Pre-Registration/
Graduation Information
2019-2020

FALV will not make any distinction on account of a disability, actual or perceived race, creed, color, gender, national origin, religion, sex, sexual orientation, gender identity or expression or ancestry of any student who seeks admission, or any other characteristic protected by applicable federal, state or local laws. Enrollment is open to anyone who chooses to attend.
The courses in this registration guide will be offered at Founders Academy of Las Vegas for the 2018-19 school year. If minimum enrollment is not met, a course may be canceled, and those students will be rescheduled into their alternate elective courses.

Students will not receive credit for repeating a semester of a course that they have previously passed. There are certain exceptions. Courses such as advanced band or advanced chorus may be repeated for credit. Students should see a counselor for this information.

Students will be scheduled into classes selected during registration unless those classes are filled or canceled. Courses that students select this spring are the courses they will be required to attend next year. Choose classes carefully. No schedule change requests will be granted other than those governed by the policy statement printed on page 2.

To register effectively for classes next year, please read and follow these guidelines:

**Read** this entire course registration guide and the course descriptions before you register. Look at the *prerequisites for each course and use them as a guide for selecting courses. Be certain that prerequisites for selected courses have been met.

**Discuss** your course selections with your parents, teachers, and counselor before registration. Many courses require teacher recommendation, approval and/or signature.

*“Prerequisite” means a requirement that must be met before a student enrolls in a course.*

Complete the appropriate registration card provided for you in the registration meeting. List your required courses first; then list your electives. Make alternate choices for your electives. In the event some of your first-choice electives are filled, you will be assigned your alternative(s) in the order listed. The student who successfully completes summer school may change courses upon returning to school in the fall. Students are responsible for notifying the counselor of summer school courses completed.

Students will be expected to remain in year-long courses for the entire school year. Exceptions such as graduation requirements and misplacement will be handled through the regular schedule change procedure. No changes will be made at semester due to not liking a class. Students will be scheduled into the classes selected during preregistration unless those classes are filled or canceled.

Seniors must apply for a reduced class load if they desire one (shortened day) during preregistration. A reduced class load may not be approved after the school year begins. Seniors must be enrolled in at least six of eight class periods. If a senior is approved for a reduced class load, he/she will attend periods 1-6 and will leave campus at 12:15 p.m. each day.
GENERAL INFORMATION

Schedule Change Policy
Because much advance-planning and guidance are provided for each student prior to registration, schedule changes will not be made after registration. Class changes will not be made to request a specific instructor. Schedule change requests which stem from lack of effort on the student’s part or poor student discipline or attendance are not granted. Due to Nevada State Department of Education Guidelines, no student may change a class and receive credit after the third week of the semester. If a student is allowed to drop a class after this time, they will receive an “F” grade in that class. Requests for schedule changes are considered during the first three weeks of the semester and are granted only for the following reasons:

1. Fulfillment of graduation requirements.
2. Misplacement in an academic area according to ability
3. Successful completion of summer school course work.

Class Leveling
The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. Every effort will be made to ensure a smooth transition for students.

Infinite Campus Portal
The Infinite Campus website (foundersacademylv.com) is a grade and attendance reporting system that is very informative for parents and students. All information, including demographics, schedules, assignments, assessment scores, calendars, grades, attendance, graduation progress, academic planning, and reports is real-time and is accessible to parents and students through any device with internet capabilities. Accessing this website on a weekly basis allows parents to monitor their children’s academic progress, school attendance, and to ensure that parent contact information is current in case of an emergency or illness at school.

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

- Ninth, tenth, and eleventh grade students must be enrolled in eight classes, or the equivalent of four (4) periods per day (4 classes per day on 4x4 block scheduling).
- Twelfth grade students must be enrolled in at least six (6) classes, or the equivalent of 3 periods per day. Twelfth grade students must take at least three classes per day on the block schedule.

Twelfth grade students with shortened schedules must leave campus at the end of their last class (12:15 p.m.); periods 7 and 8 will be the reduced course(s). Exceptions to this rule are proof of employment and principal approval.

Although Concurrent Courses, Distance Education, Dual Credit, and External Courses are considered equivalent coursework, students must receive prior approval of the counselor and administration prior to enrollment in such courses.
GENERAL INFORMATION - continued

Academic Requirements to Play Sports
Students must obtain a grade point average of at least 2.0 for the immediate preceding semester. All incoming freshmen are initially eligible to play Founders or CCSD sports.

Athletic Eligibility
Initial Eligibility – General Requirements:
1. Must be enrolled in grades 7-8 in middle school and 9-12 in high school.
2. Must attend FALV, or if a non-FALV student, be approved by the principal.
3. Must be enrolled in a minimum of 8 (6 if senior) classes per semester and regularly attend school.
4. Must have passed a minimum of 5 classes in the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve the previous semester’s deficiency.

Maintenance of Eligibility:
1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on Required Parent Conference (RPC) or Suspension (SUS) are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal.

Prerequisites
Prerequisites are listed in the course catalog to help students and parents make the best educational decisions possible. Students must meet these prerequisites to enroll in a course. Both semesters of the prerequisite course must be successfully completed. Preregistration schedule adjustments will be made automatically should prerequisites not be met.

Fees
Fees are charged for some elective classes where students complete special projects to be taken home, and/or for costs associated with the course. These course fees cover the cost of the materials. There may be families who are unable to purchase all the necessary items, or pay the course fee for their student. This will not prevent a child’s enrollment in any class. If the circumstances are such that alternatives to immediate payment of fees must be considered, please contact your child’s counselor and/or teacher(s) so the school and parent can work together for a resolution. Student initiated schedule changes are not eligible for a fee refund.

Testing Program at Founders Academy
Participation in four (4) End of Course exams and a science exam is required for graduation. Students will take the End of Course exams at the conclusion of the course, regardless of when that course is taken during a student’s high school career. Usually, students take these courses during their freshman and sophomore years. End of Course exams in the 2018-19 school year will be administered in the following subjects:
- Math I with a focus on Algebra I
- Math II with a focus on Geometry
- English Language Arts I with a focus on reading comprehension
- English Language Arts II with a focus on writing
- In addition, high school students will take a State of Nevada science exam.

ACADEMIC PROGRAMS
Physical Education II Waiver Credit
A maximum of one credit of Physical Education II (PE II) Waiver credit may be earned toward graduation if a student actively participates in and completes an authorized school activity of one-hundred-twenty (120) hours of participation. Students may earn P.E. II waiver credit by two methods:
Option I: Students may earn a P.E. II Waiver if they participate in and complete one of the school-sponsored activities/athletics: Basketball (Middle School or High School), Track, or Cheerleading
Option II: Students may also earn P.E. II waiver credit by completing 120 hours of external course work under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional outside the school district. Use of external credit for the P.E. II Waiver credit requires completion of an External Credit Application. The activity must be performance-based and it is expected that the student will compete/perform in the activity. Membership in a gym does not meet this criterion

FALV School Counseling Department Highlights
The FAFSA (Free Application for Federal Student Aid) must be filed for students to be eligible for Federal Student Aid following high school. Parents of high school seniors may submit the FAFSA on the web at www.fafsa.ed.gov. There are four basic types of financial aid available to help defray the costs of college education. This is a very general outline on financial aid. For information on specific scholarships or programs, please contact our school counselor.

- **Scholarships** are monetary awards the student earns and does not have to repay. The student’s high school course selection, grade point average, financial need, and college entrance examination scores (ACT, SAT) weigh heavily in determining recipients.

- **Grants** are monetary awards based solely on need. Need is determined by submitting a financial aid form and a completed family application. Grants do not need to be repaid.

- **Work Study** is employment on or near campus on a part-time basis. Usually the university or college makes an effort to place the student in a job related to his/her major.

- **Loans** made to the student or parents to meet educational expenses require repayment with varying degrees of interest.

- **Merit Based Aide - scholarships**

- **Need Based Aide - grants/loans/work study programs**

College Readiness Assessments
All students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the students’ potential success. Taking the PSAT in the sophomore year supports the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students’ readiness for college expectations. Additionally, earlier involvement in the program exposes students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The PSAT taken as a junior (at the cost of the student) is used to identify National Merit Semi-finalists. All juniors will take the ACT with Writing exam in the spring. The College and Career Readiness Assessment (ACT) is a requirement for graduation. Juniors will take the ACT in the spring of their junior year at no cost. In addition, some college/universities require a minimum score on the ACT and/or SAT TO DETERMINE PLACEMENT IN FRESHMAN English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results. Students and parents should check the admissions and scholarship requirements of the colleges and universities they are interested in.
GRADUATION INFORMATION

Attendance Requirement
Increased state-mandated accountability for attendance at school requires greater responsibility from the high school student. Accumulating more than 7 unapproved absences (block 4x4) in any course during the semester will result in a failing semester grade and loss of credit. The failing grade will be used in calculating the grade point average. The family must provide a valid written excuse for absences within three (3) days of the student’s return to school.

Testing Requirements
Per NRS 390.610, students not enrolled in Grade 11 in a Nevada public school on any of the College and Career Readiness Assessment administration dates are exempted from the College and Career Readiness Assessment requirement.

Matriculation – Academic Load Requirements
Grade classification for high school students is determined by years in school, not on credits earned. Students will be classified to the next grade level at the end of each school year.

Suggested Program Sequence
The suggested program sequence to meet minimum graduation requirements is listed below. Successful completion of the program sequence below, in addition to state testing requirements, would result in the granting of a FALV diploma.

<table>
<thead>
<tr>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. PE I</td>
<td>4. Health/10th Gr Studies</td>
</tr>
<tr>
<td>5. Western Civ I</td>
<td>5. PE II</td>
</tr>
<tr>
<td>6. Composition</td>
<td>6. Western Civ II</td>
</tr>
<tr>
<td>7. Latin/Language</td>
<td>7. Foreign Language</td>
</tr>
<tr>
<td>8. Elective</td>
<td>8. Elective</td>
</tr>
</tbody>
</table>

Eleventh Grade
<table>
<thead>
<tr>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Physics</td>
</tr>
<tr>
<td>5. U.S. Government</td>
</tr>
<tr>
<td>7. Art/Music History</td>
</tr>
<tr>
<td>8. Elective</td>
</tr>
</tbody>
</table>

*Service hours required for class of 2020.

Four-Year Academic Plan
Each ninth-grade student must have an approved four-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The academic plan may include, without limitation, the designation of a career pathway and enrollment in dual credit. The ninth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. For students enrolling in high school after ninth-grade, an academic plan will be created with appropriate grade level modifications. The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student’s educational development and make determinations of the appropriate course of study.
If a student does not satisfy all the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

**Repeating Courses**
A student may repeat a course. A student shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course notation. A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an “F” will only be removed once. If applicable, all other “F’s” will remain on a transcript.

**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.

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.
- Giving answers on an examination or any other assignment to another student.
- Copying assignments and turning them 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.

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person’s words 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 course work 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. Parents and students are encouraged to review the Founders Code.
and the Eight Pillars of Character that are the foundation of Founders’ classical education curriculum.

External Credit/Dual Credit
Students desiring to enroll in courses for external credit or dual credit must meet with their FALV counselor to get administrative approval prior to enrollment in such courses.

Concurrent Credit Options
Concurrent credits are credits a student earns while still attending his/her home school. A student may not be enrolled in two or more instances of the same course concurrently. All concurrent course enrollments require prior approval from school counselors/administrators. See your counselor for more information on concurrent programs and available courses based on State of Nevada and Founders Academy graduation requirements.
Graduation Requirements

To receive a State of Nevada high school diploma, each student must complete twenty-two and one-half (22.5) units (credits) of approved course work. To receive an Advanced State of Nevada diploma, each student must complete 24 units (credits) of approved coursework and graduate with a minimum 3.25 GPA. The Founders Advanced High School diploma requires 27.5 units (credits) for the graduating classes of 2019 and 2020. Beginning with the class of 2021, the Advanced Founders High School diploma requires 28.5 units of approved course work. The class of 2020 and beyond are required to complete thirty hours of service to the school each semester in both the junior and senior years.

*Starting with the class of 2022 and beyond the standard diploma will require 2 College & Career Flex credits. These credits can include: an additional year of math, science, social studies or a third or fourth year of a Career and Technical Education Program.

**Art & Music Appreciation and History is required for the class of 2021 and beyond, bringing the credit requirement for an Advanced Founders Diploma to 28.5

***To be eligible for an Advanced Diploma or an Advanced Founders Diploma, the student must graduate with a minimum GPA of 3.25

- A passing grade in any course for one semester earns 0.5 credit. A full year course passed earns 1.0 credit.
- Testing Requirements for Graduation: All students must take End of Course Exams as mandated by the State of Nevada: two in English, two in mathematics and an exam in Science.
- All students are required to take the ACT with Writing during their Junior year.
- Service Requirement: Juniors and Seniors beginning with the class of 2020 are required to fulfill thirty hours of service to the school in each of their four upper class semesters.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard Diploma</th>
<th>Advanced Diploma</th>
<th>FALV Advanced Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature (English)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Math: Must include Alg I and Geom</td>
<td>3</td>
<td>4 (Must include Alg II)</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>2 (1 World &amp; 1 US History)</td>
<td>2 (1 World &amp; 1 US History)</td>
<td>4.5</td>
</tr>
<tr>
<td>U.S. Government &amp; Economics</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Latin &amp; World Language</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Moral Philosophy</td>
<td></td>
<td></td>
<td>.5</td>
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<tr>
<td>Health Education</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
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<tr>
<td>Senior Thesis</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>21st Century Learning (Computers)</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Fine Arts (Including Art/Music Appreciation &amp; History)**</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>*College &amp; Career Flex</td>
<td></td>
<td>*2</td>
<td></td>
</tr>
<tr>
<td>Social Studies, Arts &amp; Humanities or Occupational Education Elective</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>7.5 *6</td>
<td>6</td>
<td>.5</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>22.5 *23</td>
<td>24</td>
<td>27.5 **28.5</td>
</tr>
</tbody>
</table>

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GRADUATION RECOGNITION

Valedictorian & Salutatorian
The selection of valedictorian and salutatorian is based upon final grade point averages and upon good standing in terms of character. Students must have a minimum 3.5 grade point average to qualify for valedictorian or salutatorian. Students found guilty of academic dishonesty or similar offenses will not be ranked and therefore cannot be salutatorian or valedictorian. Students must have attended FALV for all four years of high school to be selected as a valedictorian or salutatorian.

Scholar Athletes
After each sports season, Varsity athletes are recognized for their outstanding performance in the classroom. Students participating on an Interscholastic Varsity team who earn a minimum of 3.5 Grade Point Average for the semester are eligible for this award. The grade point average for Fall athletes will be based on the previous spring semester. Winter and spring athletes will earn a Scholar Athlete patch/certificate with the grade point average based on the fall semester of the current year.

Graduation Gowns and Award
All Founders graduates will wear navy colored gowns. Valedictorians and salutatorians will be indicated by a medallion. Students completing the requirements of Founders’ classical curriculum will wear a red and white cord.

Grade Point Average (GPA) Calculation
The GPA will be calculated on a 4-point scale: A=4, B=3, C=2, D=1, F=0.
PLANNING FOR THE FUTURE

Community College Information
Community colleges, sometimes called junior colleges, offer two-year programs which lead to an Associate of Arts or Science Degree and/or a Certificate of Achievement. A high school diploma or its equivalent is recommended for admission.

College & University Admission
Students planning to go to college should take a rigorous course of study throughout high school. Minimum graduation requirements may not qualify students for admission to the college of their choice. For information concerning specific admission requirements, students and their parents should consult their guidance counselor, university websites, and/or college catalogs. Students should utilize their counselor for complete and thorough college and career planning.

Military Information
Students interested in military careers, college ROTC programs, or military academics should visit the local military recruiting offices and consult with Founders’ high school counselor. Many students may wish to access the ASVAB (Armed Services Vocational Aptitude Battery for guidance in assessing interests and career directions.

Millennium Scholarship
The State of Nevada Millennium Scholarship Program provides financial support to Nevada’s high school graduates who attend an eligible Nevada community college, state college, or university.

You may receive up to a maximum award of $10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, Founders Academy will submit your name in July to the Office of the State Treasurer. You will receive an award notification in late July. Policy guidelines and requirements for eligibility can be obtained by calling 1-888-477-2667, or by visiting the website at: www.nevadatreasurer.gov. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters.

College Entrance Tests and Course Requirements
Students planning to attend college should take tests as described on page 4 in this catalog. Most colleges and universities require the following minimum preparatory program:

- 4 credits in English (I, II, and Literature)
- 3 credits in Math (Algebra, Geometry, and Algebra II)
- 3 credits of lab science (Biology, Chemistry, and Physics)
- 3 credits of Social Studies (U.S. & World History, U.S. Government)
- 2 to 4 credits of foreign language
- 1 credit in Computer Literacy
- Many colleges also require 1 credit in Fine Arts

NCAA Eligibility Center
To participate in collegiate athletics, students must register with the NCAA at www.eligibilitycenter.org. This should be initiated in the student’s junior year. NCAA Division I and Division II require 16 core courses. Access this information on the NCAA website.

NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for initial eligibility.
Division I GPA required to be eligible for competition on or after August 1, 2016 is 2.300. Division II requires a minimum SAT score of 820 or ACT sum score of 68. Beginning August 1, 2018, Division II core GPA to be eligible for competition is 2.200. Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA.

Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletic’s aid and the ability to practice with the team if he or she fails to meet the 10-course requirement, but he/she would not be able to compete.

NIAA Eligibility Center
Every student interested in playing sports at an NIAA college needs to register and have their eligibility to play determined. NIAA athletics governs a group of nearly 300 smaller colleges and universities. NIAA eligibility is separate from NIAA eligibility certification and is ONLY for this different group of lower enrollment schools. Go to the NIAA website at PlayNiAA.org to register. To be eligible, students must meet the school’s admission standards equal to or higher than those applied to the general student body, plus meet a minimum combination of ACT or SAT scores, grade point average and/or class rank.
Founders Academy of Las Vegas does not knowingly discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity, or expression, sexual orientation, disability, marital status or age, in admission or access, treatment or employment in, or participation in its programs and activities, pursuant to federal and state laws that include, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the individuals with Disabilities Education Improvement Act.
Founders Academy Course Guide
Department of Visual Arts

Middle School Art
The course, open to 7th and 8th grades, will emphasize works of art, artists, and styles of art. Students will connect, create, critique, produce, and respond to the masters of art in the 19th, 20th, and 21st centuries. They will use knowledge of the basic elements of art and the principles of design. Students will incorporate aesthetics, art history, art criticism, and art production in their creations. Students will use various media such as paint, pastels, clay, and collage. The course will help students develop personal creativity and increase their mastery of art history and art media. There is a $20 fee for art materials for this course.

Art I
Art I is a high school level course (grades 9-12) with no prerequisite. Art I will examine art in our culture and history. The course will examine great artists throughout history and the making of their famous works. Students will learn principles of design and elements of art. Students will develop creativity through producing their own works of art. Students will learn how to evaluate good art while critiquing, producing, and responding to art works. Students will explore various media and techniques of art creation, such as collage, painting, and drawing with various media. The course includes developing an understanding of art from ancient Rome through the 20th century. This course fulfills one fine-arts credit for graduation. There is a $20 fee for art materials for this course.

Drawing
Drawing is a high school level one semester course (grades 10-12) with no prerequisite. Students will learn many different drawing techniques through studying the masters of art. Drawing skills will be developed using many drawing media, including mixed media. Students will develop their own creativity through imitating the masters. There is a $20 fee for art materials for this course. Students must enroll in both drawing and painting to earn a full credit partially fulfilling the fine arts graduation requirement.

Painting
Painting is a high school level one semester course (grades 10-12) with no prerequisites. Students will study the masters of art to understand the artists’ techniques, use of media, and different ways to use different paints. Students will learn elements of art and principles of design. This class will guide and teach the student to use creativity by analyzing and imitating techniques of great art works. There is a $20 fee for art materials for this course. Students must enroll in both drawing and painting to earn a full credit partially fulfilling the fine arts graduation requirement.

Art History/Art Appreciation
This one-semester high school course (open to grades 10-12) serves as an introduction to art history from ancient civilizations (Mesopotamia and Egypt) to twentieth and twenty-first century art. Students will view and analyze works of the past, historical interpretations, and the social and cultural contexts of the works. Students will learn how art developed through history, and the movements and philosophies that influenced major art works. All types of art will be considered, both 2-D and 3-D, including architecture. This will be a linear historical study beginning with the most ancient topics and proceeding through the centuries to the modern era.
Topics will be related to Founders history and literature curricula. This course is required for graduation beginning with the class of 2021.

Studio Art
Studio Art is the pre-requisite course for AP Studio Art. The course is open to students in 11th grade with instructor approval. Students in Studio Art will begin developing their portfolios for the 12th grade AP course. There will be a $20 fee for art materials.

AP Studio Art
AP Studio Art is an elective course open to seniors with instructor approval. There will be a $20 fee for art materials. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios to the College Board for evaluation. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. A student may earn college credit based on the evaluation of their AP portfolios and subject to the policies of the college in which the student enrolls.

Department of Performing Arts
Band Program

Beginning Band
This one-year course is open to Upper School students in grades 7 through 9. As a music ensemble, beginning band students will perform at various events as determined by the band director. Participation in performance events is part of a student’s grade in band. The course will focus on the fundamentals of music reading and music theory. Students will be exposed to classical music, various genre of music, and music history. Each student will choose a wind or percussion instrument to study under the guidance of the band director. Parents/guardians are responsible for providing an instrument for their student after receiving information regarding instrument vendors and rentals which will be available from the band director. There is no pre-requisite for this class. This course fulfills one fine arts credit for graduation for students in ninth grade. There is a $20 course fee. Additionally, there may be fees, not to exceed $40, for uniforms and event transportation. Fundraising opportunities may be used to offset the uniform fee.

Intermediate Band
This one-year course is open to all Upper School students (grades 7-12) who have successfully completed the skills required in beginning band or who have had at least one year of private music instruction on their instruments. Intermediate band students will perform at various events as determined by the band director. Participation in performance events is part of a student’s grade in band. Students will study and apply intermediate music theory and music reading. Students will continue to explore music genre, classical music, and music history. Students must provide their own instruments via rental or purchase. Intermediate band fulfills one fine arts
credit for graduation for high school students (grades 9-12). There is a $20 course fee. Additionally, there may be fees, not to exceed $40, for uniforms and event transportation. Fundraising opportunities may be used to offset the uniform fee.

Advanced Band
This one-year course is open to all Upper School (grades 7-12) students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music theory and the specific performance techniques of the instrument being studied. Students will continue to study music genre, theory, and history. Students may enroll in Advanced Band by audition only. Advanced Band students will perform at various events as determined by the band director. Participation in performance events is required of all Advanced Band students and is a factor in grading for the course. This course fulfills one fine arts credit for graduation for high school students (grades 9-12). There is a $20 course fee. Additionally, there may be fees, not to exceed $60, for uniforms and event transportation. Fundraising opportunities may be used to offset the uniform fee.

Jazz Band
Jazz Band is an advanced ensemble open to high school students (grades 9-12) by audition only. Students will learn styles of jazz music such as blues, shuffle, ballad, samba, and rock. Students will learn improvisation through chordal changes and alternative forms, including rhythm changes, and blues form. Finally, the members of the jazz ensemble will prepare for performances, festivals, and contests. There will be a $20 course fee. There may be additional fees for uniforms and event transportation. Fundraising opportunities may be used to offset the uniform fee.

Choir Program

Middle School Choir
Middle School Choir is a beginning/intermediate mixed voice ensemble. This class explores the basics of good singing and musicianship, including music theory and sight-singing. In addition to learning how to sing and perform, this group will explore the integration of music with the school’s classical curriculum. Students will learn how to use music and music history to connect with the other disciplines students study at Founders Academy. Middle School Choir will perform all styles of music, but will specialize in the classical, competitive style to further learn how to sing with good tone and musicality and to compete with their peers. This group performs in festivals, competitions, and concerts. There is a $20 course fee. Additionally, there may be fees, not to exceed $40, for uniforms and event transportation. Fundraising opportunities may be used to offset the uniform fee.

High School Concert Choir
This is the advanced, mixed voice ensemble open to grades 9-12. Vocal technique is mastered, and musicianship skills, sight-singing, and music theory studies continue. This group will perform repertoire from the Renaissance era the first half of the year and host a Madrigal Dinner. The second semester, the group will perform competitive chamber music. This group has many required performances and activities and attends traditional choral festivals and competitions.
Concert Choir fulfills a fine arts credit for graduation. There is a $20 course. Additionally, there may be fees, not to exceed $60, for uniforms and event transportation. Fundraising opportunities may be used to offset the uniform fee.

Chamber Choir
This is an extra-curricular ensemble in the music department meeting during Lunch & Learn on a non-credit basis. This is the advanced, auditioned, and select ensemble of FALV, open to grades 7-12. Auditions during the first two weeks of the school year will determine whether the group will be an all-women’s, all-men’s, or a mixed ensemble. Vocal technique is mastered, and musicianship skills, sight-singing, and music theory are further studied. The group has many required performances, activities, and traditional choral festivals and competitions.

A Cappella Choir
A Cappella Choir is an extra-curricular, non-credit ensemble which meets during Lunch & Learn. “A Cappella” means “without musical accompaniment.” In other words, the choir sings unaccompanied by any instruments or sound track. This group is open to grades 7-12. Students will study several different styles of a cappella music including, but not limited to, pop jazz, barbershop, and carols. The group will perform in all required performances and some festivals, concerts, and competitions.

Music Appreciation/Music History
This one-semester high school course (open to grades 10-12) exposes students to the history of music, musical forms, styles, and techniques. Students will be involved in listening to and analyzing music through the ages, intersecting with FALV’s classical curriculum. The course is a linear historical study beginning with the oldest music of the western tradition and proceeding through the centuries, with a focus on the ideas, philosophies, and cultural forces that shaped western music throughout history. This course is required for graduation beginning with the class of 2021.

Department of Career & Technical Education

Computer Literacy
This one semester course fulfills a graduation requirement. This course is offered to 8th graders or any high school student (grades 9-12) who needs to fulfill the graduation requirement. Students will be introduced to the parts of the computer and the use of the classroom network, keyboarding posture and technique, including typing and speed development. Students will learn to properly operate peripheral equipment including printers, scanners, and digital cameras. They will learn the proper use and care of CDs, flash drives, and software. Students will be taught the use of the internet and internet research skills, including the critical thinking needed to evaluate internet resources. Students will understand internet safety, web ethics, copyright and fair use, and intellectual property. Students will learn to use basic software programs: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Microsoft Publisher. Web Page Design may be covered along with Adobe Photoshop and audio recording applications. This course is a pass/fail course that is not calculated in a student’s grade point average.
Publications/Yearbook
This one-year elective is open to high school students (grades 9-12). Students will design and produce the school yearbook. They will take photos, survey students and teachers, compose stories, design pages, and do the marketing and public relations work for the yearbook. Students will develop skills in photography, journalism, editing, page design, and marketing. Familiarity with Yearbook Avenue, the book production software, is a helpful, but not required, pre-requisite. *Students will be expected to attend school events to photograph and write articles.

Middle School Studies/Success Skills
This year-long course for 7th and 8th grades teaches organizational skills, study strategies, and test taking strategies. Time is also given to students to work on their course work, helping them to adjust to the heavier academic load of the Upper School.

9th Grade Studies*
This one or two-semester course (depending on student schedule needs) will provide students time to work on required reading and assignments to aide their transition into high school. Students will also learn study skills such as: effective note taking, optimal use of student agendas, how to organize a binder, structuring effective study time at home, the use of note cards and flash cards, how to study for objective tests, how to study for essay tests, how to memorize material for recitations, how to access assistance and tutoring when needed, how to prepare for a quality classroom presentation, and other beneficial topics.

10th Grade Studies*
10th grade studies, a one or two semester course depending on the student’s schedule requirements, will review the study skills topic covered in 9th grade and begin to expose students to the process of college admissions and college admissions testing. Career information will be covered. Time will be available during each class for students to work on required reading and assignments.

11th Grade Studies*
Students in 11th grade studies will use time to work on required reading and assignments. This course will be one or two semesters depending on the student’s scheduling needs. Students will learn about tools and services available for preparing for college admissions tests and begin to develop post-high school plans. Students will explore practical skills such as the effective management of personal finances and job interview skills. They will learn about career information resources such as the Occupational Outlook Handbook.

12th Grade Studies*
12th Grade Studies is a one-semester course for seniors. Students will use time during each class period to work on required reading and assignments. Students will also review their graduation and post-high school plans, including applying for student aide and scholarships and completing college applications. Other post-secondary training, school-to- work, and apprentice opportunities will be presented.

*Study classes may be mixed grades in order to meet scheduling needs of students.
**Student Aide**

Student Aide is an elective course open to high school students (grades 9-12). Student aides assist teachers and other school personnel in a variety of ways. Front office assistants answer phones, deliver messages and supplies, escort students, assist staff with preparation and collation of materials, etc. Some student aides are assigned to teachers and may correct papers, assist or tutor individual students in the classroom, and assist with other duties as directed by the teacher. This course is offered for a semester (0.5 credit) or a full year (1.0 credit). The course is a pass/fail course and is not calculated in the student’s grade point average.

**Department of English**

**8th & 9th Grade Composition**

This one-year graduation requirement is designed to help 9th graders develop a better grasp on the rules of English grammar and composition. As a prerequisite, students should understand the eight parts of speech and basic sentence diagramming. Students will master the writing process in the composition of essays: brainstorming, outlining, drafting, proofreading, editing, and publishing. They will learn the proper citation of sources in MLA format. Reading comprehension skills will be developed as students grapple with ideas from source material in their essays.

**9th Grade Classical Literature**

This one-year course fulfills a high school graduation requirement. Literature from Ancient Greece and Rome will be surveyed in translation, including the *Iliad*, the *Aeneid*, Sophocles’ plays, *Antigone* and *Oedipus Rex*, and selections from Ovid’s *Metamorphoses*. This course is designed to improve students’ reading, writing, speaking, and thinking skills through weekly reading questions and written assignments, public recitations, and seminar discussions that engage the central questions of human life and existence raised in these works. The writing focus in this course includes analysis, syntheses, and argumentation as they relate to comprehension, reflection, evaluation, and communication skills required for post-secondary success and living a well-examined and intentional life.

**10th Grade British Literature**

This one-year course fulfills a high school graduation requirement. This survey of British literature includes Old English and Middle English texts such as *Beowulf* and the *Canterbury Tales*. The course will continue with British literature from the Renaissance, Romanticism, and the Victorian era. Authors studied will include William Shakespeare, John Milton, Charles Dickens, and Jane Austen. Students will learn to engage with the texts through close reading and analysis, as well as through formal essay assignments and class discussion.

**11th Grade American Literature**

This one-year course fulfills a graduation requirement. American Literature introduces students to American literature before 1865 by surveying a wide range of texts that form an essential introduction to the development of the American character from the earliest Europeans’ arrival in the Americas until the time of the U.S. Civil War. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will acquire
knowledge of American cultural history and develop skills of literary analysis through close readings of the texts. Composition assignments will require students to communicate effectively through clear language and compelling arguments. Authors covered will include: Nathaniel Hawthorne, Ralph Waldo Emerson, Herman Melville, Mark Twain, and Flannery O’Connor.

12th Grade Modern Literature
This one-year course fulfills a graduation requirement. In this course students will examine the ways that the twentieth century shaped modern consciousness. In particular, we will explore the ways in which the abandonment of traditional ideas about man, nature, and reality gave rise to the “demons” of the century; how the loss of confidence in truth, goodness, and beauty led to a sense of alienation and cynicism; and how the increasing reliance upon scientific truth at the expense of moral truth gave rise to a host of ethical and moral ambiguities that pervade Western societies today. We will examine the works of T.S. Eliot, Joseph Conrad, Fyodor Dostoevsky, George Orwell, and several others—men and women who saw the truth beneath the appearances of the age and spoke it. Their words serve both as a warning and a rallying call for us in the present to redeem the time by reawakening us to the reality of “The Permanent Things.”

Senior Thesis
All Founders Academy High School seniors are required to complete a senior thesis. This is an opportunity for seniors to focus on an issue of interest while simultaneously mastering the processes of researching, drafting, and finalizing a formal paper. The thesis is the capstone of four years of intensive study in the liberal arts and calls on the student to apply the skills of rhetoric that have been developed throughout high school. This project will be undertaken as a collaborative effort of the English and History Departments. This course fulfills a graduation requirement.

Logic
This high school elective course (open to grades 10-12) will expose students to the terms and methods of reasoning first developed by Aristotle and expounded by philosophers from classical times, through Europe’s medieval centuries, and down to the Enlightenment and the Modern age. Students will become familiar with the terms, techniques, structures, pitfalls, and limits of logic, and will learn to apply these skills to the analysis of arguments they read or hear, and to incorporate them into their own writing and speaking. Students will learn the construction of syllogisms, the evaluation of sound and valid arguments, logical fallacies, and close attention to the definitions, extensions, and implications of words and statements.

The course aims to train students in rational thought and evaluation, to engender a respect for truth, and expose students to the possibilities and limitations of language’s uses and abuses. In the process, students will develop critical thinking and analysis skills that can be applied to the creation and evaluation of arguments in all fields.

Prerequisites: this course is for highly motivated students who are capable and willing to memorize, practice, and apply rules, terms, and structures to the analysis of challenging prose. Students should have a thorough knowledge of English grammar and above average reading skills, as demonstrated through achieving high grades in foreign language and writing intensive classes. (A 3.0 grade point average and the instructor’s approval are required to enroll in this course.)
Department of World Languages

Latin

6th Grade Latin
This year-long required course for 6th grade students provides fundamental Latin grammar, syntax, and vocabulary. This course will provide opportunities to students to relate Latin to ancient historical, cultural, and literary contexts. Students will learn to read and write simple Latin sentences. This is the first course designed to prepare students for the required high school Latin course, Latin I. 6th Grade Latin is aligned to the Nevada Academic Content Standards for World Languages Based on the American Council on the Teaching of Foreign Language (ACTFL) Standards for Foreign Language Learning.

7th Grade Latin
7th Grade Latin is a year-long required course for 7th graders, preparing them for the Latin I course required for high school graduation. 7th Grade Latin builds on the foundation of 6th Grade Latin, extending students’ exploration of Latin historical, cultural, and literary contexts. Students will continue to develop their knowledge of Latin grammar, vocabulary, syntax, and translation. Orberg’s Lingua Latina per se Illustrata is the text for this course. 7th Grade Latin is aligned to the Nevada Academic Content Standards for World Languages Based on the American Council on the Teaching of Foreign Language (ACTFL) Standards for Foreign Language Learning.

Latin I
To be successful in Latin I, students need to understand the rudiments of English grammar, specifically the eight parts of speech, direct and indirect objects, objects of a preposition, and direct address.

Latin I is a course required for high school graduation. It may be taken in 8th grade or by any high school student (grades 9-12) needing to fulfill the Latin requirement for graduation. Latin I students study the grammar, vocabulary, syntax, culture, and history of the Latin language. Students will read and translate Latin texts. They will learn to write through translating English sentences into Latin. Simple standard conversational topics will be taught such as greetings farewells, and mottos.

Latin II
This one-year high school level course is open to 9th-12th grade students who have completed Latin I or who can demonstrate equivalent knowledge to the instructor. Completion of this course will fulfill one year of the graduation requirement for foreign language. This course will cover Wheelock’s Latin through chapter 26 with regular supplemental reading from Orberg’s Lingua Latina per se Illustrata. This course aims at acquiring and improving reading fluency so that students are equipped to read ancient Latin literature and engage with the most significant western literature from the 1st century BCE until the Renaissance and the rise of modernity. Along the way, students will strengthen analytical skills, gain a deeper appreciation for how languages work, understand more of the history and grammar of English, and increase their own vocabularies through associations and derivations.
Latin III
Latin III is a one-year high school level course open to those who have completed Latin I & Latin II, or by teacher approval. This course extends the concepts learned in Latin II and proceeds with regular reading practice and composition exercises towards ever increasing reading fluency and facility in preparation to read Roman authors in the following year. The course will cover *Wheelock’s Latin* through chapter 40. This course may be used to fulfill one year of the foreign language requirement for graduation.

Latin IV/Latin IV AP
This course will transition students from extensive textbook readings in Latin into the selections from Caesar’s *Gallic War* and Virgil’s *Aeneid* used in the national AP exam. The course focuses on acquiring a strong base of common vocabulary, review, and mastery of essential grammar, and extensive reading and translation. The course is open to high school students who have completed Latin I, II, and III, or by teacher approval. Students will have the opportunity to take the AP exam at the end of the course with the possibility of qualifying to meet college level credit requirements depending on the policies of the college in which the student enrolls.

Spanish

Spanish I
This course is open to 9th – 12th graders and may be used to fulfill one year of the high school foreign language requirement. This course will teach students the skills of listening, speaking, reading, and writing Spanish at an introductory level. The culture and history of Spanish speaking peoples will be explored. Spanish grammar and syntax will be compared with English grammar and syntax. The course will emphasize being able to communicate in Spanish in a variety of realistic contexts (shopping, restaurants, etc.). The goal is for 90% of instruction to be conducted in Spanish as is recommended by the American Council on the Teaching of Foreign languages.

Spanish II
This one-year high school level course is open to high school students (grades 9-12) who have successfully completed Spanish I or who demonstrate mastery of Spanish I skills to the instructor. This course may be used to complete one year of the foreign language requirement. In Spanish II, students will continue to develop their proficiency in listening, reading, writing, and speaking Spanish to the intermediate level. More advanced grammar, syntax, vocabulary, and communication skills will be taught. Students will begin reading full-length selections of literature in Spanish. They will learn to compose longer compositions in Spanish. They will deepen their knowledge of Spanish speaking cultures.

Spanish III
This course is open to high school students who have successfully completed Spanish II or who demonstrate an intermediate level of Spanish proficiency to the instructor. This is an accelerated course in pacing and content. More complex Spanish literature will be taught, and writing facility will be extended into longer essays and compositions. Students will practice complex conversation and grammar. They will continue to compare the structure of Spanish to the
structure of English. Students completing Spanish III will be prepared for Spanish IV, taught at the advanced placement level.
*Students must earn a final grade of C or higher to be promoted to the next course in the math sequence.

Pre-Algebra
Pre-Algebra is a one-year course for 7th graders or for other Upper School students who need to be prepared for Algebra I. **Pre-algebra does not earn high school credit.** In pre-algebra students will strengthen their knowledge of number sense, expand their understanding of geometry, and develop an understanding of the beginning principles of algebra. Students will strengthen their understanding of natural numbers, integers, and rational numbers. They will review percentages and learn about probability. Students will be able to classify shapes and solids and work with their dimensions (perimeter, circumference, area, and volume). Finally, students will learn how to solve equations with variables and learn how to graph linear equations. Pre-requisite: mastery of arithmetic: addition, subtraction, multiplication, division, fractions, decimals, and percentages.

Algebra I
Algebra I is open to students in 8th and 9th grades (or to any high school student needing to meet the graduation requirement). Algebra I is a one-year course required for high school graduation. Algebra I is the foundation for all further studies in mathematics. Students who earn less than a C should repeat Algebra I the following year. Algebra I will increase a student’s fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Irrational numbers, quadratic equations, and inequalities will be introduced.

Geometry
Geometry is usually taken in 9th or 10th grade, although it is sometimes accessed by advanced 8th grade students who have passed Algebra I with a B or higher. Geometry is a rigorous course in classical Euclidean geometry with strong emphasis on logic, writing proofs, and the development of theorems. The course will also include geometry of two dimensional figures and geometry of three dimensional solids, trigonometry, probability, and transformations. Students in geometry will complete a Nevada State required End of Course Exam to meet a graduation requirement. Successful completion of geometry fulfills a graduation requirement for mathematics.

Algebra II/Trigonometry
This year-long course is open to Upper School students who have successfully completed Algebra I and geometry. Algebra II/Trigonometry fulfills a high school graduation requirement. Algebra II further develops the topics covered in Algebra I and continues to prepare students for higher level mathematics. Students will be able to solve equations and systems of equations both linear and quadratic. Students will demonstrate their understanding of the development of logarithms, the fundamental theorems of Algebra, and demonstrate knowledge of specific trigonometric topics.

Precalculus
Precalculus is open to high school students (grades 9-12) who have successfully completed Algebra II. Precalculus fulfills the fourth math credit requirement for the Founders Academy high school diploma. In this course students will learn applications of various topics learned in algebra, methods of graphing, different methods for solving problems, and many different
applications of trigonometry. Students will be introduced to topics in beginning calculus. Precalculus fulfills a graduation requirement.

**Calculus/Calculus AB AP**
This accelerated course is open to high school students (grades 9-12) who have successfully completed precalculus. Students will be introduced to the fundamental principles of differential calculus. Topics covered include detailed study of the first and second derivative of polynomials, algebraic, exponential, logarithmic, and trigonometric functions with applications to curve-tracing, maxima-minima related rate problems, and the anti-derivative. The course will also include a thorough survey of trigonometry. Students will have the opportunity to take the AP exam at the end of the course with the possibility of qualifying to meet college level credit requirements depending on the policies of the college in which the student enrolls.

**Department of Physical Education**

**Middle School P.E.**
7th and 8th grade students will develop their physical fitness through a variety of activities and class instruction. The course will teach students how to develop the skills necessary to maintain a healthy lifestyle. Topics covered will include, but not be limited to: fitness, basketball, flag football, floor hockey, soccer, team handball, ultimate Frisbee, and Gatorball. The course will also focus on team and individual aerobic exercise: running, basketball, soccer, kick ball, and many others. Students will learn proper warm-up and cool-down techniques, how to safely participate in sports, and the importance of life-long exercise to long-term health.

**Physical Education I**
Physical Education I is the first of two required year-long courses for high school students. This course focuses on students learning to make wise health decisions for lifetime fitness while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. Students participate in movement experience, team sports, individual, and dual sports, dance/rhythms, and lifetime recreational activities. PE I fulfills a graduation requirement and is generally taken in the ninth grade.

**Physical Education II**
Physical Education II is a year-long course required for high school graduation, usually taken in the tenth grade. This course focuses on the physical, mental, social, and emotional development of the student in cooperative and competitive settings. Students participate in activities that apply movement principles found in team sports, individual/dual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities.

**Health**
Health is a one-semester course required for graduation from high school. It is open to 10th-12th grade students. This course is designed to provide and assist students with the information necessary to sustain and develop healthy habits, prevent disease, and reduce health related risk behaviors. Objectives taught in the course will follow the Nevada Board of Education State Standards.
Lifetime Sports and Recreation
This one-year course is designed for students who have successfully completed two years of high school physical education. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels. This course earns elective credit.
Science Flow Chart

- Biology I
  Grade 9

- Chemistry
  Grade 10

- Physics
  Grade 11

- Anatomy & Physiology
  Grade 12
7th Grade Science
7th Grade Science is a one-year course designed to introduce students to the basic concepts of chemistry, biology, and earth sciences. Topics to be covered include atomic structure, chemical bonds and reactions, the chemistry of food and respiration, human health and nutrition, cell structure and functions, the history of earth and life forms, and evolution. Demonstrations and lab experiments are an essential part of this course. Students will learn the appropriate use of lab equipment.

8th Grade Science
8th Grade Science introduces students to the basic concepts of physics. Course topics include: motion, forces, density and buoyancy, work, energy, power, electricity and magnetism, electromagnetic radiation, and light and sound. Demonstrations and lab experiments are an essential part of this course. Students will continue to learn to use lab equipment safely and appropriately.

Biology I
Biology I is the first high school science course for ninth graders. Biology I is required for graduation. Biology is the study of life. It includes an introduction to the scientific method, cytology, genetics, botany, zoology, ecology, taxonomy, evolution, chemistry, and microbiology. Course work, lab work, and examinations will prepare students for future science courses. Students will be challenged to apply their knowledge of biological science to solve related critical thinking problems. Students will complete multiple concept understandings, quizzes, and examinations for each structured science unit.

Chemistry
Chemistry is the second high-school science course and fulfills a graduation requirement. Biology I is the prerequisite. Chemistry is open to 10th graders and above. Students will explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Traditional laboratory techniques are used to obtain, organize, and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table, bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry. Students will demonstrate how theory is applicable in laboratory situations. All students will develop good methods of problem solving and proper laboratory technique.

Physics
Physics is an advanced science course, open to 11th grade and above. Physics fulfills a graduation requirement. The physics curriculum includes interactions of matter and energy, velocity, accelerations, force, energy, momentum, and charge, vibrations, and waves, sound, light and geometric options, electrostatics, electric circuits, and magnetism. Students will be challenged to apply their knowledge of the laws of physics to solve physics related critical thinking problems. Students will complete multiple concept understandings, quizzes, and examinations for each structured science unit.
Anatomy and Physiology

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. This course fulfills the fourth required science course for graduation and is open to students in 12th grade. Topics covered will include the basic organization of the body; biochemical composition; and major body systems, along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. High levels of achievement will be required. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. Goals of this course include preparing students with the skills necessary to become true problem-solvers, as well as preparing students for success in future science classes in college.

Department of History

7th Grade History
7th grade history is a chronological study of the United States from the Gilded Age (late 19th century) through the end of World War II in 1945. The course also integrates topics in world geography and the history of Nevada. Students will develop timelines, study maps, read original documents, and consider the music, art, and other cultural trends of the periods studied. Biography and literature will be used to enrich students’ understanding of early 20th century history. This is a Core Knowledge course.

8th Grade History
The first quarter of 8th grade history is a study of government focusing on the United States Constitution. In quarters two through four, the curriculum returns to a chronological study of the United States after World War II through the collapse of the Soviet Union and the end of the Cold War. The end of colonialism and the development of communism will be a focus in studying the People’s Republic of China, the Korean War, and the Vietnam War. Topics in world geography will be considered throughout the course. Students will develop timelines, study maps, read original documents, and learn of the cultural changes in the United States through the decades of the fifties, sixties, seventies, and eighties. Students will study the history of the Civil Rights Movement, the Women’s Movement, and the Anti-Vietnam War Movement. This is a Core Knowledge course.

Western Civilization I
This one-year ninth grade course fulfills one credit of the required history curriculum for high school graduation. Students will study the ancient roots and early historical development of our modern world. This survey course emphasizes the Greco-Roman and Judeo-Christian cornerstones of Western Civilization and their primacy in the formation of our modern world. Instruction relies heavily on reading and comprehending classical primary source literature that reflect the Great Ideas first developed by ancient world thinkers. Students will practice and develop the skills of historians—including close reading of primary sources, analysis, synthesis, discussion, and implementation. In addition to gaining an understanding of the historical context of early western history, students will develop an appreciation of the Western intellectual traditions and their role in the formation of our modern free world.
Western Civilization II
This one-year, tenth grade course provides instruction in the history and development of Western Civilization in the context of the medieval world. This survey course begins with the transition between ancient and medieval time periods, and it continues through the high-late middle ages, the Renaissance, the age of Discovery, the Protestant Reformation, the period of early modern scientific and political thought, and ends with the Enlightenment. The predominance of Christianity and the rise of Latin Christendom in relation to the other medieval civilizations will form the basis of our historical study and research into the medieval-early modern development of the Western world. Students will hone their skills of primary source document analysis and rational thinking that were introduced previously in ninth grade history. This course is required for graduation.

U.S. History, Colonies-1900
This one-year course, required for eleventh grade students, focuses on the major developments in American history from Columbus’ discovery to the Spanish-American War. Emphasis is placed on the reading, analysis, and evaluation of source documents, and the ability to communicate historical understanding in writing. Students will learn the basic geography of the United States, trace the development of American identity during the eighteenth and nineteenth centuries, and understand America’s place and role in Western Civilization. This course is required for graduation.

Government & Economics
This one-year course is open to eleventh graders and fulfills a graduation requirement. The course provides instruction in the principles of American Government and in economics/civics. The bulk of the class centers on the study of the U.S. Constitution as the core of our democratic-republican form of government. In addition to studying how exactly the Founders used political virtue and wisdom to frame our natural rights (and responsibilities) within the Constitution, students will learn to recognize the inseparable link between law and liberty. This course surveys the basic principles that underlie the world-wide free market-exchange economy. Students will have the opportunity to practice thinking like good economists in order to avoid making the all-too-common economic mistakes that have sometimes plagued Americans. Furthermore, students will develop civic virtue by discussing the various ways that they may exercise their rights while simultaneously fulfilling their responsibilities as citizens that actively participate in politics and contribute to a sustainable and successful future for America.

Modern European History
This one-year course is open to twelfth graders and fulfills a graduation requirement. The course focuses on the major developments in European history from the outbreak of the French Revolution to the present day. Emphasis is placed on the reading, analysis, and evaluation of source documents, and the ability to communicate historical understanding in writing. Students will learn the basic geography of Europe, trace the development of nationalism from 1789 onward, and understand Europe’s place and role in Western Civilization.

Moral Philosophy
This semester-long twelfth-grade course fulfills a graduation requirement and provides students with instruction in the most fundamental art of a true liberal education: moral philosophy. This course provides students the opportunity to study ethical reasoning and consider the realm of moral wisdom. Students will grapple with the age-old questions about mankind’s identity,
humanity’s purpose and potential, and how true, lasting happiness may be obtained. Students will analyze and discuss a range of primary source reading from ancient and modern writers. Students will consider how they may each live the “Good Life” as contributing and moral members of the human race. Students will discover the true dangers of moral relativism and the risks that post-modern ethics bring upon society.

20th Century American History
This semester-long course is offered to twelfth grade students and fulfills a graduation requirement. The course is a survey of 20th Century American History. Each decade of the 20th Century will be covered along with specific key events, wars, presidencies, ideas, social trends, and significant economic and political developments of the last century. Students will discover the connections that link many of our modern-day issues, concerns, and current events with the wars, economic events, social movements, and political decisions that took place during the century before they were born. Students will learn how to comprehend the historical continuity that exists between the recent past, the present day, and the not-so-distant future of America as they practice thinking and writing like historians.

Department of Student Services
The Special Student Services Department is dedicated to successfully maintaining students in the least restrictive environment while attending the rigorous classical academic program at Founders Academy. Founders Academy serves our students in co-op classes and pull-out resource sessions. The cooperative/consultative teaching model is used as a supportive approach to the delivery of general education content standards for students under Special Student Services. The primary goal of the cooperative teaching model is to allow the special education teacher to provide direct assistance with techniques and adaptations appropriate for the general education classroom.

Pull-out resource sessions afford students additional individual support and reinforcement in the core subject areas. The subject areas that are emphasized are according to each student’s individual need as directed through his or her IEP (Individual Education Plan).