem to directly affect their classroom– is one who shows s/he cares about the people who must operate under or enforce those rules.

The policies and standards are based on laws, departmental rules, and regulations. Each supports the correctional system’s mandate to provide a safe and humane environment for staff and inmates alike. Even if you believe that, some rules make no sense at all, by coming into the institution you agree to abide by all the standards of conduct.

In some ways, NDOC's rules, regulations, and policies governing education staff in prison are not difficult. They can be readily summarized in a number of—dos and don'ts. The rationale and implications of these rules and regulations, however, are not always clear to education staff. Even after completing training or beginning teaching inside the institution, some education staff will still wonder the reasons behind prison rules and regulations.

Remember: correctional systems do not function in a vacuum. They are governed by laws, policies and directions provided by state and federal governments and funded by their budgets. Senators and representatives are elected by the voters, thus, correctional systems are in some way representative of the wishes of the populace. All NDOC Administrative Regulations (ARs) are posted on the Department's website: www.doc.nv.gov.

EDUCATION SERVICES DEPARTMENT OVERVIEW

Mission Statement

The mission of NDOC Education Services Department is to provide incarcerated individuals an opportunity for self-improvement through the acquisition of knowledge and maximize educational opportunities for every incarcerated individual.

Vision

Maximize educational opportunities for every incarcerated individual.

Goals

Decrease the amount of disruptive behavior in our corrective institutions.

Increase employability, success, and productivity for those incarcerated.

Reduce the rate of recidivism.

Philosophy

Maintain the mission of providing for the fullest possible development of each participant's talents and potentialities, in order that they might participate more effectively in the cultural, political, social, and economic life of this society.

Part of our mission is “to provide opportunities for offenders to successfully re-enter the community through education, training, treatment, work, and spiritual development”. The Education Division within the Nevada Department of Corrections administers multiple correctional education programs throughout the prison system. In conjunction with local school districts, community colleges, and universities, the Division offers academic and vocational programs at all achievement levels with instruction in mathematics, reading, language, and workforce readiness skills, and the opportunity to secure general educational development (HSE) certificates, High School (HSD) diplomas and industry recognized vocational certificates.

GETTING STARTED

Know Your Schedule

- Do not try to gain access into the institution when you are not scheduled to be there.

Be on Time

- Be there prior to the time you are scheduled to start your classes.
- Remember, it takes time to be checked into the facility.
- Time is also important to the inmate, as he/she has been assigned to a specific activity within a specific time frame.

WHEN IN DOUBT, ASK.

ENTERING THE FACILITY AND SECURITY CLEARANCE CHECKS

- Prisons are supposed to be difficult to get in and get out of. This is necessary to maintain a safe and secure environment for inmates, staff, and the public.
- Bring your state issued picture ID.
- You will be asked to clear a metal detector, so plan ahead. Having clothing with excessive metal parts, jewelry etc., will delay your entry into the facility.
- Anything you bring will be searched.
- Leave personal items locked in your vehicle.
- Don't bring any telecommunication device or associated apparatus, radio-telephone, or computer into any Department facility or building without receiving prior authorization from the Director.
- Don't bring any tobacco products into any Department facility or building.
- Don't bring any correspondence into or out of the facility.
- Don't bring keys into or out of the facility (site specific).
- Don't bring firearms or other weapons into the facility or on Federal property (including the parking lot).
- Don't bring literature that is not approved for your classes. Bring only the materials approved by the institution for your classes.
- If you must bring a prescription or other medications, only bring the quantity you need to take while at the facility.
- Don't bring in anything that has not been approved in advance.
- You are subject to search at any time.

NOTHING IN, NOTHING OUT!

“Teaching in prison is a transformative experience for the teacher. Just going into the prison gives one a good idea of how a prison strips away a person’s individuality as it takes away his and her freedom. Each time we go to teach, we are subjected to intensive scrutiny of our briefcases, metal detection, drug scans, and occasionally the mean-spiritedness of the officers. Then we go through a set of metal doors that slam shut behind us just like in the movies, and once through another set of doors, we walk into the yard with its ever-present gates and gloomy atmosphere. The general sense is one of unrestricted power, the possibility at any time of violence, and fear. Seeing the prisoners in their drab and dusty prison garments and getting glimpses of the stark and unembellished buildings, without anywhere a hint of green or anything pleasing, we are quickly disabused of the notion that people in prison are coddled or have ready access to normal amenities much less luxuries. The stories that the students tell or hint at in class tell us that life in prison is an unrelenting torment. Teachers can tell the world a basic fact: people in prison are human beings, in the right circumstances eager to learn and capable of considerable insight. We leave the class energized and convinced that this is what education is really about. Many of our own assumptions have been tested, and we have come to appreciate the vast amount of knowledge and talent that is lost to the rest of us when so many human beings are locked up for long periods of time. The classroom provides one of the few spaces inside the prison where free-flowing discussions can occur in a relatively safe environment unencumbered by the presence of people in authority. And here education is not taken for granted. The generous welcome we get (usually after a brief testing period) reminds us of just how precious it is to engage in a learning process that helps free our minds, not further imprison us mentally.” -Michael D. Yates, Correctional Educator

STUDENT CHARACTERISTICS AND RESEARCH

Nationwide, over 70% of all people entering state correctional facilities have not completed high school, with 46% having had some high school education and 16% having had no high school education at all.

Nineteen percent of adult inmates are illiterate, and 40% are functionally illiterate, which means, for example, that they would be unable to write a letter explaining a billing error. Comparatively, the national illiteracy rate for adult Americans stands at 4%, with 21% functionally illiterate.

The rate of learning disabilities in adult correctional facilities runs high, at 11%, compared to 3% in the general population. Low literacy levels and high rates of learning disabilities within this population have contributed to high dropout rates.

Federal Bureau of Prisons (BOP) has estimated that an inmate who participates in HSE programming while in prison is 16% less likely to recidivate than an inmate who does not participate in any educational programming. The success rate increases if the inmate participates in post-secondary programs such as vocational training or college-level courses.

The *Three-State Recidivism Study Executive Summary* (Feb. 2003), the most cited study concerning the effect of prison education on recidivism rates found that inmates participating in educational programming recidivated 29% less often than inmates who did not participate. The estimate accounts for participation in all levels and types of education within the prison.

In 2011, The correctional education association identified correctional education programs as being among the top adult criminal justice programs with the greatest rate of return on investment when “Monetary Benefits minus Costs” per participant are calculated.

If you add in savings for victims, law enforcement, courts, and correctional supervision, the federal bureau of prisons estimated that every \$1 spent on basic adult (HSE) correctional education yields a benefit of \$6 and investments in vocational and college programming have been shown to yield even higher returns.

ECLECTIC MIXTURE OF STUDENTS

Overall, inmates vary from the general population in learning styles, educational attainment, literacy, and employment experience. Not only do correctional students differ from the general population, but discrepancies also exist within the group. Correctional educators face a classroom full of students with varied learning styles, educational needs, and school and work experiences. They somehow must make sure each student gets what he or she needs to obtain the desired outcome, whether a HSE, trade certificate, or another credential. In addition, they must do so in an open-entry/open-exit atmosphere under the constraint of multiple release dates. Learning for these students is more difficult, thereby making effective instruction more intricate.

“My colleagues often complain that when they take teaching classes, the strategies and lesson plans that they learn about are not applicable to teaching in prison. For example, many new teaching strategies rely on Internet research and projects but inmate students do not have access to the Internet, so we teachers can't use any of these ideas. Also, correctional education departments are sparsely funded, so buying the new books and tools that come on the market are not feasible. Finally, we teach eighth grade literacy skills and HSE classes. Few of our students are going to go to four year colleges or graduate school, so we are more focused on practical and vocational skills than reading Aristotle (although I am happy to teach Aristotle to any of my students who are interested!)” - Correctional Educator

Your students' exposure to the norms of a traditional classroom is limited. They do not have access to the Internet. The library is limited in terms of research purposes. It is not possible to require that all papers be submitted as a word processing document. Your students do not have control over their comings and goings. A student's routine is outlined by the prison, so absences and tardiness mean different things in prison than in a traditional classroom. Be prepared to be challenged by your class. Students will have done the work you assigned and will be eager to discuss it and seek clarification of what they don't understand. Prepare to be flexible. For example, if the entire prison should close on the day of your class, you need to be able to adjust your curriculum to cover the same amount of material in a reduced number of sessions.

WORKING WITHIN THE CONFINES OF A CORRECTIONAL FACILITY,
YOU WILL ENCOUNTER DIFFICULT STUDENTS.

They may come to you angry and blaming. They may come to you uninterested, unmotivated, and resistant to being in a school setting. You may become the object of rage. You represent the establishment and authority to the students.

When working with difficult students, the instructor's sense of competence and self-esteem are vulnerable. “Did I say the wrong thing? Did I cause this flare up?” This self-doubt can become overwhelming unless the following facts are kept in mind.

- Failure is part of the job
- Instructors want students to do well, to enjoy the class, to learn, and to earn a HSD.
- But instructors win some and lose some.
- Rejection is a given. In spite of instructors' best efforts, some students will reject that help.

SUCCESSFUL STRATEGIES

- Allowing students to complain or argue will only increase dissatisfaction.
- Stay calm and don't meet hostility with hostility.
- An angry response from the instructor will only aggravate a bad situation.
- Don't give troubled people grounds for angry reactions.
- Don't ask intrusive questions or use emotionally charged words.
- Don't invite a gripe session or argue with students.

“Do I know what crimes they have committed? I can find out if I want to. Do I want to? I discovered the hard way that I definitely don't after seeing that one of my favorite students was charged with multiple counts of rape and incest. From that point on, I couldn't see or teach him the same. As curious as I am sometimes, I think I owe it to these boys to give them the most objective version of myself, not the version that is going to judge them -- even if I would be doing it unintentionally.” –Juvenile Corrections Educator

GUIDELINES WHILE IN THE INSTITUTION

All school districts' correctional educators/staff enter the Department at their own risk. The educator/staff member assumes the risks inherent in any prison environment and understands the policy that the department does not negotiate with hostage takers in the event of an incident. All educators/staff are subject to the same policies, rules, regulations, and procedures as Department staff including, but not limited to, security, confidentiality, privacy, and operational practices. There are some basic procedures you must follow at NDOC. These “do's and don'ts” are not inclusive, but represent a functional approach to conducting yourself as a professional while in the institution.

Do's

- Dress appropriately for a prison environment
- Do report to staff any unusual actions or behavior, or attempted violation.
- Be careful not to over identify with inmates.
- Respect and accept inmates as individuals and leave your prejudices outside of this facility.
- Be Fair, Firm, and Consistent
- Follow Administrative Regulations and Institutional Procedures
- Comply with officer commands and/or directions
- Have Cultural Awareness and sensitivity
- The most important thing is that you be yourself and do not put on any facades.

Don'ts

- Racist, bigoted, and sexist behavior will not be tolerated.
- The use of illegal drugs and narcotics or the abuse of drugs and alcohol is prohibited at all times.
- Brutality, physical violence, or intimidation of inmates is not to be tolerated or permitted.
- The use of obscene or verbally abusive language when communicating with inmates or others is not accepted.
- The collection of money from inmates, or donation of money to inmates or their families, friends or acquaintances is absolutely prohibited.
- You must not accept any gifts or favors of any kind from an inmate, his or her family, or friends.

CODE OF CONDUCT

Conduct, by definition, is a personal decision. You may allow someone else to influence you, but no one can force you to conduct yourself in a certain way – the choice is yours and yours alone. One of your biggest responsibilities is to conduct yourself in accordance with the NDOC's standards. Knowing what conduct is expected of you will enable you to fulfill your responsibilities. As a professional, your personal conduct and standards should reflect NDOC and its employees. In order to avoid a conflict of interest or perceived conflict of interest,

YOU MUST:

- Refrain from excessive contact with inmates.
- Avoid contact with the families and friends of inmates and with former inmates.

It may be difficult for you to have to refuse an inmate's request, but remember inmates are convicted criminals, and they are serving a sentence in restitution for crimes they committed against society. Many individuals heading for prison bring their survival trade of manipulation with them and adapt it to the prison environment. While in confinement, they usually continue their lifestyle by preying on staff. To some, prison is the place where the art of manipulation is perfected. Prisons are seen as a challenge where manipulation of a staff is a pastime, a source of pleasure and pride, a battle of wits. Some prisoners develop intricate and sophisticated systems of deception. The set-up is a slow, subtle process of manipulation used by prisoners to control the actions of staff. The victim is unsuspecting; it is covert, but undetected until the damage is done. The correctional educator must not be easily provoked or manipulated into a situation that distracts because to do so might jeopardize personal safety or the safety of others. As part of the NDOC overall mission, we provide humane treatment for inmates. This does not mean showing partiality or favoritism. What you may believe is a simple act of kindness may be a violation of NDOC's rules and an invitation for inmates to take advantage of you. If you get the reputation for being an easy mark, you will have a difficult time shaking it off. Even the smallest acts – like giving or accepting a piece of candy– can lead to trouble. Small acts can make you susceptible to blackmail and manipulation, which can lead to more serious or even illegal acts.

INTERACTION WITH INMATES

You may wonder how giving a piece of candy can be illegal. You should remember that an inmate never asks for one favor, and they know you are breaking the rules if you do them a favor and give them something. They will ask for more and more until you say no; then, an inmate could threaten to report you if you refuse them. Inmates will begin by asking for small things or they may ask you to deliver something for them. For example, you could be asked to send a letter to an inmate's sick spouse or to deliver a birthday gift to an inmate's son. **Just say no!** Report any inmate requests for this type to the correctional officer. If you don't say no, an inmate may ask you to bring in or deliver something for them, which is illegal. By saying no the first time and reporting the incident to an officer, you will have built a reputation for yourself as honest and straightforward.

Interpersonal relationships between the staff and inmates are influenced by the NDOC environment. A correctional setting is an unnatural arena for a human being and should be recognized as such. The transition from a free society where a person makes his own conscious decisions to NDOC where there is constant supervision by staff may be very traumatic. Recognition of these factors affecting human behavior may mean the difference between helping or hurting an inmate's ability to correct his behavior and develop a more positive attitude.

Chances are, while you are conducting your services here, you will get to know some of the inmates quite well. You will also have a greater effect on them than you realize. Inmates are more likely to trust you and talk openly with you. You must realize, however, that you are working in a prison and you should remain professional at all times. Never show favoritism or preferential treatment. No favoritism or preferential treatment of one inmate, or group of inmates, over another, is allowed within the NDOC environment. Honor the rights of all inmates

Acknowledgement of the rights of human dignity afforded to inmates will depend upon you recognizing that inmates are individuals and must be afforded the rights that apply to all of us.

Guidance to inmates can be helpful. Giving advice can be good or bad. A common error for some of us is to jump to conclusion without understanding what it is the inmate is trying to communicate. If you do not get all the facts and give advice that is relevant to the inmate, the inmate will have the tendency to blame staff.

If you do not have the answer to the problem, admit it. You could also state that at this time, you do not have the answer, but will get back to with the inmate with someone who can give him or her the proper advice or answer. Remember, giving bad advice is worse than giving no advice at all. Providing no advice may not help, but at least you have not worsened the situation.

Following-up with an inmate's request is very important to them when you indicate you will do something. Never promise inmates you will do something for them if you cannot deliver. Inmates will be resentful and feel that you are a dishonest person who cannot be trusted.

By listening with respect and concern, you show inmates that you are interested in them as people. This alone is a positive thing and may help in the future because you did not put a person down just because of the person's status as an inmate. Be honest with inmates at all times.

You should know the limits of authority. For example, do not tell an inmate if he or she performs well in school, that you can get a sentence reduced. Another example is promising an inmate that he or she will get extra good time for a behavior or activity when, in fact, this decision is based on law.

Remember:

Respect and accept inmates.

Intimidation of inmates is not permitted.

Never promise inmates something if you cannot deliver it.

Inmates are convicted criminals.

Refrain from inappropriate contact with inmates.

CONTRABAND

An institution is not like the outside community. One difference is that many common items you find in the outside community are not allowed in the institution and are considered contraband. It is important for your safety, the safety of staff, the safety of inmates, and the safety of the community that you understand and are able to recognize contraband within NDOC. Contraband is anything not authorized by the Warden to be brought into or taken out of a NDOC facility. Contraband is anything not sold to inmates in the commissary or issued by NDOC. There are serious consequences for anyone who introduces contraband into a NDOC facility. You can be an important link to the control of contraband in NDOC. Inmates frequently try to see how observant you are, how well trained you are, and how knowledgeable you are of policy. One way inmates may do this is by allowing you to see them with small contraband items. If this happens, tell a Correctional Officer immediately. Inmates generally will not come and ask you to bring contraband into the facility. They will use time, friendship, sympathy, or coercion. They may attempt to gain your sympathy by telling you stories about how rough it is in this place without a certain item from the outside. They hope you will sympathize with them and bring it in. They may attempt another method of getting you to feel a need to “help” them. These inmates will say they are unable to obtain, pay for, or ship in particular item, such as educational materials. Again, this may not be of any real significance – now; **however, the small item may become the biggest part of your life.**

Inmates observe you to discover your likes and dislikes. They will listen to you for clues to potential weak areas that could be exploited for their gain. For example, you may like classical music. An inmate who would like to gain a favor might engage you in discussion about classical music. These discussions may last over an extended period of time. After a relationship has been formed, the inmate may then ask you to bring in the latest book on a particular subject of classical music. **The set-up has occurred.** The music book is contraband unless prior permission was allowed by the Warden. This is just one example of how easy it is to get caught up in the simplest con. Just remember, do not bring anything in, and do not take out anything, which you did not bring into the facility.

HOSTAGE SITUATIONS

Inmates may feel that they need to take a hostage in an attempt to coerce the administration to give them even more liberties than they already have. Hostage taking is one of their only ways to gain the attention of the media and other civil liberty advocates to understand their plight and problems that they cannot resolve in a normal civil manor. Inmates all feel as if the prison system victimizes them even though they were sent there by society for victimizing others. Most hostage situations develop according to the following stages: The Capture, The Victimization, The Waiting and Negotiation, The Release or Rescue.

The Capture: Most inmate hostage situations take no longer than 1 to 2 minutes to evolve. The purpose of the inmates is to take as many live hostages as possible. They attempt to do so by shocking everyone with yelling, beating, and threatening all authority figures within range as sort of a shock and awe attack. Their goal is to overwhelm the security of the institution and place the captives into a defensive submissive reaction rather than to fight or flee. Avoid struggling if threatened with weapons.

The Victimization: Immediately, when the victimization stage starts take a deep breath and try to relax. Fear of death or injury is normal, recognizing your reactions may help you adapt more efficiently. Do not be a hero; do not talk back or act authoritative. Accept your captive situation. Any action on your part to rebel may bring a violent reaction from your captors.

The Waiting and Negotiation: Do not behave aggressively and do not make long uninterrupted eye contact with inmates. Do not make yourself stand out by drawing unnecessary attention to yourself; you increase the chance of being singled out and victimized. Do not befriend the inmates; such an attempt will result in the inmates exploiting you.

The Release or Rescue: When a rescue is attempted keep your hands above your head and drop to the floor. Do not attempt to be a hero and do not move until your rescuers tell you to do so.

PREA

What is PREA?

PREA stands for the Prison Rape Elimination Act, which was signed into law by President Bush on Sept. 4, 2003. The final regulatory standards to implement PREA went into effect on August 20, 2012.

What is the purpose of PREA?

PREA is intended to address the detection, prevention, reduction, and prosecution of sexual harassment and sexual assault in all correctional facilities in the country.

Sexual Misconduct

Nevada Department of Corrections specifically forbids any activity associated with or that promotes acts of sexual conduct, including sexual harassment between offenders and NDOC staff. In this definition, “staff” includes contractors, educators, vendors, and volunteers as well as staff from other federal, state, or local jurisdictions. An “offender” means someone incarcerated in a correctional facility or under supervision in the community.

Forms of sexual misconduct include, but are not limited to:

1. Any behavior of a sexual nature directed toward an offender by a Department staff.
2. Inappropriate touching between offenders and staff.
3. All completed, attempted, threatened, or requested sexual acts between Department staff and the offender.
4. Sexual comments and conversations with sexually suggestive innuendos or double meanings.
5. Display or transmittal of sexually suggestive posters, objects, or messages.

Depending on the investigation finding of an alleged incident, the outcome may result in the loss of your job/assignment and the possibility of criminal charges. In addition, persons accused of sexual harassment in civil or criminal proceedings may be held personally liable for damages to the person harassed.

An Abuse of Power

Due to the imbalance of power between offenders and staff in correctional settings, sexual interactions between staff (who have power) and offenders (who lack power) are unprofessional, unethical, and illegal.

Some offenders who lack power may become sexually involved with staff in an effort to equalize the imbalance of power. Occasionally an offender may try to use sex to improve his/her standing or circumstances (e.g., better job, avoid disciplinary action, affect a release plan, gain privileges, etc.)

Your designated assignments place you in a position of authority over the offenders with whom you interact in a professional capacity. It is not possible to have a relationship as equals because you have responsibility to maintain custody, evaluate work performance, and/or provide input to issues that affect release dates, return to prison, or other sanctions.

Because of the imbalance of power between offenders and staff, vendors, contractors, and volunteers, there can never be a consensual relationship between staff and offenders. In fact, the law states “consent” is not a defense to prosecution.

History of Victimization

Some staff don't think of offenders as “victims” of staff sexual misconduct, especially when the offender appears to be a willing participant or even initiated the sexual or “romantic” interactions with a staff member. The offender is always the victim because of the imbalance of power. The consent or willingness of an offender to participate may be a survival strategy or a learned response to previous or current victimization. Many offenders have a history of victimization (physical and/or sexual abuse), which make them especially vulnerable to the sexual overtures of persons in positions of authority. Their perception of affection/love may be skewed by this background of abuse, making it impossible for them to refuse advances from a staff member.

As the person in authority, it is your responsibility to discourage, refuse and report any overtures as well as maintain professional boundaries **at all times**. Boundaries in relationships can be difficult. If you question your professional boundaries with an offender or feel uncomfortable

with his/her actions or advantages toward you, talk to another person you respect and/or bring this matter to the attention of a NDOC employee before it gets out of control.

The following are behaviors or “red flags” that may signal you or someone you work with who is in danger of engaging in sexual misconduct with an offender:

1. Spending a lot of time with a particular offender
2. Change in appearance of an offender or staff member
3. Deviating from agency policy for the benefit of a particular offender
4. Sharing personal information with an offender
5. Horseplay
6. Overlooking infractions of a particular offender
7. Doing favors for an offender
8. Consistently volunteering for a particular assignment or shift
9. Coming to work early/staying at work late
10. Flirting with an offender
11. Standing too close to an offender
12. Taking up an offender’s cause or grievance
13. Changing duty assignments of a particular offender
14. Getting into conflicts with co-workers over an offender
15. Bringing things into the facility for the offender
16. Doing favors for an offender’s family
17. Feeling the effects of major life changes (divorce, etc.)
18. Believing an offender is indispensable

Your personal and professional reputation may be jeopardized because of unprofessional conduct. Your career and even your family can be negatively impacted or destroyed.

Nevada Revised Statute (NRS) 212.187 Voluntary sexual conduct between prisoner and another person; penalty. - 2. A person who voluntarily engages in sexual conduct with a prisoner who is in lawful custody or confinement is guilty of a category D felony and shall be punished as provided in NRS 193.130.

Amorous or sexual relationships with an offender are seldom a secret. Such behavior will subject you to disrespect and manipulation from other offenders that may be aware of your situation. Once in a relationship, professional judgment becomes clouded and the normal defenses that exist to protect you will be compromised. When acting on emotions, you may take actions that would otherwise be considered inappropriate in a correctional environment (either in custody or in the community). Amorous or sexual relationships are inappropriate and illegal when they occur between an offender and any staff member, contractor, vendor or volunteer.

How to Maintain Appropriate Boundaries

Most staff/offender sexual misconduct occurs only after seemingly innocent professional boundaries have been crossed. The following behaviors will assist you in maintaining appropriate boundaries:

1. Maintain professional distance
2. Focus behavior on duties and assignments
3. Do not become overly close with any particular offenders
4. Do not share your own or other staff person's personal information with or around offenders
5. When speaking to offenders about other staff refer to the staff by their title or as Mr. and Ms. When speaking to offenders refer to them as Ms. or Mr. and their last name
6. Do not accept gifts or favors from offenders

A Duty to Report:

Staff must report any inappropriate staff/offender behavior immediately. The presence of illegal and unethical behavior by staff compromises the security and safety of the agency. Staff who fails to report such behavior will be held accountable and sanctioned through dismissal. You must file an incident report to the appointing authority (per policy) if you see or know of any staff, contract staff, vendor, or volunteer sexually involved with or sexually harassing an offender.

FREEDOM OF INFORMATION AND PRIVACY ACTS

Undoubtedly, you will be asked about a NDOC facility, the inmates, and maybe the staff, by people in the community because of your volunteer role. This is to be expected, but you should be careful about the types of information you give out.

Collect no information of a personal nature from individuals unless authorized to collect the information to achieve a function or carry out a volunteer responsibility officially approved by NDOC. Collect only the information from individuals, which is necessary to perform official NDOC functions or responsibilities.

Neither collect, maintain, use, nor disseminate information concerning an individual personal, religious, or political beliefs, activities, or membership in associations and organizations, unless:

1. The information is expressly authorized by law to be collected, maintained, used, or disseminated.
2. The activities involved are pertinent to and within the scope of an authorized investigation, adjudication, or correction activity.

Criminal penalties and civil liabilities are written into the law for violation of the Freedom of Information and Privacy Acts. The Privacy Act prescribes criminal penalties for violation of certain provisions of the law. Individuals found guilty of a misdemeanor violation can be fined up to \$5,000 for willfully:

1. Disclosing information or agency records, knowing that the disclosure is prohibited, to any person or agency not entitled to receive the information.
2. Maintaining a system of records, knowing that a system of records has not been subject to public notice requirements of the Privacy Act.

The Freedom of Information Act prescribes a fine of no more than \$5,000 for a misdemeanor request by any person who knowingly attempts to or obtains any record concerning an individual from an agency – under false pretenses.

WHY WE TEACH IN PRISON?

“Despite powerful evidence that educational attainment by incarcerated learners significantly lower the rate of recidivism, correctional educators do not enjoy high professional status and prestige. Prison teachers are forgotten professionals, whose mission and praxis are shrouded in the same public misunderstanding, mis-information and prejudice that surround all aspects of the criminal justice system.”- Sayko, Arvay Ph.D,

There have been times in my career I have been called upon to rationalize education for inmates and otherwise defend the vocation of educator. The majority of teachers who enter the profession do so because of a sense of giving back to the world by lighting the lamp of learning. Some thrive on the challenges and new experiences each day of teaching brings. The reward of being an integral part of a child’s life and development is a teacher’s ultimate compensation. The salary is secondary. No one gets into the education game to get rich.

Many correctional educators I’ve talked to over the years, tell me teaching in a prison is not what they thought of when they entered the profession. Most wanted to teach children in elementary or high schools. Few of us pulled on our mother’s skirts when we were children and said, “Mommy, when I grow up I wanna be a teacher in a prison!”

Those who trouble themselves to ask why we teach here are often curious about what it is like to teach behind walls. Some think it is a misuse of State money to educate inmates and want me to understand I am wasting my time in doing so. Several people feel we don’t do enough. They tend to complicate the issue of penal education by assuming they have the answers instead of asking those who actually do the work how to fix it. The following is a story I read a few years ago that illustrates an attitude teachers’ face:

There was a party several years ago where a man was deriding education. He argued: “What’s a kid going to learn from someone who decided his best option in life was to become a teacher?” He reminded all those who were listening that it’s true what they say about teachers. “Those who can, do. Those who can’t, teach.” To corroborate, he turned to someone he knew to be a teacher and said, “You’re a teacher, Susan. Be honest. What do you make?”

Susan, who had a reputation for honesty and frankness replied, “You want to know what I make? I make kids work harder than they ever thought they could. I can make a C+ feel like a Congressional Medal of Honor and an A- feel like a slap in the face if the student didn’t do his or

her very best. I can make kids sit through an hour-long study hall in absolute silence. I can make parents tremble in fear when I call home.

“You want to know what I make? I make kids wonder. I make them question. I make them criticize. I make them apologize and mean it. I make them write. I make them read, read, read. I make them spell hard words over and over and over again, until they don’t have to rely on a computer spell checker ever again. I elevate them to experience music, art, and the joy in performance, so their lives are rich, full of kindness and culture, and they take pride in themselves and their accomplishments. I make them understand that if you have brains, then follow your heart... and if someone ever tries to judge you by what you make, you pay them no attention. By the way, what do you make?”

Yet, I still have to get “missionary” every now and then and try to explain what those who don’t teach have trouble appreciating. I usually start out by saying it isn’t the money or the benefits. It isn’t any thanks we get from our students because that happens so rarely. It isn’t because we are bleeding hearts and empathize with their condition. Most teachers here realize that this is the last chance these guys will get to turn their lives around. We must change the failure they experienced in their previous educational (and life) performance and make them realize there is hope and value to being a productive and contributing member in our society.

Teachers in prison, public and private schools **MAKE A DIFFERENCE!** We try to leave the world a better place than we found it. -Kimball Medders is an Academic Instructor with California Department of Corrections and is their Distance Learning Coordinator.

SUMMARY

NDOC has high standards of conduct for staff. Similarly, you are expected to conduct yourself in a professional and ethical manner. You must respect professional attitudes and methods and follow the rules and regulations that all NDOC staff abides by.

Safety for NDOC staff, education staff, volunteers, and the inmates is always the first concern. Keep lines of communication open with correctional staff. They can provide you with background information and advise you about institutional procedures. **Please do not be afraid to ask questions!**

The Department of Corrections sees its role as providing supervision, not punishment and believes in the following core values:

1. That people can change
2. The inherent worth and dignity of all individuals.
3. In treating people with respect and dignity.
4. In teamwork and the process of continuous improvement.
5. In fairness throughout all decision making.
6. In respect for the liberty interest, rights and entitlements of the individual.
7. In individual empowerment.
8. In non-violent conflict resolution.
9. In maintaining a safe and secure environment.
10. In the value of individual, cultural and racial diversity.

This guidebook has been prepared to give you an overview of the department and to set forth-pertinent rules, regulations, and guidelines, which must be followed in order to promote public safety. In carrying out your vital role as an educator, you will be expected to understand and follow these requirements as well as local rules of operation. Please ask correctional staff for clarification if you have any questions or concerns. We are very grateful for your professionalism, time, and commitment as we work together for a safer and better Nevada.

FREQUENTLY ASKED QUESTIONS

1. Who can help me if I have a question?

There are multiple sources of help for faculty members and education staff. At each NDOC institution, there is a set of Education Operating Procedures (OPs). Please review these procedures prior to your teaching assignment. If you have any question regarding institution policies, administrative regulations (ARs) and/or OPs please direct them to the Warden and/or Associate Warden. Your school district principal, lead teacher, and/or director will provide you with an orientation during your first day of assignment. In addition, the NDOC Education Program Professional acts as a liaison between your school district and NDOC and is available to answer your questions, (775) 887-3135.

2. How do the Correctional Officers interact with School District Staff?

The NDOC staff is responsible for ensuring the safety of prisoners, staff, and visitors alike. School District staff is required to uphold all the rules of the prison, and must go through a security screening process upon entry to the prison. The security screening is designed, principally, to keep contraband items out of the prison. For this reason, all bags and persons are subject to search. Plan on the most stringent precautions. The Corrections Officer will let you know if there is something you need to do, remove, pass through, sign, etc.

3. What is contraband?

Contraband is essentially anything other than what the DOC allows prisoners to have or to do. The DOC requires that certain items do not enter prison grounds. If you are unsure of what you may or may not bring with you into the classroom, ask the officer on duty.

4. What should I wear?

You must conform to the NDOC dress code, AR 350-Department Grooming and Dress Standards.

5. What must I bring with me?

You must bring your NDOC picture ID. Setting aside a book bag for use only when teaching at the prison can help prevent you from accidentally bringing in contraband items.

6. What do I do if an inmate is unruly?

It may happen that an inmate becomes argumentative during your class. This may escalate into unacceptable behavior on the part of the inmate—the inmate may become hostile and threatening. Remain calm and get help immediately. Signal a correctional officer or a staff member. Help will come quickly. If the inmate tries to attack you, defend yourself. Staff assistance will come.

7. What do I do if a fight breaks out?

It may happen that a fight will break out between inmates. Sometimes more than two inmates will be involved. Remain calm. Call for help. Under no circumstance should you try to break up the fight. You may become injured and even seriously so. Wait for staff to arrive and follow their directions. They will isolate the fighting inmates, break up the fight, and escort the inmates to the Special Housing Unit or segregation.

8. What do I do if there is facility emergency like a fire?

If a fire breaks out in the area where the education program takes place, follow the directions on the posted emergency fire evacuation plans. Call or notify the institution staff about the fire and follow the directions of the staff member. For staff, fire drills are a regular part of the institution activities and they will know what needs to be done.

9. What do I do if an inmate shares information with me that risks the safety of others?

If ever you obtain information or encounter a situation that risks compromising the safety of persons, you have a responsibility to immediately inform correctional staff.

10. What do I do if I find myself being set-up and compromised by the inmates?

If you've committed a minor indiscretion – acknowledge it. Take the consequences and tell correctional staff. Don't let the inmate begin the escalation process to more serious issues.

DEPARTMENT OF EDUCATION

MISSION STATEMENT

The office of Career Readiness, Adult Learning and Education Options is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

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.

CORRECTIONAL SCHOOL DISTRICTS

POLICIES AND BELIEFS

- Educational programs are available to all eligible inmates, encompassing basic academic skills, HSE preparation, vocational certification, and a High School Diploma. General and Special Education programs are available as well as other educational programs that are directed by the needs of the facility population and the regulations/policies of the State Department of Corrections and the State Department of Education.
- Correctional School Districts will maintain a written, standardized competency-based curriculum supported by appropriate materials and classroom resources.
- Correctional School Districts will adhere to the policies and regulations of the State Department of Education.
- Programs up to the completion of high school and/or the HSE are available at no cost to inmates. Provisions will be made for the formal recognition of specific educational accomplishments.

EDUCATIONAL SUCCESS

- Education is essential to continuing an orderly society.
- All students can learn at significantly higher levels.
- All students must learn, and consistently demonstrate, socially accepted behavior.
- Consistent school attendance is imperative for success.
- Classroom instruction is essential for academic as well as social/emotional growth.
- The school climate must be conducive to the teaching-learning process.
- Multiple program offerings are essential to meet the diverse needs of students.
- Student participation increases as instruction becomes relevant to their needs.
- Students must be prepared to apply their education in the workplace.
- Support services are essential for success in assisting at-risk students.

EDUCATIONAL GOALS AND OBJECTIVES

The goals of Correctional School Districts are to:

- Provide learning opportunities for each student who enters school.
- Prepare each student for a responsible and productive life outside the prison.
- Help each student achieve his personal academic goals and reach his maximum potential as a citizen of his community.

The following are the objectives of Corrections Education in support of the state criminal justice system's goal of reducing recidivism through education and vocational training:

- Enroll the maximum number of eligible students.
- Provide for educational needs of all students.
- Provide special education and ESL programs for qualified students.
- Provide educational counseling.
- Provide support and guidance to students in achieving a HSE and/or High School Diploma.
- Have a positive pass rate on the HSE.
- Provide the student skills to become self-sufficient in society.
- Always look for ways to improve the education program for inmates.

ACADEMIC STANDARDS

The following information is included in the Corrections Course Catalog to inform staff of programs, rules, procedures, requirements and general information relating to the students in the education program. These rules are consistent with all program information.

The HSE program

- The HSE pre-test is available to current students ONLY. Students wishing to take the pre-test MUST be recommended by their current academic teacher(s).
- Classes in HSE Preparation are ongoing. A pre-test score of 450 is required to register to take the HSE exam.
- If students pass the HSE, they may earn up to 11 academic credits toward their high school diploma dependent on their scores.

The High School Diploma program

- Students may take required classes such as math, science, English and social studies, which lead to an Adult High School Diploma.
- High school electives are comprehensive and may also provide students with vocational certification.

Attendance

School district officials are responsible for accurate attendance reporting. Each month attendance is submitted to NDOC.

STUDENT RULES

- Proper dress: Students must wear approved attire as per NDOC. No shorts or sports attire should be worn in classrooms. Radios, headphones, drinks, and food are not allowed.
- Behavior: Obey all teachers and staff, and treat each other courteously. Teachers will have rules specific to their classrooms that are to be followed.
- Attendance: Students cannot learn if they are not in class each day.
 - Certificates will be earned if a student receives a grade of C or better.
 - Students will be credited with work-good time (no pay) for the number of hours they attend. (Part-time students earn partial work-good time)
 - If a student drops out, classification will determine if they can be reassigned.
 - A student may receive a disciplinary for absences not pre-arranged and verified as valid by the office.
 - If a student misses more than 15 minutes of class (at any time), it will be counted as an absence.
 - Staff will be notified if there are extenuating circumstances related to absences.

- Lateness: Promptness is a valid job skill. Students will be counted absent if they are more than 15 minutes late.
- Disciplinary: Education is a place of learning. Negative attitude, unexcused absences, inappropriate behavior or breaking of rules may result in a disciplinary write-up and removal from education.
- Sign-in: If directed by the teacher, students must sign into class each period. If someone signs in for another person, a disciplinary will be written.

REQUIREMENTS FOR AN ADULT STANDARD DIPLOMA

The Correctional School Districts may award an adult standard diploma, signifying graduation from high school, to a person who:

- Has passed the Nevada State Proficiency Examinations in the area of math, reading, writing, and science.
- Has earned a total of 20½ credits of which 13 are for required courses and 7½ are for electives courses.
- Has earned credits for the required courses in accordance with the following table:

<u>Course</u>	<u>Minimum # of Credits</u>
English	4
Math	3
Science	2
U.S. Government	1
U.S. History	1
Art/Humanities.....	1
Health	½
Computer Science	½
Elective Credit	<u>7.5</u>
Total	20.5

All classes are currently competency-based. Students earn credits based upon completion of competency-based contracts.

WAIVED CREDITS (HSE)

A person who seeks an adult standard diploma may waive units of credit for English, mathematics, science and social studies by earning specific scores on an approved high school equivalency test. The following tables set forth the procedure used to calculate the amount that may be waived through each of the HSE tests available in the state of Nevada. The Correctional School Districts may award an adult standard diploma, signifying graduation

GED Testing Service (2002 Series)

<i>Subject</i>	<i>Designation of Test</i>	<i>Maximum Number of Units</i>	
		<i>For Score of 450 to 499.9</i>	<i>For Score of 500 or higher</i>
<i>English</i>	<i>I and IV (average)</i>	<i>2</i>	<i>4</i>
<i>Mathematics</i>	<i>V</i>	<i>1</i>	<i>3</i>
<i>Science</i>	<i>III</i>	<i>1</i>	<i>2</i>
<i>Social Studies</i>	<i>II</i>	<i>1</i>	<i>2</i>

GED Testing Service (2014 Series)

<i>Subject</i>	<i>Designation of Test</i>	<i>Maximum Number of Units</i>	
		<i>For Score of 150 to 162</i>	<i>For Score of 163 or higher</i>
<i>Language Arts</i>	<i>I</i>	<i>2</i>	<i>4</i>
<i>Mathematics</i>	<i>II</i>	<i>1</i>	<i>3</i>
<i>Science</i>	<i>III</i>	<i>1</i>	<i>2</i>
<i>Social Studies</i>	<i>IV</i>	<i>1</i>	<i>2</i>

ETS HiSET (2014 Series)

<i>Subject</i>	<i>Designation of Test</i>	<i>Maximum Number of Units</i>	
		<i>For Score of 10-11</i>	<i>For Score of 12 or higher</i>
<i>Language Arts</i>	<i>I and V (average)</i>	<i>2</i>	<i>4</i>
<i>Mathematics</i>	<i>II</i>	<i>1</i>	<i>3</i>
<i>Science</i>	<i>III</i>	<i>1</i>	<i>2</i>
<i>Social Studies</i>	<i>IV</i>	<i>1</i>	<i>2</i>

McGraw-Hill TASC (2014 Series)

<i>Subject</i>	<i>Designation of Test</i>	<i>Maximum Number of Units</i>	
		<i>For Score of 500 to 529</i>	<i>For Score of 530 or higher</i>
<i>Language Arts</i>	<i>I and V (average)</i>	<i>2</i>	<i>4</i>
<i>Mathematics</i>	<i>II</i>	<i>1</i>	<i>3</i>
<i>Science</i>	<i>III</i>	<i>1</i>	<i>2</i>
<i>Social Studies</i>	<i>IV</i>	<i>1</i>	<i>2</i>

- Credits waived by the HSE exam will apply only to those credits needed for graduation. They cannot replace any credits earned previously.
- HSE social studies credit will be applied to elective courses--it cannot replace American Government or U.S. History.
- Additional courses in English, math or science may be taken for elective credit in addition to those waived by the HSE. They must, however, build upon the instruction the student received in the required courses and not be a duplicate of them.
- A person who has earned a high school diploma may not take the HSE exam.
- A person can take the HSE as many times as needed to pass the exam, however, he is limited to taking it a maximum of 3 times each calendar year.
- Meritorious-Good-Time may be awarded by the Nevada Department of Corrections after a student has passed the HSE exam. This determination is made exclusively by the NDOC.
- The meritorious-good-time request will automatically be submitted as soon as the HSE test scores are received.

CLASS LISTINGS AND EXPECTATIONS

ACADEMIC COURSES

The following pages are designed to provide staff members with a comprehensive list of academic courses meet the requirements for the Adult High School Diploma. Additional coursework including academic and career and technical education courses are detailed in the listing of elective courses, which follows this section.

- ◆ ENGLISH
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ HEALTH/OTHER REQUIREMENTS
- ◆ ELECTIVES

ENGLISH

<p>READING FUNDAMENTALS 4550</p>	<p>This one-year course incorporates a laboratory where students work individually to improve achievement in reading. 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 does not fulfill English credits required for high school graduation. This course fulfills one elective credit required for high school graduation and may be repeated once.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>FUNDAMENTALS OF READING AND WRITING 4311</p>	<p>This one-year intervention class is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instructional support (Response to Instruction (RTI) - Tier II or Tier III) to students enrolled in the English 9 course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>READING FOR PROFICIENCY</p>	<p>This semester course is designed to develop the reading skills needed to pass the Nevada High School Proficiency Examination. Designed especially for seniors who did not pass the exam in the fall of the junior year; the course will also benefit juniors or second semester sophomores who need intervention before they take the test the first time. 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.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>WRITING FOR PROFICIENCY</p>	<p>This semester course is designed for students who have not achieved proficiency in writing. The course emphasis will include strategies for expository, persuasive, narrative, and descriptive 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 half elective credit required for high school graduation and may be repeated once.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>ENGLISH 9</p>	<p>This one-year course (<i>Foundations in Composition and the Elements of Text</i>) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>

	digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
ENGLISH 10	This one-year course (<i>Composition and Themes in Global Text</i>) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grades: Adult Prerequisite: English 9 Credits: 1
ENGLISH 11	This one-year course (<i>Composition and Themes in American Text</i>) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grades: Adult Prerequisite: English 9 & 10 Credits: 1
ENGLISH 12	This one-year course (<i>Post-Secondary Composition and Universal Themes in Text</i>) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grades: Adult Prerequisite: English 9, 10, 11, have passed the reading & writing portions of the NHSPE Credits: 1

<p>CREATIVE WRITING</p>	<p>This one-year junior or senior level course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. 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 credits or one elective credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
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MATHEMATICS

<p>FUNDAMENTAL MATH CONCEPTS</p>	<p>This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>PRE-ALGEBRA</p>	<p>This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education (NSHE) core requirements for university admission.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>ALGEBRA I</p>	<p>This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>ALGEBRA II</p>	<p>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. 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 will fulfill one of the mathematics credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: Algebra I and Geometry and Consent Credits: 1</p>

<p>GEOMETRY</p>	<p>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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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 for high school graduation.</p>	<p>Grades: Adult Prerequisite: Successful completion of Algebra I and Consent Credits: 1</p>
<p>MATHEMATICS APPLICATIONS</p>	<p>This one-year course is designed for seniors who need to pass the Nevada High School Proficiency Examination in Mathematics (NHSPE). Students passing the NHSPE in Mathematics are recommended to be transferred out of this course at the conclusion of the semester. This course builds on the concepts of algebra, geometry, and data analysis while solidifying and extending mathematical concepts, problem solving, and procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation and the Governor Guinn Millennium Scholarship, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education's (NSHE) core requirements for university admission.</p>	<p>Grades: Adult Prerequisite: Have not passed the math portion of the NHSPE Credits: 1</p>

SCIENCE

<p>BIOLOGY</p>	<p>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 also familiarizes students with the nature of science and technology. Instructional practices 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 fulfills one credit of the Nevada high school graduation requirement for science.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>GEOSCIENCE</p>	<p>This one-year course is designed to integrate scientific principles related to the Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Instructional practices 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 fulfills one of the science credits.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>SCIENCE FOUNDATIONS</p>	<p>This one-year course is designed for students who have not passed the Nevada High School Proficiency Exam (NHSPE) 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>

SOCIAL STUDIES

<p>US GOVERNMENT</p>	<p>This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE or Consent Credits: 1</p>
<p>US HISTORY</p>	<p>This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>WORLD HISTORY</p>	<p>This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>LIFE STRATEGIES</p>	<p>This one-year course is designed for students entering high school to introduce them to the basic skills for life management choices, career exploration, and academic success. This course emphasizes practices, procedures, and skills that will guide students to make the needed transition from middle school to high school. Four modules will enable students to gain an understanding of personal finance, career exploration, study skills, and decision-making skills. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>GEOGRAPHY</p>	<p>This one-year course examines societal development from the Renaissance to the present with an emphasis on exploring earth's human and physical systems in both global and regional contexts. Students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>

<p>PSYCHOLOGY</p>	<p>This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>
<p>SOCIOLOGY</p>	<p>This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: 1</p>

HEALTH/COMPUTER REQUIREMENT

<p>HEALTH EDUCATION</p>	<p>This one-semester course is designed to introduce students to the intricate relationships between the structural and physiological functions required for the mental, social, and physical wellness of the individual. The course includes health awareness, body functions, human development, use of community health resources, first-aid techniques, and the relationships of these to the total health and fitness of the individual. Human sexuality and sexually transmitted infectious disease education, within established guidelines, will be an integral part of the course. 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 the one-half health credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: ½</p>
<p>INTRODUCTORY COMPUTER CONCEPTS</p>	<p>This one-semester course is designed to acquaint students with the proper techniques for personal use of the computer. Emphasis is placed on the mastery of the keyboard and the development of touch keyboarding with speed and accuracy. Students will also learn the basic principles of keyboarding, word processing, and multimedia, spreadsheet, and database applications. It is designed specifically for students interested in meeting the computer competency requirement for graduation. Introductory Computer Concepts will fulfill either one-half computer credit or one-half elective credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: ½</p>

ELECTIVES

<p>PRE-HSE</p>	<p>This series of adult basic education courses provides the necessary knowledge and skills to successfully complete the HSE. Instruction in each of the curricular areas tested on the HSE will be provided including math, English Language Arts, science, and socials studies. These courses fulfill up to four elective credits required for high school graduation. Success on the HSE exam waives up to eleven credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: None Credits: Up to 4 (Up to 11 HSD credits waived)</p>
<p>AUTOMOTIVE TECHNOLOGY 8110/8120</p>	<p>8110 –This one-year course introduces students to the operational and scientific nature of automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, atomic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.</p> <p>8120 –This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical, and communication concepts are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE and concurrent academic enrollment or HSD Credits: Up to 2 (Must complete all phases for merit credit submission)</p>
<p>COMPUTERS – Business software applications</p>	<p>This one-year course is an introduction to various aspects of computer technology. Students receive instruction in proper keyboarding techniques, word processing, spreadsheet, database, multimedia, and desktop publishing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students completing this full-year course earn either one-half computer credit and one-half elective credit or one of the elective credits required for high school graduation.</p>	<p>Grades: Adult Prerequisite: HSE and concurrent academic enrollment or HSD Credits: Up to 2 (Must complete all phases for merit credit submission)</p>
<p>CONSTRUCTION/ LEED 8550/8560</p>	<p>8550 –This one-year course introduces students to the world of residential construction. Students experience all aspects of the construction industry. Practical application of safe work habits and the correct use of tools and equipment are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p> <p>8560 – This one-year course is designed for students who have successfully completed Construction Technology I. This course provides residential construction students with the skills to be successful in the construction industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important</p>	<p>Grades: Adult Prerequisite: HSE and concurrent academic enrollment or HSD Credits: Up to 2 (Must complete all phases for merit credit submission)</p>

	contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
CULINARY ARTS	9620 – This one-year, two- or three-period course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. 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 two or three elective credits required for high school graduation.	Grades: Adult Prerequisite: HSE and concurrent academic enrollment or HSD Credits: Up to 3 (Must complete all phases for merit credit submission)
ENTREPRENEURSHIP	The one-year course is designed to teach students the concepts to develop skills that will enable them to start a business. Special features include the use of technology and current business software applications (e.g. Microsoft Publisher) and simulations (e.g. Go Venture, Virtual Business). This course will fulfill one of the elective credits required for high school graduation.	Grades: Adult Prerequisite: HSE and concurrent academic enrollment or HSD Credits: Up to 2 (Must complete all phases for merit credit submission)
HVAC 8820/9520	8820 – This one-year course introduces students to the basic operation of Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) principles and practices. Areas of study include industrial safety standards, thermodynamics, psychometrics, piping techniques, control systems, cooling system service, and electric heat systems. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. 9520 – This one-year course is designed for students who have successfully completed Air Conditioning and Refrigeration I. Areas of study include servicing air handling systems, heat pumps, gas heat systems, commercial refrigeration systems, and ice makers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Grades: Adult Prerequisite: HSE and concurrent academic enrollment or HSD Credits: Up to 2 (Must complete all phases for merit credit submission)
INSTRUMENTAL MUSIC 5370/5500 5520/5550	5370 – This one-year course is designed for students with no previous experience playing piano who wish to build their skills. This course will include sight-reading, basic fingering, scale techniques, exercises to build skills, repertoire for beginning students, and beginning harmonization. The importance of consistent practice techniques will be emphasized. This course will fulfill one of the elective credits required for graduation and may be repeated for elective credit.	Grades: Adult Prerequisite: None Credits: Up to 4

	<p>5500 – This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p> <p>5520 – This one-year course is designed for any high school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. This course is considered a preparatory course for progression into Intermediate and Advanced Band. This course may be repeated for credit. This course will fulfill either one of the elective credits or one Arts/Humanities credit.</p> <p>5550 – This one-year course is designed to introduce the instrumental music student to contemporary stage band literature and techniques. A student will receive direction in solving interpretation problems and will be given an opportunity to experiment in the area of improvisation. The importance of sustained effort and practice is stressed for technical proficiency. A variety of performing experiences will be provided. This course may be repeated. If this course is taken in grades nine to twelve, the student will fulfill either the one arts or humanities credit or one of the elective credits required for graduation.</p>	
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EXPECTATIONS: The following pages provide detailed expectations for each individual class offered in Corrections Education in the state of Nevada. These guidelines follow the Clark County School District Curriculum and the Nevada State Standards.

ENGLISH 1

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
Reading Literature			
1	Analyze the interrelationships between plot and setting based on evidence; analyze the interrelationships among elements of plot based on evidence.		
2	Analyze theme to show the text's connections to human experience and/or lessons learned in text.		
3	Evaluate the author's methods of characterization.		
4	Evaluate the effect of an author's use of point of view; analyze elements of plot when the point of view is changed.		
Reading Informational Text			
5	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
6	Make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.		
7	Make inferences and draw conclusions to explain the author's use of stylistic devices to create tone; analyze the author's use of language and/or syntax.		
8	Analyze the author's use of organizational structure; analyze the logic and/or support of an author's argument, viewpoint, or perspective.		
Writing			
9	Write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose		
10	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice; combine sentences to improve sentence fluency.		
11	Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position		
Speaking and Listening			
12	Initiate and participate effectively in a range of collaborative discussions.		
Language			
13	Edit for correct sentence structure and use of mechanics.		
14	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH I

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	Reading Literature		
1	Evaluate the use and purpose of imagery, figurative language, and sound devices; analyze the author's use of language and/or syntax.		
2	Make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony		
3	Analyze an author's use and purpose of symbolism		
4	Analyze the influence of historical events and culture on an author's work		
	Reading Informational Text		
5	Analyze intended and unintended effects of persuasive and/or effectiveness in text.		
	Writing		
6	Write literary analyses based on critical stances supported by the text and/or a variety of sources		
7	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences		
8	Write a variety of professional and/or technical pieces of writing following established formats.		
9	Write narrative/descriptive compositions that demonstrate control of a range of strategies to achieve purpose		
	Speaking and Listening		
10	Solve problems by identifying, synthesizing, and evaluating data.		
	Language		
11	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings		
12	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		
13	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH II

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	Reading Literature		
1	Analyze the interrelationships between plot and setting based on evidence; analyze the interrelationships among elements of plot based on evidence.		
2	Analyze theme to show the text's connections to human experience and/or lessons learned in text.		
3	Evaluate the author's methods of characterization.		
4	Evaluate the effect of an author's use of point of view; analyze elements of plot when the point of view is changed		
	Reading Informational Text		
5	Make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.		
6	Make inferences and draw conclusions to explain the author's use of stylistic devices to create tone; analyze the author's use of language and/or syntax		
7	Analyze the author's use of organizational structure; analyze the logic and/or support of an author's argument, viewpoint, or perspective.		
	Writing		
8	Write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.		
9	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
10	Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.		
	Speaking and Listening		
11	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		
	Language		
12	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH II

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	Reading Literature		
1	Evaluate the use and purpose of imagery, figurative language, and sound devices; analyze the author's use of language and/or syntax		
2	Make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony		
3	Analyze an author's use and purpose of symbolism		
	Reading Informational Text		
4	Analyze intended and unintended effects of persuasive and/or effectiveness in text.		
	Writing		
5	Write literary analyses based on critical stances supported by the text and/or a variety of sources		
6	Write a variety of professional and/or technical pieces of writing following established formats.		
7	Write narrative/descriptive compositions that demonstrate control of a range of strategies to achieve purpose.		
8	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	Speaking and Listening		
9	Solve problems by identifying, synthesizing, and evaluating data.		
	Language		
10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		
11	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH III

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
Reading Literature			
1	Evaluate the use and purpose of imagery, figurative language, and sound devices; analyze the author’s use of language and/or syntax		
2	Analyze the influence of historical events and culture on an author’s work		
3	Evaluate the effect of an author’s use of point of view; analyze elements of plot when the point of view is changed.		
4	Make inferences and draw conclusions to explain the author’s use of stylistic devices to create tone and mood, and to explain the author’s use of irony		
Reading Informational Text			
5	Make inferences and draw conclusions to determine important information, main idea, and supporting details w/focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles; analyze the author’s use of organizational structure; analyze the logic and/or support of an author’s argument, viewpoint, or perspective.		
6	Analyze the influence of historical events and culture on an author’s work.		
Writing			
7	Write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.		
8	Write analyses of expository texts based on logical arguments by providing credible evidence that supports stated assertions.		
9	Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.		
Speaking and Listening			
10	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data		
11	Use public speaking techniques to deliver presentations.		
Language			
12	Edit for correct use of mechanics.		
13	Edit for correct sentence structure.		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH III

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	Reading Literature		
1	Evaluate the effect of an author’s use of point of view; analyze elements of plot when the point of view is changed.		
2	Make inferences and draw conclusions to explain the author’s use of stylistic devices to create tone and mood, and to explain the author’s use of irony		
3	Analyze an author’s use and purpose of symbolism		
	Reading Informational Text		
4	Analyze the author’s use of language and/or syntax; explain the author’s use of stylistic devices to create tone; analyze intended and unintended effects of persuasive and/or propaganda techniques in text; analyze persuasive language and techniques for intent and/or effectiveness in text.		
	Writing		
5	Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.		
6	Write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose.		
7	Write analyses of expository texts based on logical arguments by providing credible evidence that supports stated assertions.		
8	Summarize expository information.		
	Speaking and Listening		
9	Listen to, provide, and evaluate constructive feedback		
10	Solve problems by identifying, synthesizing, and evaluating data.		
11	Use public speaking techniques to deliver presentations.		
	Language		
12	Edit for correct use of mechanics.		
13	Edit for correct sentence structure.		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH IV

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	Reading Literature		
1	Evaluate the use and purpose of imagery, figurative language, and sound devices; analyze the author's use of language and/or syntax.		
2	Analyze the influence of historical events and culture on an author's work.		
3	Evaluate the effect of an author's use of point of view; analyze elements of plot when the point of view is changed.		
4	Make inferences and draw conclusions to explain the author's use of stylistic devices to create tone and mood, and to explain the author's use of irony.		
5	Analyze an author's use and purpose of symbolism.		
	Reading Informational Text		
6	Make inferences and draw conclusions to determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.		
7	Analyze the author's use of language and/or syntax; explain the authors use of stylistic devices to create tone; analyze intended and unintended effects of persuasive and/or propaganda techniques in text; analyze persuasive language and techniques for intent and/or effectiveness in text.		
	Writing		
8	Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.		
9	Write expository texts using organizational structures, relevant evidence, and stylistic devices appropriate to audience and purpose		
10	Write analyses of expository texts based on logical arguments by providing credible evidence that supports stated assertions.		
11	Summarize expository information		
	Speaking and Listening		
12	Listen to, provide, and evaluate constructive feedback		
13	Solve problems by identifying, synthesizing, and evaluating data.		
	Language		
14	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ENGLISH IV

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	Reading Literature		
1	Analyze theme to show the text’s connections to human experience and/or lessons learned in text		
2	Analyze the interrelationships between plot and setting based on evidence; analyze the interrelationships among elements of plot based on evidence		
3	Evaluate the author’s methods of characterization.		
	Reading Informational Text		
4	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		
	Writing		
5	Write literary analyses based on critical stances supported by the text and/or a variety of sources.		
6	Write narrative/descriptive compositions that demonstrate control of a range of strategies to achieve purpose.		
7	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		
8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		
	Speaking and Listening		
9	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used		
	Language		
10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings		
11	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text		
12	Analyze nuances in the meaning of words with similar denotations		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

FUNDAMENTAL MATH CONCEPTS

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	To extend the development of algebraic and geometric skills learned in the academic course taken concurrently with this elective		
2	To increase mathematical vocabulary		
3	To increase comprehension of mathematical concepts and properties		
4	To increase the accuracy of computational skills and fluency in mental math and estimation strategies		
5	To use formulas and equations to solve mathematical and practical problems		
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15			

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

FUNDAMENTAL MATH CONCEPTS

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	To formulate and solve mathematical and practical problems using algebraic and geometric techniques		
2	To evaluate algebraic expressions, equations, and formulas using the order of operations and mathematical properties of real numbers		
3	To develop and extend problem-solving skills in order to communicate and reason mathematically		
4	To increase confidence in mathematical abilities that encourages students to continue participation in mathematics classes		
5	To develop the Standards for Mathematical Practice		
6	To formulate and solve mathematical and practical problems using algebraic and geometric techniques		
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15			

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

PRE-ALGEBRA

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Integers		
2	Expressions, Equations, and Inequalities		
3	Rational Numbers and Proportions		
4	Linear Functions		
5			
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7			
8			
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13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

PRE-ALGEBRA

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Geometry, Measurement, and Logic		
2	Data Analysis and Probability		
3	Polynomials and Sequences		
4			
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6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ALGEBRA I

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Work with radicals and integer exponents		
2	Extend the properties of exponents to rational exponents		
3	Use properties of rational and irrational numbers		
4	Reason quantitatively and use units to solve problems		
5	Interpret the structure of expressions		
6	Perform arithmetic operations on polynomials		
7	Create equations that describe numbers or relationships		
8	Understand solving equations as a process of reasoning and explain the reasoning		
9	Solve equations and inequalities in one variable		
10	Solve systems of equations		
11			
12			
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14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ALGEBRA I

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher initials
1	Represent and solve equations and inequalities graphically		
2	Understand the concept of a function and use function notation		
3	Interpret functions that arise in applications in terms of the context		
4	Build a function that models a relationship between two quantities		
5	Build new functions from existing functions		
6	Construct and compare linear, quadratic, and exponential models and solve problems		
7	Interpret expressions for functions in terms of the situation they model		
8	Summarize, represent, and interpret data on a single count or measurement variable		
9	Summarize, represent, and interpret data on two categorical and quantitative variables		
10	Interpret linear models		
11			
12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ALGEBRA II

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Essential Concepts And Skills		
2	Linear equations and functions		
3	Systems of linear equations and inequalities		
4	Matrices and determinants		
5	Quadratic functions		
6	Polynomials		
7			
8			
9			
10			
11			
12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

ALGEBRA II

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Powers, roots, and radicals		
2	Exponential and logarithmic functions		
3	Rational equations and functions		
4	Conic sections		
5	Sequences and series		
6	Probability and statistics		
7	Calculator and problem-solving skills. (These skills must be integrated throughout each unit of study when appropriate.)		
8			
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14			
15			

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

GEOMETRY

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Points, Lines, Planes And Angles		
2	Logic, Reasoning And Proof		
3	Parallel And Perpendicular Lines		
4	Triangle Relationships		
5	Polygons		
6	Similarity		
7			
8			
9			
10			
11			
12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

GEOMETRY

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Right Triangles And Trigonometry		
2	Perimeter And Area		
3	Surface Area And Volume		
4	Circles		
5	Transformational Geometry		
6	Algebraic Emphasis and Calculator and Problem Solving Skills. [These Skills Must Be Integrated Throughout Each Unit of Study Where Appropriate.]		
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12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

MATH APPLICATIONS

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Numbers, Number Sense, and Computation		
2	Patterns, Functions, and Algebra		
3	Measurement		
4			
5			
6			
7			
8			
9			
10			
11			
12			

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

- A. *Passing the Nevada Math Proficiency Exam.* (2011). S. Foresta. Forestamath.com
- B. *Passing the Nevada High School Proficiency Exam.* (Revised 2010). C. Pintozzi & E. Day. American Book Company

Notes:

MATH APPLICATIONS

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Spatial Relationships, Geometry, and Logic		
2	Data Analysis: Statistics and Probability		
3	Problem Solving, Communication, Reasoning, and Connections		
4			
5			
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11			
12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

- A. *Passing the Nevada Math Proficiency Exam.* (2011). S. Foresta. Forestamath.com
- B. *Passing the Nevada High School Proficiency Exam.* (Revised 2010). C. Pintozzi & E. Day. American Book Company

Notes:

SEMESTER 1: BIOLOGY

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	The student will use critical thinking and inquiry skills to explore possible solutions to scientific questions.		
2	The student will analyze the role of ethics in scientific discovery. The student will recognize that theories, models, and assumptions of all fields of science evolve through time with the incorporation of new evidence gained through on-going investigations and collaborative discussions.		
3	The student will evaluate data for precision and accuracy based upon repeated experimentation. The student will demonstrate proper and safe laboratory procedures.		
4	The student will review the relative location of electrons, protons, and neutrons in an atom. The student will review the distinctions among atoms, ions, elements, compounds, and molecules.		
5	The student will identify the major classes of biomolecules: proteins, lipids, carbohydrates, and nucleic acids.		
6	The student will discuss the basic functions of each biomolecule group as related to living organisms. The student will explain why water is important to living things.		
7	The student will correctly use microscopes to observe cells, microscopic organisms and other biological specimen.		
8	The student will identify the main ideas of the modern cell theory. The student will differentiate between prokaryotic and eukaryotic cells based on the presence of membrane-bound organelles. The student will describe the increasing complexity of living systems by naming and using examples for each of the four levels (cell, tissue, organ, and organ system) as they relate to anatomy and physiology.		
9	The student will name, identify, and describe the function of the following cell structures and organelles: cell membrane, cell wall, nucleus, ribosomes, endoplasmic, reticulum, vacuoles, lysosomes, chloroplasts, mitochondria, Golgi apparatus, cytoskeleton. The student will compare and contrast the distinguishing features of plant and animal cells.		
10	The student will explain how the structure of the cell membrane relates to active and passive transport.		
11	The student will discuss the role of enzymes in cell processes. The student will explain how various factors such as temperature and pH affect enzyme function.		
12	The student will explain that cells obtain energy from cellular respiration. The student will explain that photosynthesis uses light energy to convert CO ₂ and water to sugar.		
13	The student will describe the stages of the cell cycle (interphase, mitosis, cytokinesis) and the process of meiosis.		
14	The student will relate the structure of DNA to mitosis. The student will model how the DNA molecule provides instructions for assembling different kinds of proteins. The student will investigate the consequences of DNA mutations.		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

BIOLOGY**SEMESTER 2:****Student:** _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	The student will relate the structure of DNA to meiosis.		
2	The student will contrast somatic cells (body cells) and sex cells (gametes). The student will investigate consequences of DNA mutations in gametes.		
3	The student will calculate the ratios of inheritance patterns by constructing Punnett squares involving single alleles, multiple alleles, monohybrid crosses, dihybrid crosses, incomplete dominance, and co-dominance.		
4	The student will explore how hereditary diseases are capable of disrupting the body's homeostasis. The student will explore how hereditary diseases are capable of disrupting the body's homeostasis.		
5	The student will analyze the evidence supporting the scientific theory of evolution. The student will analyze patterns of evolution pertaining to the origin of life and diversity of life on this planet.		
6	The student will compare and contrast artificial and natural selection. The student will discuss various modes of speciation.		
7	The student will explain the basis of biological classification using the system of binomial nomenclature. The student will be able to construct and use a dichotomous key to classify various organisms.		
8	The student will interpret the relationships of organisms and their physical environment including food webs, trophic level pyramids and inter-specific relationships (mutualism, commensalisms and parasitism). The student will describe how changes in an ecosystem can affect its biodiversity.		
9	The student will explore the factors that determine the carrying capacity of an ecosystem. The student will diagram biogeochemical cycles (nitrogen, oxygen, carbon) and explain their necessity.		
10	The student will use climatic data and dominant organisms to distinguish between major biomes.		
11	The student will evaluate how competition and adaptation determine an organism's niche. The student will assess efforts to mitigate environmental damage due to advancing technologies.		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)**Texts and resources used by student:****Notes:**

SEMESTER 1: GEOSCIENCE

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Scientific Method: 1. The student will differentiate between observations and inferences. 2. The student will employ scientific inquiry in problem solving. 3. The student will communicate scientifically.		
2	Lab and Field Safety: 1. The student will practice safe conduct in the classroom and in the field. 2. The student will identify and safely utilize laboratory equipment.		
3	Metric System: 1. The student will identify and correctly use the basic metric unit used for measuring length, mass, volume, and temperature. 2. The student will use metric measurements to identify properties used in geoscience, such as density, solubility, melting point, and viscosity. 3. The student will define appropriate prefixes to indicate different units of measurement in the metric system and convert among different units.		
4	Matter and Energy: 1. The student will name the four states of matter. 2. The student will describe the phase changes of matter relative to molecular movement. 3. The student will analyze the relationship among mass, volume, density, and specific gravity. 4. The student will differentiate between potential and kinetic energy. 5. The student will explain that energy can be converted from one form to another (mechanical, chemical, electromagnetic, nuclear, thermal). 6. The student will describe three different ways energy can be transferred.		
5	Earth Chemistry /Atomic Structure: 1. The student will illustrate the atomic theory by using the periodic table of elements, including information about isotopes. 2. The student will identify the different types of chemical bonds.		
6	Earth Chemistry - Mineral Structure: 1. The student will differentiate among different crystal systems. 2. The students will analyze the chemical composition of the earth's interior. 3. The student will investigate and describe how rocks and minerals have different properties reflecting their origins. 4. The student will differentiate among igneous, metamorphic, and sedimentary rocks that make up the earth's crust. 5. The students will illustrate the rock cycle. 6. The student will identify economically important rocks and minerals.		
7	Earth History: 1. The student will investigate the geologic time scale. 2. The student will investigate the principles for age-dating rock layers. 3. The student will identify ways fossils are used to interpret past geological events. 4. The student will classify the different kinds of fossils and how they have formed.		
8	Earth's Resources and Environment: 1. The student will describe the sun's role as an energy source for the earth. 2. The student will employ a map to locate areas containing various natural resources. 3. The student will describe how fossil fuels are formed. 4. The student will distinguish between exploration and use of natural resources. 5. The student will give examples of non-renewable resources. 6. The student will give examples of various renewable resources. 7. The student will give examples of natural processes that require energy. 8. The student will discuss how energy use can change the environment. 9. The student will analyze how consumption patterns, conservation efforts, and cultural practices have varying environmental impacts. 10. The student will predict future energy sources.		
9	Weathering and Soil: 1. The student will distinguish between chemical and mechanical weathering in the environment. 2. The student will identify the main soil horizons. 3. The student will differentiate between sand, silt and clay particles and how the size affects porosity, permeability and capillarity.		

Academic Credit Earned: _____ **Grade** _____

(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

SEMESTER 2: GEOSCIENCE

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Scientific Method: 1. The student will differentiate between observations and inferences. 2. The student will employ scientific inquiry in problem solving. 3. The student will communicate scientifically.		
2	Lab and Field Safety: 1. The student will practice safe conduct in the classroom and in the field. 2. The student will identify and safely utilize laboratory equipment.		
3	Metric System: 1. The student will identify and correctly use the basic metric unit used for measuring length, mass, volume, and temperature. 2. The student will use metric measurements to identify properties used in geoscience, such as density, solubility, melting point, and viscosity. 3. The student will define appropriate prefixes to indicate different units of measurement in the metric system and convert among different units.		
4	Erosional-depositional Systems: 1. The students will know the agents of erosion are water, wind, ice, and gravity. 2. The student will analyze factors that affect the rate of erosion. 3. The student will describe how water, wind, ice, and gravity impact the surface of the earth through erosion and deposition.		
5	Topography: 1. The student will be able to identify the earth's major landmasses. 2. The student will describe how positions on the earth can be located using latitude and longitude and identify the major imaginary divisions of the earth. 3. The student will compare various types of maps and identify their intended purposes, such as illustrating 3-dimensional features. 4. The student will compare time among time zones around the world.		
6	Structural Forces: 1. The student will distinguish between constructive and destructive forces that shape the earth's surface. 2. The student will describe causes for folding and faulting and the resulting geologic features. 3. The student will describe the three types of volcanic activity. 4. The student will describe earthquakes and their impact. 5. The student will describe the historical theory of continental drift. 6. The student will explain the effects of plate tectonics.		
7	Astronomy – Star Formation: 1. The student will determine the earth's position in the universe. 2. The student will analyze laws of planetary motion. 3. The student will predict how the tilt of the earth's axis affects the seasons. 4. The student will describe characteristics of a star. 5. The student will describe how telescopes are used to investigate celestial objects.		
8	Astronomy - Solar System: 1. The student will determine the earth's position in the universe. 2. The student will analyze laws of planetary motion. 3. The student will predict how the tilt of the Earth's axis affects the seasons.		
9	Meteorology: 1. The student will understand the structure and composition of earth's atmosphere. 2. The student will illustrate the water cycle. 3. The student will explain factors (temperature, humidity, pressure, and Coriolis Effect) that affect weather patterns. 4. The student will identify the resulting air masses and their impact on the weather patterns of North America. 5. The student will investigate tools and technology used in weather forecasting. 6. The student will illustrate the major climate zones of the earth. 7. The student will investigate and identify the interactions between the earth's oceans and global climate.		
10	Careers: The student will report on career choices in earth science.		

Academic Credit Earned: _____ **Grade** _____

(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

US GOVERNMENT 1A

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Principles of Government		
2	Origins of Government		
3	Constitution		
4	The Bill of Rights		
5	The Legislative Branch		
6	The Executive Branch		
7	The Judicial Branch		
8	Political Parties and Politics		
9	Voting and the Election Process		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

US GOVERNMENT 1B

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Political Beliefs and Behaviors		
2	Interest Groups, and Mass Media		
3	Federalism		
4	Institutions of National Government		
5	Public Policy		
6	Civil Rights and Civil Liberties		
7	State and Local Government		
8	Comparative Political and Economic Systems		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

US HISTORY 1A

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	US History Prior to 1870		
1	History Skills Including Map Skills And Historical Terminology		
2	Native Americans in North America Before 1520		
3	Exploration		
4	Colonization		
5	Revolutionary Period		
6	Confederation And Constitutional Period		
7	The Emerging Nation: Jacksonian American And Development of Texas		
8	Nationalism And Sectionalism: Slavery, Abolition And Western Expansion		
9	Civil War and Reconstruction		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

US HISTORY 1B

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
	US History From 1870 To Present		
1	American Progressivism and Foreign Policy		
2	From Boom to Bust		
3	World War II		
4	. Cold War Conflicts		
5	Post-War Domestic America		
6	Turbulent 1960s and the Civil Rights Movement		
7	1970s: Disco and Disillusion		
8	The 1980s and the Conservative Revolution		
9	America in the Age of Globalization		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

WORLD HISTORY 1A

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Influences in World History Prior to the Renaissance		
2	Growth of World Religions		
3	The Renaissance and Reformation		
4	Exploration		
5	Enlightenment and Revolution		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

WORLD HISTORY 1B

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Nation-Building and Industrialization		
2	World Wars		
3	Cold War and Beyond		
4	Contemporary Global Issues		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

WORLD GEOGRAPHY 1A

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Understanding Physical and Cultural Geography - The following objectives in 1.0 are enduring, and essential geography skills that students must have in order to better understand the geography content. These objectives are to be used throughout the year, within each region of study, as selected by the teacher. Refer to curriculum engine for World Geography for objectives for skill development.		
2	Understanding the United States and Canada		
3	Understanding Latin America in Spatial Terms		
4	Understanding Europe in Spatial Terms		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

WORLD GEOGRAPHY 1B

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Understanding the Middle East and North Africa in Spatial Terms		
2	Understanding Sub-Saharan Africa in Spatial Terms		
3	Understanding Sub-Saharan Africa in Spatial Terms		
4	Understanding Sub-Saharan Africa in Spatial Terms		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

SOCIOLOGY 1A

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Basic Sociology Concepts and Sociological Methods		
2	Group Behavior and Defiance		
3	Socialization		
4	Social Stratification		
5	Minority Groups		
6	Collective Behavior		
7	Social Problems		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

SOCIOLOGY 1B

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	The effects of socioeconomic status in the United States		
2	The types of culture that encompasses various jobs and evaluate the social interaction, socialization, and expectations of the workforce		
3	Role of sports in modern American society and the pressures of success on adolescent athletes		
4	Changes in the American workforce over the 20th through the 21st century and how Americans increase their work effort despite technology making life more efficient		
5	Recognize bias in the news media and understand the role of corporate-owned news media enterprises versus the role of free speech in the Constitution		
6	Changing roles of men, women, and families in America today		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

SEMESTER 1: HEALTH EXPECTATIONS

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Making Healthy Choices		
2	Personality		
3	Managing Stress		
4	Mental Disorders		
5	Building Healthy Relationships		
6	Preventing Violence		
7	Human Development		
8	Reproduction and Heredity		
9	Pregnancy and Birth		
10	Childhood and Adolescence		
11	Adulthood, Aging and Death		
12	Food and Nutrition		
13	Making Healthier Food Choices		
14	Cardiovascular and Respiratory Health		
15	Exercise, Rest and Recreation		
16	Personal Care		
17	Alcohol Awareness		
18	Tobacco Awareness		
19	Preventing Drug Abuse		
20	Infectious Diseases		
21	AIDS and Sexually Transmitted Infections		
22	Non-Infectious Diseases and Disabilities		
23	Preventing Injuries		
24	First Aid		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:
 Health, semester 2 may be offered as an elective.

COMPUTER LITERACY

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Proper Keyboarding Skills.		
2	Ergonomic Practices.		
3	Computer Terminology.		
4	Components of a Computer System.		
5	Introductory Skills of Word Processing, Spreadsheet, Database, Presentation, And Telecommunications Applications.		
6	Understanding Of Print Controls.		
7	Ethical And Social Aspects Of Technology Use.		
8	Careers And Career Opportunities Which Use Computer Applications.		
9	Proper Internet Etiquette.		
10	Introduce The Concepts Of Document Software Features.		
11			
12			
13			
14			
15			

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

READING FUNDAMENTALS HSE

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Apply phonics and word analysis in decoding words		
2	Decode regularly spelled 2 syllable words with long and short vowels		
3	Decode words with common prefixes and suffixes		
4	Identify words with inconsistent but common spelling-sounds		
5	Recognize irregularly spelled words that are common in the English language.		
6	Read aloud with fluency and accuracy		
7	Read aloud with appropriate expression		
8	Learn to recognize all Dolch sight words up to a 5 th grade level		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

READING FUNDAMENTALS HSE

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Ask and answer questions like who/what/when/where/why to demonstrate understanding of key details in a text.		
2	Describe how characters in a story respond to major events and challenges		
3	Define alliteration, rhyme, rhythm, and stanzas and identify them in poetry.		
4	Compare and contrast two similar stories		
5	Identify topic sentences and ideas in a variety of prose		
6	Describe the tone of an author		
7	Describe how reasons support specific points the author makes.		
8	Read various prose and determine if points made by the author are valid based upon support found in the prose		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

FUNDAMENTALS OF READING AND WRITING HSE

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Write a complete sentence using subject and verb agreement		
2	Write three sentences using subject verb agreement and proper punctuation		
3	Demonstrate command of capitalization, punctuation, and spelling		
4	Use apostrophe to form contractions and possessives		
5	Compare formal vs. informal writing		
6	Use adjective/adverbs and choose correctly depending upon what is to be modified		
7	Write a clear topic sentence to introduce a topic		
8	Write a five sentence paragraph with appropriate topic sentence, using correct punctuation and grammar.		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

FUNDAMENTALS OF READING AND WRITING HSE

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Write a five sentence paragraph with a topic sentence and correct punctuation and grammar in response to a prompt given.		
2	Write a conclusion with correct punctuation and grammar in response to a prompt given.		
3	Write the body of an essay in response to a prompt given		
4	Write a four paragraph essay with introduction and conclusion in response to prompt given.		
5	Utilizing a rubric, evaluate the essay written and self-score punctuation, spelling, and grammar.		
6	Utilizing the rubric as an assist, correct the essay written to reflect proper changes.		
7	Rewrite the four paragraph essay with corrections made		
8	Be able to write a correct four paragraph essay and self-score on a rubric for three separate prompts given		

Academic Credit Earned: _____ **Grade** _____
 (.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

MATH HSE

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Develop an understanding of the order of operations		
2	Develop place value understanding to perform multi digit arithmetic.		
3	Solve problems using multiplication and division		
4	Understand properties and relationships between multiplication and division		
5	Multiply and divide within 100		
6	Develop understanding of fractions as numbers		
7	Develop an understanding of LCM and GCF		
8	Add and subtract fractions with common and uncommon denominators		
9	Develop understanding of decimal notation for fractions and compare decimals to fractions		
10	Multiply and divide fractions in both proper and improper format		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

MATH HSE

SEMESTER 2:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Solve problems involving measurement and estimates of intervals of time, liquid volume, and masses of objects.		
2	Understand ratios and their relationship to fractions		
3	Reduce fractions and ratios from large units into smaller units		
4	Understand concepts of perimeter and relate to multiplication and division		
5	Understand concepts of area and relate to multiplication and division		
6	Understand concepts of angles and measurement of angles		
7	Draw and identify lines and angles, and classify shapes by properties of lines and angles		
8	Graph points on a coordinate plane		
9	Classify 2-D figures into categories based on their properties		
10	Classify 3-D figures into categories based on their properties		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

SCIENCE HSE

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Understand scientific process is made by investigations, recording data, and communicating results clearly.		
2	Understand and are able to apply the scientific method to a variety of problems.		
3	Students are able to draw conclusions from evidence		
4	Students are able to record and chart data accurately		
5	Students are able to identify observable patterns		
6	Students are able to define technology and its uses, as well as pros and cons		
7	Demonstrate and identify deductive and inductive reasoning and give examples of each		
8	Students can identify scientific contributions of several cultures		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:

SOCIAL STUDIES HSE

SEMESTER 1:

Student: _____ **DOC#:** _____ **Enroll Date:** _____

Instructor name (Please print): _____

Location (Please print): _____ Contact Phone: _____ Contact Fax: _____

	Content	Percent Mastery	Teacher Initials
1	Define community, culture and region		
2	Learn about North American life and culture regions prior to European contact		
3	Describe lifestyles of NV's Desert Archaic population		
4	Use artifacts to understand how people lived their daily lives		
5	Compare agricultural and pre-agricultural societies		
6	Describe cultural achievements of societies in the Middle East, Far East, Americas, Africa, South Asia, and Europe		
7	Compare lifestyles in the NE, Middle, and Southern colonies by race, class, and gender and discuss their role today		
8	Describe contributions of immigrant groups to the emerging American culture		
9	Using a world map, locate the immigrant groups' home countries, and trace their route to America based upon journals and travel logs.		
10	Using a map key, calculate the distance of these travels.		
11	Assess impact of the Industrial Revolution on race, class, and gender.		
12	Define capitalism, and how it applies to government today.		
13	Learn about the 3 branches of American government and define their roles.		
14	Compare and contrast our government with the government in other countries.		

Academic Credit Earned: _____ **Grade** _____
(.25, .5, etc.) (A, B, C, D, I)

Texts and resources used by student:

Notes:



NCEC members include: State of Nevada Department of Corrections, State of Nevada Department of Education, Carson City School District, Clark County School District, Elko County School District, Humboldt County School District, Lincoln County School District, Nye County School District, Pershing County School District and White Pine County School District.