MISSION STATEMENT:
“Equipping graduates with the Capacity to Empower Personal & Community Success”

VISION STATEMENT:
We strive to become a catalyst for the community renewal, improvement, and success.

CORE VALUES:
Strong Commitment to Succeed
Unwavering Hope
Choose Your Life
Create Better by Asking What If?
Engage With a Purpose
Smile & Be Playful
Strong Relationships Create Success
How to Use This Course Catalog

Use this catalog as your guide to course selection as required for graduation and focus on what career you are pursuing. Already you know what you are interested in, what you are good at; whether you are best with doing things with your hands, like to be around people, help others, are good at art or music, like to write, excel in math, like to design things, or do well in emergencies, to name a few. As you choose your electives, match your choices with your career interests and talents. Explore new areas and challenge yourself to be successful. See your counselor for additional career information.

For each course, prerequisites, scores, and content are explained. In the back of the book, you will find a pre-registration worksheet for your grade. Across from that page, you will find a list of classes you can take based on your grade level. Choose only from that list. If you wish to challenge a class recommendation, your counselor will provide an agreement form for you to take home to be signed. Take your time and make informed choices.

Helpful Hints

- **Read** the entire course registration guide and the course descriptions before you register. Be certain that prerequisites for selected courses have been met.
- **Discuss** your course selections with your parents, teachers, and counselor before registration. Listen carefully to their advice as you make your decisions as to what classes to take.
- **Choose** courses that will challenge you and give you the best preparation for your future education and employment goals.
- **Understand** that you will be expected to remain in yearlong courses for the entire school year. Expectations (i.e., graduation requirement fulfillment, misplacement) will be handled through the schedule change process. Seniors must apply for a reduced class load during preregistration. A reduced class load may not be approved after the school year begins.

**Note:** Not all courses listed in this registration guide will necessarily be offered during the 2019-2020 school year. The master schedule is created using the courses students request during the spring registration process.

The administration, counselors, faculty, and staff of Mojave High School are dedicated to providing students with meaningful and appropriate instructional programs, which are designed to meet the individual needs of each student. Please feel free to call the people listed below if you have questions or concerns regarding the registration process.

**Counseling Office:** 799-0432 X 4300

**Counselors:**
Ms. Lorraine McDowell.............................................A – Cros
Ms. Kylee Garrett ......................................................Crot – Herm
Ms. Patricia Salas.....................................................Hern– Min
Ms. Abby Forsberg ..................................................Mir – Roy
Ms. Terry Colletto.....................................................Ru – Z

**Special Education Instructional Facilitator:**
Ms. Schwartz..............................................................799-0432 X 4032

**Assistant Principal (Curriculum):**
Ms. Kim Perry-Carter..................................................799-0432 X 4204

**CCSD Guidance & Counseling Website**
The Guidance and Counseling website which can be found at [http://ccsd.net/departments/guidance-counseling](http://ccsd.net/departments/guidance-counseling) is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities and post-secondary opportunities are just a few of examples of what is available on the website.

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**Prerequisites**

Prerequisites are listed in the course catalog to help the student and parent/guardian make the best educational decisions possible. The student must have completed all prerequisites in order to enroll in a course. Both semesters of a prerequisite course must be successfully completed. **Successful completion of a previous course is defined as a grade of “C” or better, unless stated otherwise.**

If the student has not met the prerequisite, the student must request permission from his/her counselor and teacher to challenge the course.

**Attendance**

Good attendance and success in school have a strong relationship. Every day that students are in class, they learn more by taking part in discussion, keeping up with notes and class assignments, and making social relationships with other students and teachers. **When a student misses more than ten (10) days for unapproved reasons, credit for the semester may be lost.**

**Challenging a Course**

Counselors prescribe courses for students based on the student’s ability level, previous academic performance (scores and grades), and teachers’ recommendations. Students and parents are encouraged to take advantage of the expertise of the counselors regarding course recommendations. Courses above the school’s recommendation may be selected if the student does not have the prerequisite coursework/and or teacher recommendation and completes a course challenge form; however, students must remain in the course for a full year and will be required to agree to this in writing.

**Course Fees**

Course fees are charged for courses where the student will complete special projects to be taken home or for reasons specific to the course. Course fees cover the actual cost of projects, the Advanced Placement Examination, or other specific items. Difficulty in purchasing the required items for the student and/or paying the course fees will not prevent a student’s enrollment in any course. Should alternatives to the immediate payment of course fees becomes necessary, the counselor or the respective course instructor should be notified to assist the school and the family in working together to resolve the situation.

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GRADUATION REQUIREMENTS

1. Complete coursework designed around individual goals and core enrollment expectations
2. Take the ACT with Writing in junior year, at no cost
3. Earn a diploma (see below)

DIPLOMAS

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>PE</th>
<th>Health</th>
<th>Computers</th>
<th>Arts/Human/CTE</th>
<th>Flex Credit</th>
<th>Foreign Language</th>
<th>Electives</th>
<th>Total</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3*</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>24</td>
<td>3.25 weighted</td>
</tr>
<tr>
<td>Advanced Honors (Honors Units</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1*</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>26</td>
<td>3.25 weighted</td>
</tr>
<tr>
<td>College and Career Ready***</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3*</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>24</td>
<td>3.25 weighted</td>
</tr>
<tr>
<td>Standard and Alternative* (2019-2021)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1*</td>
<td>-</td>
<td>-</td>
<td>7.5</td>
<td>22.5</td>
<td>-</td>
</tr>
<tr>
<td>Standard and Alternative* (2022 and beyond)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>1*</td>
<td>2**</td>
<td>-</td>
<td>6</td>
<td>23</td>
<td>-</td>
</tr>
</tbody>
</table>

The current GPA cap is 4.800. There will be no GPA cap beginning with the Cohort of 2021.

Please review the Grade Point Average (GPA) section of this guide for a description of GPA weighted and unweighted calculations.

^ Students with significant cognitive disabilities are eligible to earn an Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) and successful completion of the course credits required for a standard diploma.

* CCSD students are required to take semester 1 and 2 of World History or Geography to satisfy either the Arts/Humanities/CTE state requirement for the standard diplomas or the additional social studies requirement for the other diplomas. Students may combine different semesters of World History and Geography to meet this requirement.

** Flex credits can be: a 2nd or 3rd year CTE concentrator course in one program of study, or a 4th year of math (including Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies.

*** Students must complete the 24 credits indicated, including Algebra II or higher, and demonstrate the following:

1. Proficiency in two languages (Seal of Biliteracy), or 2 credits in AP, IB, Dual Credit, CTE, Work Based Learning, or world language courses.
2. Earn one or both endorsements:
   - College Ready: Students that complete a college readiness assessment and receive scores for placement into non-remedial college-level English and math courses as determined by NSHE Board of Regents. ACT English 18, SAT Reading 480, ACT Math 22, SAT Math 530, Smarter Balanced level 3 (English and math), PARCC level 4 (English and math).
   - Career Ready: Students that complete the ACT NCRC - level Silver or above, or ASVAB - score 50 or above, or obtain a CTE Skills Attainment certificate, or obtain a Nevada Industry-Recognized Credential.
CORE ENROLLMENT EXPECTATIONS

The Clark County School District (CCSD) strives to prepare students for success in postsecondary education and in the workforce by providing a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statute (NRS 389.018) and aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements. If the Core Enrollment Expectations do not align with a student’s individualized learning plan, then a modified course of study must be agreed upon by the student’s parent/guardian and a school administrator or school counselor.

<table>
<thead>
<tr>
<th>Core Enrollment Expectations</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (including Algebra II or higher)</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies and History</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

Students that successfully complete the Core Enrollment Expectations outlined above, with a weighted grade point average (GPA) of at least 3.25 may qualify for the State of Nevada Millennium Scholarship. Please see your school counselor for more information about the Millennium Scholarship.

REQUIRED HIGH SCHOOL CLASS LOAD

The State of Nevada requires all high school students to be enrolled as follows:

- Ninth, tenth, and eleventh grade students must be enrolled in at least the equivalent of six periods per day.
- Twelfth grade students that are not college and career ready* must be enrolled in at least the equivalent of six periods per day.
- Twelfth grade students that are college and career ready* must be enrolled in at least the equivalent of four periods per day.

Coursework taken outside of the normal school day may be counted towards the required high school class load requirements, subject to school administrator approval.

* The Nevada Department of Education establishes the standards for students that are considered college and career ready. Please see your school counselor for details, or review the Nevada Department of Education guidance memo.

SOURCES: NAC 387.345, AB 7

EARLY GRADUATION

Students that complete all graduation requirements for their cohort year may graduate early with approval from the school of full-time enrollment. Please contact your school counselor with specific questions.

SCHEDULE CHANGES

To ensure students receive enough instruction to earn a credit, schedule changes are not permitted after the first 18 school days of each semester for face-to-face courses. After the first 18 school days, schedules may only be changed with administrative approval. Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines.

Schedule changes for any reason will not be permitted without exhausting all means of addressing the concern of the parent, student, or teacher, including: tutoring, parent-teacher conferences, attendance checks, academic plans, and/or behavior plans.
The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. This process is called leveling. Every effort will be made to ensure a smooth transition for students who are leveled. **Last Day for Credit in Face-to-Face Instruction for 19-20 School Year:** Semester 1: 9/5/ 19 and Semester 2: 1/30/20

**GRADE POINT AVERAGE (GPA)**
The student’s Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows, according to NAC 389.6625. This represents the student’s Weighted GPA.

- Honors 0.025
- Advanced Placement (AP)* 0.050
- International Baccalaureate (IB)* 0.050

*Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the examinations for each course. Parents or guardians may waive this testing requirement by informing the school administration in writing.

For the Cohorts of 2019 and 2020, a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive Bonus Points. This creates a Weighted GPA cap of 4.800 as the highest possible GPA.

For the Cohorts of 2021 and beyond, there is no limit to the number of Honors, AP, or IB courses that will receive Bonus Points. This removes the Weighted GPA cap.

SOURCE: CCSD Regulation 5127

**VALEDICTORIAN AND SALUTATORIAN**
Valedictorians, students with the highest Weighted GPA in the graduating cohort, and Salutatorians, students with the second highest Weighted GPA in the graduating cohort, will be identified as candidates at the end of the fall semester for each cohort year.

Final Valedictorians and Salutatorians will be determined upon completion of all high school graduation requirements by the last day of school.

SOURCE: CCSD Regulation 5127

**MATRICULATION**
Grade classification for high school students is determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student’s demonstrated ability rather than the student’s age or years in school.

SOURCE: CCSD Regulation 5123

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ACADEMIC PLANNING

COLLEGE AND CAREER READINESS
Students benefit from comprehensive school counseling programs that include college and career readiness standards. In addition to classroom lessons and family night events, students also meet individually with a school counselor to complete academic plans. An academic plan is a four-year course plan that is built on a student’s individual strengths, weaknesses, and interests.

CAREER AND TECHNICAL EDUCATION
Career and Technical Education in Nevada is organized into six (6) program areas and course sequences. Each high school in CCSD may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at: http://www.doe.nv.gov/CTE/

Nevada CTE Program Areas:
1. Agricultural and Natural Resources
2. Business and Marketing Education
3. Education, Hospitality, and Human Services
4. Health Science and Public Safety
5. Information and Media Technologies
6. Skilled and Technical Sciences

GRADUATION PROGRAMS AND PROGRESS
A graduation program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review graduation programs and progress online using the Infinite Campus Portal.

FOUR-YEAR COURSE PLANS
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 plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses.

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 of 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.

SOURCES: CCSD Regulation 5127, AB 117
**TESTING**

**Required: College and Career Readiness Assessment**

All juniors will take the ACT with Writing exam in the spring. The college and career readiness assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take ACT in the spring of the junior year, as most four-year colleges/universities require test scores for admission. In addition, some colleges/universities and NCAA Division I Initial Eligibility (for student-athletes) require a minimum score on the ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

Students attending college/university in Nevada can earn the Millennium Scholarship for completing the core curriculum and earning at least a 21 composite score on the ACT. For more information, please see the Nevada Scholarships section of this guide.

It may be necessary to retake the ACT and/or SAT to increase scores. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada System of Higher Education institutions provide no college credit and are not paid for by the Millennium Scholarship program.

**Source:** CCSD Regulation 5127, NRS 390.610

**Optional: ACT National Career Readiness Certificate (NCRC)**

The ACT NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates because it is a valid predictor of job performance. Students that earn a Silver or above for the ACT NCRC credential will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

**Optional: Armed Services Vocational Aptitude Battery (ASVAB)**

The United States Department of Defense developed this test to administer to students all over the country. The test is typically scheduled during the school day and is normally at no cost to the student. Score reports received after taking the test can be useful in determining college and career pathways. This test is typically taken in grades 10-12. Students that earn a 50 or above on the ASVAB will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

**Optional: SAT**

The SAT is used by most colleges and universities to make admissions decisions. It is a multiple-choice test administered by the College Board. The purpose of the SAT is to measure college readiness by providing colleges with common scores to compare all students. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken during the spring of grade 11 and fall of grade 12. There is a cost associated with this exam, but fee waivers may be available to those that qualify. Students that earn a 480 in Reading and a 530 in Math will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Students attending college/university in Nevada can earn the Millennium Scholarship for completing the core curriculum and earning a combined reading, writing, and math score of 1070 or higher. For more information, please see the Nevada Scholarships section of this guide.

**Optional: PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken in grades 10 and 11. There is a cost associated with this exam. Please contact your school counselor with additional questions.

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**EARNING CREDIT**

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credits at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment. When a student attends a CCSD school full-time and earns credit at another school at the same time, this is known as concurrent credit. Beginning with the 2018-2019 school year, Dual Credit coursework is no longer considered external credit.

SOURCE: NAC 389.040

**Internal Credit**

**Credit by Exam (CBE)**

Students can earn credit for courses in which they demonstrate mastery of course material. CBE is not a credit retrieval option. To be eligible to take a CBE, the student must not have previously been enrolled in the course and received a progress grade. Nevada Learning Academy (NVLA) offers a variety of options for CBE. For more details, please visit [www.nvlearningacademy.net](http://www.nvlearningacademy.net).

**CBE Policies**

- Tests can only be taken for original credit
- Tests can only be taken one time per course
- CBE credits are considered internal credit
- All exams are computer-based and will be taken online
- English courses require reading for the exam
- CBEs are not considered Honors credit
- Students must earn a 70% on the CBE to earn credit
- Credits are posted as a P for passing
- Failed tests are not posted to the student’s transcript

**Courses Available for CBE**

- Mathematics: Pre-Algebra, Algebra I, Algebra II, Geometry
- English/Language Arts: English 9, English 10, English 11, and English 12
- Introduction to Computers (0.5 credits)
- World Languages (CCSD): Spanish I, Spanish II: The Spanish I & Spanish II CBEs are CCSD-developed exams that include teacher-scored speaking and writing components in addition to an online exam that will be computer-graded.
- World Languages (ACTFL): Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian, and more. Foreign Language exams (except Spanish I & II) are offered through the American Council on the Teaching of Foreign Languages (ACTFL).

**Dual Credit**

A dual credit course is either taken at a local college/university or at a CCSD school where both high school and college credit are earned.

**Dual Credit:** Students take coursework outside of the normal school day from an accredited college/university. There is typically a cost. Students must complete a CCF-856, Dual Credit Application, before enrolling in any dual credit coursework.

**Cooperative Agreement Dual Credit (e.g. Jumpstart):** Students take a college-level course at the school of full-time enrollment that is taught by an approved instructor. There is typically a cost. The CCF-856, Dual Credit Application, is not needed for programs with a formal cooperative agreement with CCSD.

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CTE College Credit: Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit, the high school coursework aligns to postsecondary courses, and the teacher of record is a high school CTE teacher. The CCF-856, Dual Credit Application, is not needed. Instead, students complete a separate application through the college of their choice (e.g. CSN).

To qualify for the CTE College Credit, students must:

- Earn a 3.0 GPA in the CTE course sequence,
- pass the state end-of-program technical content assessment, and
- pass the state Workplace Readiness assessment for employability skills.

Students that complete a CTE program of study according to the criteria are eligible to earn the CTE College Credit within three years of graduating from high school and upon admission to the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.

Honors, Advanced Placement (AP), and International Baccalaureate (IB)

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

High School Credit Taken in Middle School

Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- Foreign Language

External Credit

External credits may be granted for coursework completed outside of the Clark County School District (CCSD) while a student is enrolled in CCSD during the school year and over the summer. A maximum of six (6) external credits can be applied toward graduation from high school. A maximum of three (3) external credits can be earned in the combined core areas of English, mathematics, science, and social studies.

External credits in the following categories must be pre-approved with supporting documentation by a student’s school of full-time enrollment. The school determines which supporting documentation is required and accepted. Students may request the External Credit Application (CCF-850) from a school counselor.

Community Service

0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max).

Online/Correspondence Course

High school credit will be granted for high school coursework completed at accredited institutions.

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**Educational Travel Credit**
0.5 elective credit will be granted for a 21-day educational trip/tour (1.0 credit for 42 days). Students are required to submit a log with general descriptions of sites visited detailing items of interest, the student’s reactions, and photographs of the student at the sites. A parent or guardian may sign logs for educational travel credit supporting documentation.

**Enrichment Program**
Elective credit will be granted for successful completion of academically accelerated coursework at accredited institutions.

**Physical Education II Waiver**
1.0 Physical Education credit (required for graduation) will be waived for 120 hours of activity completed under the direct supervision of a qualified instructor/coach who is a credentialed or licensed professional in that activity. The Physical Education II Waiver may only be issued if credit for Physical Education II has not been granted. To be approved, this activity must be geared toward competition. Students cannot earn a PE II Waiver if they failed the PE II course.

**Music Equivalent Credit**
High school credit will be granted for private music lessons. A student is limited to 0.5 credit for each school year (1 credit max). The instructor must be certified, or demonstrate membership in one of the following organizations: The National Association for Music Education, The American Music Teachers Association, The Must Teachers National Association, The Suzuki Music Teachers Association, or a faculty member at a college, university, or school of the arts.

**Concurrent Credit**
Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course concurrently. All concurrent course enrollments require prior approval from a school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on the following concurrent programs:

**Nevada Learning Academy**
For specific information, including fees, call (702) 855-8435 or visit [http://nvlearningacademy.net/](http://nvlearningacademy.net/)

**Adult Education**
For specific information on this program, call (702) 799-8650, extension 317 or visit [http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools](http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools)

**Horizon/Sunset High Schools/Programs**
For specific information, call (702) 855-9775 or visit [http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools](http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools)

**Summer School**
Students may earn credit during the summer. Registration information is available in the counseling office in the spring. Additional information is available at [http://ccsd.net/schools/summer-school/](http://ccsd.net/schools/summer-school/)

**Duplicate Coursework – Repeating Courses**
A student may repeat a course but 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 (RP) 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.

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**STUDENT-ATHLETES**

**Physical Education II Waiver Credit**

A waiver for Physical Education II shall be granted if a student has not earned Physical Education II credit and actively participates in a school-sponsored activity for 120 hours in interscholastic athletics, on a drill team, in a marching band, in a dance group, or on a cheerleading squad. Students cannot earn a PE II Waiver if they failed the PE II course.

- Baseball – Varsity, Junior Varsity
- Basketball – Varsity, Junior Varsity, B-Team
- Bowling – Varsity, B-Team
- Cheerleading – Varsity, Junior Varsity, B-Team
- Cross Country – Varsity
- Dance Group
- Drill Team
- Flag Football – Varsity, Junior Varsity, B-Team
- Football – Varsity, Junior Varsity, B-Team
- Golf – Varsity
- Marching Band/Flags/Mascots
- Soccer – Varsity, Junior Varsity, B-Team
- Softball – Varsity, Junior Varsity
- Swimming – Varsity
- Tennis – Varsity
- Track – Varsity
- Volleyball – Varsity, Junior Varsity, B-Team
- Wrestling – Varsity, Junior Varsity

**SOURCE:** NAC 389.488

**CCSD Athletic Eligibility Requirements**

**Initial Eligibility General Requirements**

- Must be enrolled in grades 9-12.
- Must reside in the school of full-time enrollment’s attendance zone.
- Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
- Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve previous semester deficiency.
- Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.785 – 386.799).
- Secondary Magnet School students that enroll for less than a three (3) year program or enroll in individual classes are ineligible for athletics at the Magnet School for 180 school days. Students that drop from the Magnet program will become automatically ineligible for athletics at the Magnet School for 180 school days. If a student chooses to return to his/her school of residence, he/she would be ineligible for the remainder of that school year and for 180 school days in any sport in which his/her name appeared on a NIAA roster during his/her attendance at the Magnet School.
- Secondary Open Enrollment, Select and Minority to Majority students that are selected to attend this type of school are eligible to participate in athletics. Students that change schools will become automatically ineligible for the remainder of the current school year and for 180 school days in any sport his/her name appeared on an NIAA roster during his/her attendance at the Open Enrollment, Select or Minority to Majority school.
- Career Technical Academy/Charter School/Home-Schooled students are eligible to participate in athletics in the school that is located in the attendance zone of the residence of the parent or legal guardian.

**Maintaining Eligibility**

- Must maintain passing grades in all subjects during the current athletic season.
- Must regularly attend school.
- Must be in school in order to participate in practice or games on any given day.
- Must maintain positive citizenship. Students on RPC or suspension 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. Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities

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Association (NIAA) regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.
NCAA Initial Eligibility Requirements

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards. Students and families may contact NCAA directly with questions about eligibility or the registration process: 1-877-262-1492.

To be eligible to compete in NCAA sports in the first year at a Division I school, students must graduate high school and meet all the following requirements:

1. Complete 16 core courses:
   a. Four years of English
   b. Three years of math (Algebra 1 or higher)
   c. Two years of natural/physical science (including one year of lab science if the high school offers it)
   d. One additional year of English, math or natural/physical science
   e. Two years of social science
   f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.

3. Earn at least a 2.300 GPA in core courses.

4. Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale, which balances test score and core-course GPA. Students that have a low test score will need a higher core-course GPA to be eligible. Students that have a low core-course GPA will need a higher test score to be eligible.

SOURCE: http://www.ncaa.org/student-athletes/play-division-i-sports

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

The Nevada Board of Regents sets the requirements for admission to Nevada System of Higher Education (NSHE) institutions.

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
  - 4 credits in English
  - 3 credits in math
  - 3 credits in social studies
  - 3 credits in natural science

- SAT or ACT Test Scores:
  - The new SAT Critical Reading and Math combined score of 1120
  - The ACT Composite score of 22

- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor’s degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages
PUBLIC COMMUNITY COLLEGE
● Ability to live at home while adjusting to college classes
● Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
● Opportunity to sample college classes
● A chance to build a better academic record
● Lower tuition and other costs than at a typical four-year college

PRIVATE JUNIOR COLLEGE
● An opportunity to live away from home in a supportive environment
● Small classes with opportunities to improve academic skills
● Easier entrance requirements than a typical four-year college or university

CONTINUING EDUCATION CLASSES
● Provides a way to explore subject areas
● Opportunity to build academic study skills without worrying about grades
● Allows students to experience and explore college as an option

LIFE SKILLS TRAINING PROGRAMS
● Learn necessary daily living skills
● Practice independent living
● Be part of a college or university

APPRENTICESHIPS
● Begin working immediately
● Receive training on the job and take classes
● Earn money and benefits when you work
● Learn skills that will make you employable anywhere

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION
● Minimal admissions requirement (high school graduation may or may not be required)
● All classes relate to skills needed for jobs in a particular occupational area
● Learn marketable skills

JOB CORPS
● Vocational, academic and social skills training
● Room, board, and stipend
● Job/college support after leaving Job Corps

CITY YEAR AND AMERICORPS
● Monthly stipend
● Educational Award for a complete year of service
● Opportunity to gain job skills and work experience
● http://www.cityyear.org/
● http://www.americorps.gov/

MILITARY
● Learn valuable job skills
● Earn money for future education
● Army: http://www.goarmy.com
● Navy: http://www.navy.com
● Air Force: http://www.airforce.com

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NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP
The State of Nevada’s Governor Guinn 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, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or http://www.nevadatreasurer.gov/GGMS/GGMS_Home/. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

PUBLIC EDUCATION FOUNDATION
The Public Education Foundation administers a variety of scholarships to help students pursue higher educational goals. In many cases, the scholarships make the college and university experience accessible to students who might not otherwise dream of a college education. The Public Education Foundation offers more than 260 different scholarship opportunities for Southern Nevada’s high school seniors to attend both in-state and out-of-state schools.

Scholarship donors are corporations, associations, organizations, foundations and individuals who want to create a brighter future by encouraging education. Each donor has the opportunity to determine the criteria of their scholarship and plays an active role in selecting the scholarship recipients. The Foundation provides professional assistance in establishing the scholarship funds at no cost, including advertising and promotion, clerical support, and an awards recognition luncheon in May. The luncheon gives the donors and scholarship recipients the opportunity to meet if they haven’t already done so during the selection process.

To date, the Foundation has awarded more than 6,100 scholarships totaling nearly $12 million. For more details, please visit https://thepef.org/scholarships/.

NEVADA PROMISE SCHOLARSHIP
The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state’s four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees. Please contact your school counselor with additional questions, or visit www.csn.edu/promise.

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR
There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one’s honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.
What is cheating?
Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

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

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

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

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

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

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE
CCSD does not 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 to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.
# English Department Course Offerings

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<td>• AP English Language and Composition</td>
<td>• Speech and Debate I</td>
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## ENGLISH 9

**Grade:** 9  
**Prerequisite:** None

This one-year course (*Foundations in Composition and the Elements of Text*) 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. 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.

## ENGLISH 9 HONORS

**Grade:** 9  
**Prerequisite:** Teacher Recommendation

This one-year course (*Foundations in Composition, Language, and the Elements of Text*) 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 designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, 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. 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.

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ENGLISH 10
Grade: 10
Prerequisite: English 9
This one-year course (Composition and Themes in Global Text) 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. 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.

ENGLISH 10 HONORS
Grade: 10
Prerequisite: English 9/English 9 Honors and Teacher Recommendation
This one-year course (Composition and Themes in Global Text) 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 designated as honors level by the accelerated instructional pacing and depth of content. 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 the critical analysis of text and writers’ historical, philosophical, cultural, and ethical perspectives. 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.

ENGLISH 11
Grade: 11
Prerequisite: English 10
This one-year course (Composition and Themes in American Text) 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. 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.

ENGLISH 11 HONORS
Grade: 11
Prerequisite: English 10/English 10 Honors and Teacher Recommendation
This one-year course (Composition and Themes in American Text) 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 designated as honors level by the accelerated pacing and depth of content. 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 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. 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.
ENGLISH 12
Grade: 12
Prerequisite: English 11

This one-year course (Post-Secondary Composition and Universal Themes in Text) 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.

ENGLISH 12 HONORS
Grade: 12
Prerequisite: English 11/ English 11 Honors and Teacher Recommendation

This one-year course (Post-Secondary Composition and Universal Themes in Text) 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 designated as honors level by the accelerated instructional pacing and depth of content. Instruction focuses on refining the skills required for post-secondary success. 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.

AP ENGLISH LITERATURE AND COMPOSITION
Grade: 11
Prerequisite: English 10 Honors and Teacher Recommendation

Students must also complete and submit an AP Commitment Letter

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

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Summer assignments may be required for this course. See AP instructor for details.

AP ENGLISH LANGUAGE AND COMPOSITION
Grade: 12
Prerequisite: English 11 Honors and Teacher Recommendation

Students must also complete and submit an AP Commitment Letter

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in

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becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices 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.

**ENGLISH DEPARTMENT ELECTIVES**

**PUBLICATIONS I**  
Grade: 9-12  
Prerequisite: None  

This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the yearbook. 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.

**PUBLICATIONS II**  
Grade: 10-12  
Prerequisite: Publications I and Teacher Recommendation  

This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. 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.

**SPEECH AND DEBATE I**  
Grade: 9-12  
Prerequisite: None  

This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. 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 elective credits required for high school graduation.

**SPEECH AND DEBATE II**  
Grade: 10-12  
Prerequisite: Speech and Debate I  

This one-year course is a continuation of Speech and Debate I and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. 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.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP Instructor for details.
## Mathematics Core Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses</th>
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<tr>
<td>9th</td>
<td>Pre-Algebra, Algebra I, Geometry, Geometry Honors</td>
</tr>
<tr>
<td>10th</td>
<td>Geometry, Geometry Honors, Algebra II, Algebra II Honors</td>
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<tr>
<td>11th</td>
<td>Algebra II, Algebra II Honors, Precalculus AB Honors, AP Calculus AB, AP Statistics, Topics of Modern Mathematics</td>
</tr>
<tr>
<td>12th</td>
<td>Algebra II, Algebra II Honors, Precalculus AB Honors, AP Calculus AB, AP Calculus BC, AP Statistics, College Preparatory Mathematics, Topics of Modern Mathematics, Math of Personal Finance</td>
</tr>
</tbody>
</table>

### PRE-ALGEBRA

**Grade:** 9  
**Prerequisite:** None

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 the course.

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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.

**ALGEBRA I**
Grade: 9
Prerequisite: None

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.

**GEOMETRY**
Grade: 9-10
Prerequisite: Algebra I Preferred

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.

**GEOMETRY HONORS**
Grade: 9-10
Prerequisite: Algebra I Honors or Teacher Recommendation

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

**ALGEBRA II**
Grade: 10-12
Prerequisite: Algebra I

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. 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.

**ALGEBRA II HONORS**
Grade: 10-12
Prerequisite: Algebra I/Geometry Honors or Teacher Recommendation

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It incorporates...
problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of 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.

**PRECALCULUS AB HONORS**
Grade: 11-12
Prerequisite: Algebra II/Algebra II Honors/ Teacher Recommendation

This one-year course is designed for the motivated, above-average student with a strong background in advanced algebra. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, series and sequences, probability and statistics, and the introductory concepts of calculus. This course is distinguished from Precalculus by the instructional pacing and delivery of advanced content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

**AP CALCULUS AB**
Grade: 11-12
Prerequisite: Algebra II/Trigonometry or Pre-Calculus Honors/Teacher Recommendation

*Students must also complete and submit an AP Commitment Letter*

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

*It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.*

**AP STATISTICS**
Grade: 11-12
Prerequisite: Algebra II/Teacher Recommendation

*Students must also complete and submit an AP Commitment Letter*

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics examination. This college-level curriculum introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

*It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.*
COLLEGE PREPARATORY MATHEMATICS
Grade: 12
Prerequisite: Algebra II

This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

TOPICS IN MODERN MATHEMATICS
Grade: 11-12
Prerequisite: Algebra II

This one-year senior level course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be on refining problem solving skills through modeling and project-based learning. 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 computers, is an integral part of this course. The prerequisite for this course is successful completion of Algebra II. This course will fulfill one of the mathematics credits required for high school graduation.

MATHEMATICS OF PERSONAL FINANCE
Grade: 12

This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, 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).
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<tr>
<th>Grade</th>
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BIOLOGY
Grade: 9-10
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to 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 science credits required for high school graduation and qualifies as a laboratory science for college entrance.

BIOLOGY HONORS
Grade: 9-10
Prerequisite: Teacher Recommendation
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to 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 science credits required for high school graduation and qualifies as a laboratory science for college entrance.

CHEMISTRY
Grade: 10-12
This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics include mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermochemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.

CHEMISTRY HONORS
Grade: 10-12
Prerequisite: Completed Algebra I Honors/Teacher Recommendation
This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics include: mathematics of chemistry, safety, laboratory procedures, elements-compounds-mixtures, atomic theory and structure, structure and organization of the periodic table, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, phases of matter, solutions, acids-bases theory, equilibrium, thermochemistry, organic chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology, and Society (STS) issues will be an integral on-going part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. The instructional pacing and the delivery of advanced content distinguish this course from Chemistry I. 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 science credit towards high school graduation and qualifies as a laboratory science for college entrance.

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GEOSCIENCE
Grade: 10-12
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 and lab experiences 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 required for high school graduation and qualifies as a laboratory science for college admission.

GEOSCIENCE HONORS
Grade: 10-12
Prerequisite: Biology or Biology Honors/Teacher Recommendation
This one-year course is designed for students desiring an in-depth study of geology and related environmental issues. This course is designated as honors level by the accelerated instructional pacing and depth of content. Topics of study include mineralogy and petrology, topography, geologic time, planetary geology, paleontology, weathering and erosion, plate tectonics, structural geology, and hydrology. Environmental topics are integrated with subjects such as natural hazards, geologic resources, resource limitations and management, and sustainability. Demonstrations and lab experiences that employ proper safety techniques are essential to 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.

PHYSICS
Grade: 11-12
This one-year course is designed for those students who have successfully completed Algebra I and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. Demonstrations and/or lab experiences are an integral part of this course. 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 toward high school graduation and qualifies as a laboratory science for college entrance.

PHYSICS HONORS
Grade: 11-12
Prerequisite: Enrolled in Algebra II/Trigonometry Honors/Teacher Recommendation
This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Trigonometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.

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AP BIOLOGY
Grade: 11-12
Prerequisite: Teacher Recommendation/Students must also enroll in Extended Science Lab
Students must also complete and submit an AP Commitment Letter

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. 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 and qualifies as a laboratory science for college entrance.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.

AP CHEMISTRY
Grade: 11-12
Prerequisite: Teacher Recommendation/Students must also enroll in Extended Science Lab
Students must also complete and submit an AP Commitment Letter

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Chemistry examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. 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 and qualifies as a laboratory science for college entrance.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.

AP ENVIRONMENTAL SCIENCE
PREREQUISITE Students should have completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

LABORATORY REQUIREMENT: Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.

AP PHYSICS I – ALGEBRA BASED
Grade: 11-12
Prerequisite: Teacher Recommendation/Students must also enroll in Extended Science Lab
Students must also complete and submit an AP Commitment Letter

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the
conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. 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 required for high school graduation and qualifies as a laboratory science for college entrance.

**It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.**

**PRINCIPLES OF MARINE SCIENCE**
This one-year course is a survey of the physical and biological marine environment. Topics covered include the history of ocean exploration, properties of seawater, interactions between atmospheric and oceanic systems, a survey of oceanic life forms, and human interactions with the marine environment. Demonstrations and lab experiences that employ proper safety techniques are essential to 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.

**PRINCIPLES OF ANATOMY AND PHYSIOLOGY HONORS**
Grade: 11-12
Prerequisite: Students must be enrolled in Chemistry or Physics.  This course will fulfill an elective credit in science.  
This course may allow students to earn college credit from the College of Southern Nevada.

This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems that include laboratory experiences, demonstrations, and dissections. Problem solving and case study analysis are an integral part of this course. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

**SCIENCE DEPARTMENT ELECTIVES**

**FORENSICS SCIENCE I**
Grade: 10-12

This one-year course provides students an opportunity to explore criminal and civil investigations. Areas of emphasis include history of forensic science, types of evidence, legal and ethical issues, and crime scene investigation. 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 the course. This course fulfills one of the elective credits required for high school graduation.

**EXTENDED SCIENCE LAB**
Grade: 11-12
Prerequisite: Students must also be enrolled in an AP Science class/Teacher Recommendation

This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in an Advanced Placement science course. This course will fulfill one of the elective credits required for high school graduation and may be repeated.
SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

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<td>● AP Human Geography</td>
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<td>● Principles of Leadership</td>
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<td><strong>10th Grade</strong></td>
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<tr>
<td>● World Geography</td>
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<td>● World History</td>
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<td>● World History Honors</td>
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<td>● AP World History</td>
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<td>● U.S. History</td>
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<td>● U.S. Government</td>
<td>● Psychology</td>
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<td>● U.S. Government Honors</td>
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<td>● AP U.S. Government</td>
<td>● Principles of Leadership</td>
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WORLD HISTORY
Grade: 10

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.

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WORLD HISTORY HONORS
Grade: 10
Prerequisite: Teacher Recommendation

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. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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.

AP WORLD HISTORY
Grade: 10
Prerequisite: Enrolled in English 10 (Pre-AP)/Teacher Recommendation

Students must also complete and submit an AP Commitment Letter

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement course description for examination specifications. 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.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.
Summer assignments may be required for this course. See AP instructor for details.

WORLD GEOGRAPHY
Grade: 10
Prerequisite: None

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.

U.S. HISTORY
Grade: 11

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.
U.S. HISTORY HONORS
Grade: 11
Prerequisite: Teacher Recommendation
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. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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.

AP U.S. HISTORY
Grade: 11
Prerequisite: Teacher Recommendation
Students must also complete and submit an AP Commitment Letter
This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. 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 U.S. History credit required for high school graduation.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.

U.S. GOVERNMENT
Grade: 12
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.

U.S. GOVERNMENT HONORS
Grade: 12
Prerequisite: Teacher Recommendation
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. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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.
AP U.S. GOVERNMENT AND POLITICS
Grade: 12
Prerequisite: Teacher Recommendation

**Students must also complete and submit an AP Commitment Letter**

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. 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 U.S. Government credit required for high school graduation.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.

SOCIAL STUDIES ELECTIVES

**PSYCHOLOGY I**
Grade: 10-12

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.

**AP PSYCHOLOGY**
Grade: 10-12
Prerequisite: Teacher Recommendation

**Students must also complete and submit an AP Commitment Letter**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. Topics examined in greater depth include research techniques and statistics, history of psychology, the neurobiological basis of behavior, sensation and perception, states of consciousness, learning and memory, thinking and language, intelligence and psychological tests, motivation and emotion, stress and health psychology, human development, psychological disorders and therapies, personality, and social psychology. 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 elective credits required for high school graduation.

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.
AP HUMAN GEOGRAPHY
Grade: 9
Prerequisite: N/A
Students must also complete and submit an AP Commitment Letter
This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and 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. This course fulfills the World History/Geography and the Arts/Humanities credits required for high graduation.
It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.
Summer assignments may be required for this course. See AP instructor for details.

PRINCIPLES OF LEADERSHIP
Grade: 9-12
Prerequisite: 3.0 GPA and enrollment in this course is limited to members of the Student Council
The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for performance of tasks associated with their leadership responsibilities. This course will count as one elective credit. It may be repeated for more than one credit.
## World Language Department Electives

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● French II Honors  
● French III Honors  
● Spanish I  
● Beginning Spanish Literacy (Spanish for Spanish Speakers I)  
● Spanish II Honors  
● Spanish III Honors  
● Intermediate Spanish Literacy Honors (Spanish For Spanish Speakers II) |
| **10th Grade** | ● French I  
● French II/III Honors  
● Spanish I  
● Beginning Spanish Literacy (Spanish for Spanish Speakers I)  
● Spanish II/III Honors  
● Intermediate Spanish Literacy Honors (Spanish For Spanish Speakers II)  
● Advanced Spanish Literacy Honors (Spanish for Spanish Speakers III Honors) |
| **11th Grade** | ● French I  
● French II/III/IV Honors  
● Spanish I  
● Beginning Spanish Literacy (Spanish for Spanish Speakers I)  
● Spanish II/III/IV Honors  
● Intermediate Spanish Literacy Honors (Spanish For Spanish Speakers II)  
● Advanced Spanish Literacy Honors (Spanish for Spanish Speakers III Honors)  
● AP Spanish Language and Culture |
| **12th Grade** | ● French I  
● French II/III/IV Honors  
● Spanish I  
● Beginning Spanish Literacy (Spanish for Spanish Speakers I)  
● Advanced Spanish Literacy Honors (Span for Span Speak II)  
● Spanish II/ III Honors  
● Intermediate Spanish Literacy Honors (Span for Span Speak III)  
● AP Spanish Language and Culture |
FRENCH I
Grade: 9-12
This one-year course is designed to facilitate a student’s acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 elective credits required for high school graduation.

SPANISH I
Grade: 9-12
This one-year course is designed to facilitate a student’s acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 elective credits required for high school graduation.

BEGINNING SPANISH LITERACY (SPANISH FOR SPANISH SPEAKERS I)
Grade: 9-12
This one-year course is designed for students from a Spanish-speaking background to facilitate their acquisition of the target language at the intermediate-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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.

FRENCH II HONORS
Grade: 9-12
Prerequisite: “C” or better in French I/Teacher Recommendation
This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings.
ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 elective credits required for high school graduation.

**SPANISH II HONORS**
Grade: 9-12
Prerequisite: “C” or better in Spanish I/Teacher Recommendation

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 elective credits required for high school graduation.

**INTERMEDIATE SPANISH LITERACY HONORS (SPANISH FOR SPANISH SPEAKERS II H)**
Grade: 9-12
Prerequisite: None

This one-year course is designed for students from a Spanish-speaking background who have successfully completed Spanish for Spanish Speakers I or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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.

**FRENCH III HONORS**
Grade: 10-12
Prerequisite: French II

This one-year course is designed for students who have successfully completed French II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 either one of the elective credits or one Arts/Humanities credit required for high school graduation.
SPANISH III HONORS
Grade: 10-12
Prerequisite: Spanish II

This one-year course is designed for students who have successfully completed Spanish II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 either one of the elective credits or one Arts/Humanities credit required for high school graduation.

ADVANCED SPANISH LITERACY HONORS (SPANISH FOR SPANISH SPEAKERS III H)
Grade: 10-12
Prerequisite: Intermediate Spanish Literacy

This one-year course is designed for students from a Spanish-speaking background who have successfully completed Spanish for Spanish Speakers II Honors or who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

FRENCH IV HONORS
Grade: 11-12
Prerequisite: French III

This one-year course is designed for students who have successfully completed French III Honors or who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 either one of the elective credits or one Arts/Humanities credit required for high school graduation.
**SPANISH IV HONORS**  
Grade: 11-12  
Prerequisite: Spanish III H  

This one-year course is designed for students who have successfully completed Spanish III Honors or who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 either one of the elective credits or one Arts/Humanities credit required for high school graduation.

**AP SPANISH LANGUAGE AND CULTURE**  
Grade: 11-12  
Prerequisite: Spanish III or IV H/Teacher Recommendation  

**Students must also complete and submit an AP Commitment Letter**  

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in an exploration of culture in both contemporary and historical 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.  

It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship. Summer assignments may be required for this course. See AP instructor for details.
### Visual Arts/Performing Arts Departments

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VISUAL ARTS COURSES

ART I
Grade: 9-12
Prerequisite:
Fee: $40.00 for supplies and materials

This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. This course fulfills one arts/humanities credit required for graduation.

DRAWING I
Grade: 10-12
Prerequisite: “C” or better in both semesters of Art I and Teacher Recommendation
Fee: $40.00 for supplies and materials

This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. This course will fulfill one of the elective credits required for high school graduation.

DRAWING II
Grade: 11-12
Prerequisite: “C” or better in both semesters of Drawing I or Teacher Recommendation
Fee: $40.00 for supplies and materials

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter, and is a continuation of Drawing I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing styles and significant artists who have used drawing throughout history are emphasized. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be expanded. 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.

PAINTING I
Grade: 10-12
Prerequisite: “C” or better in both semesters of Art I or Teacher Recommendation
Fee: $40.00 for supplies and materials

This one-year course is designed to provide students with a strong foundation of painting through the study of basic techniques and the use of a variety of media. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of painting and painters throughout the ages are integrated into learning. This course fulfills one of the elective credits required for high school graduation.
**PAINTING II**

Grade: 11-12  
Prerequisite: "C" or better in both semesters of Painting I/Teacher Recommendation  
Fee: $40.00 for supplies and materials

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, and media associated with painting and is a continuation of Painting I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in study, planning, art making, and reflection. Specific painting styles and significant painters throughout history are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our 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.

**CERAMICS I**

Grade: 9-12  
Prerequisite:  
Fee: $40.00 for supplies and materials

This first-year course is designed to provide experience in three-dimensional design as it applies to ceramics. This course includes an exploration of a variety of hand-building methods and an introduction to wheel techniques. Glaze techniques, tools, vocabulary development, safety factors, historical appreciation, and evaluation are a part of the course. Students are encouraged to exhibit their work.

**CERAMICS II**

Grade: 10-12  
Prerequisite: "C" or better in both semesters of Ceramics I/Teacher Recommendation  
Fee: $40.00 for supplies and materials

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

**CERAMICS III**

Grade: 11-12  
Prerequisite: "C" or better in both semesters of Ceramics II/Teacher Recommendation  
Fee: $40.00 for supplies and materials

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

**ADVANCED STUDY ART**

Grade: 12  
Prerequisite: Drawing II/Ceramics III/Painting II with a "B" or better/Teacher Recommendation  
Fee: $40.00 for supplies and materials

This one-semester course provides opportunity for independent study to investigate a particular topic of visual art. The student collaborates with the supervising teacher to design and implement the topic of study. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to Mojave High School Registration Guide 19-20 (rev 3.6.19)
our society. This course fulfills one half of an elective credit required for high school graduation and may be repeated. **Students will be enrolled in this course for both the fall and spring semesters.**

**INSTRUMENTAL MUSIC COURSES (Band/Guitar/Orchestra)**

**JAZZ BAND**

*Grade: 9-12*

*Prerequisite: 2 years of current high school experience. Students do not have to be enrolled in Marching Band. Course requirements- Must also be enrolled in another instrument ensemble (ie: orchestra or int./adv. band)*

*Fee: $40.00*

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.

This secondary performance-based course provides students with a variety of jazz ensemble experiences. Music is studied and performed from an intermediate to advanced level of jazz repertoire. Jazz basics and technique are intermixed with the jazz festival music for the semester. This ensemble performs at festivals and performances throughout the semester. Extracurricular commitment is required. Traditional jazz instruments are used in this course. (i.e. – saxophone, trombone, trumpet, piano, bass, drums & mallet percussion).

**Course Requirements:** This ensemble may perform on several concert programs or festivals. The director, to prepare for performances, may call a limited amount of graded sectionals and rehearsals to be held outside of normal school hours.

**INTERMEDIATE BAND**

*Grade: 9-12*

*Prerequisite: Students should also be enrolled in Marching Band optional.(Marching Band will be held after traditional day/7th or 8th period)*

*Fee: $40.00*

This one-year course is designed for students who have achieved beyond the beginning band level. It includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. The importance of sustained effort and practice is stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing experiences. This course may be repeated for credit. Students will be responsible for operation expenses (example: instrument/equipment maintenance, uniform maintenance, travel expenses, entry fees, music and drill arranging, etc.) Fundraising opportunities will be made available. **All members of the Intermediate Band should participate in Marching Band. Participation in after school rehearsals and performances is required.**

**Course Requirements:** This ensemble may perform on several concert programs or festivals. The director, to prepare for performances, may call a limited amount of graded sectionals and rehearsals to be held outside of normal school hours.

**ADVANCED BAND**

*Grade: 9-12*

*Prerequisite: Students should also be enrolled in Marching Band (Marching Band will be held after traditional day/7th or 8th period)*

*Fee: $40.00*

This one-year course is designed for students who have developed skills beyond those outlined in the Mojave High School Band handbook. It includes guidance related to playing instruments. The importance of sustained effort and practice is stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing exercises. This course may be repeated. This course will fulfill either the one Arts/Humanities or one elective credit required for graduation. Students will be responsible for operation expenses (example: instrument/equipment maintenance, uniform maintenance, travel expenses, entry fees, music and drill arranging, etc.) Fundraising opportunities will be made available. **All members of the Advanced Band should participate in Marching Band. Participation in after-school rehearsals and performances is required.**

**Course Requirements:** This ensemble may perform on several concert programs or festivals. The director, to prepare for performances, may call a limited amount of graded sectionals and rehearsals to be held outside of normal school hours.

Mojave High School Registration Guide 19-20 (rev 3.6.19)
MARCHING BAND
Grade: 9-12
Prerequisite: Students must also be enrolled in Beginning/Intermediate/Advanced Band or Percussion Ensemble I
Fee: $40.00

This full year course is designed for students already participating in the concert band or rhythmic precision programs. As with the concert bands, marching band includes guidance and direction in solving psychomotor problems related to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles for wind and percussion players. In addition, marching band emphasizes the awareness of movement within time and space, developing students’ abilities to perform music and choreography simultaneously. The importance of sustained effort and practices stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing experiences. Students will be responsible for operation expenses (example: instrument/equipment maintenance, uniform maintenance, travel expenses, entry fees, music and drill arranging, etc.) Fundraising opportunities will be made available. This course may be repeated for credit. Participation in after-school rehearsals and performances is required.

Members of this ensemble are required to perform at varsity football games, contests, out-of-state trips and various local activities. All members enrolled in the Rattler Pride Marching Band are expected to attend the summer band camp. The weeklong camp will be held two weeks before classes start. On the last day of the camp students will be tested on memorization of the marching music. In order to receive a place or dot in the show students must successfully pass this audition. In the event that a student cannot attend the camp due to unavoidable circumstances, the student will be tested on their marching music memorization before the band camp.

PERCUSSION ENSEMBLE I
Grade: 9-12
Prerequisite: Students should be enrolled in Marching Band (Marching Band will be held after traditional day/7th or 8th period)
Course Requirements: This ensemble may perform on several concert programs or festivals. The director, to prepare for performances, may call a limited amount of graded sectionals and rehearsals to be held outside of normal school hours.
Fee: $40.00

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation. Students will be responsible for operation expenses (example: instrument/equipment maintenance, uniform maintenance, travel expenses, entry fees, music and drill arranging, etc.) Fundraising opportunities will be made available. All members of the Percussion Ensemble should participate in Marching Band. Participation in after-school rehearsals and performances is required.

RHYTHMIC PRECISION
Grade: 9-12
Prerequisite: Students must also be enrolled in Marching Band (Marching Band will be held after traditional day/7th or 8th period)
Fee: $40

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation.

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BEGINNING GUITAR
Grade: 9-12
Prerequisite: Completion of beginning guitar/ teacher recommendation
Fee: $40.00

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, flatpicking, 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.

INTERMEDIATE GUITAR
Grade: 9-12
Prerequisite: Completion of Beginning Guitar with a “C” or better
Fee: $40.00

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flatpicking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, and improvisation and performing experiences. A progression of technical proficiency is expected. 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.

ADVANCED GUITAR
Grade: 10-12
Prerequisite: “C” or better in Intermediate Guitar/Teacher Recommendation
Fee: $40.00

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an advanced level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flatpicking, rhythmic patterns, chord study, finger picking styles, musical forms, and improvisation and performing experiences. A progression of technical proficiency is expected. 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.

GUITAR ENSEMBLE
Grade: 10-12
Prerequisite: Completion of beginning guitar/ teacher recommendation
Fee: $40.00

This one-year course is designed for students who have successfully completed the skills outlined in the Level 3 Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an advanced level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flatpicking, rhythmic patterns, chord study, fingerpicking styles, musical
forms, and improvisation and performing experiences. A progression of technical proficiency is expected. This course also includes ethnic music (ie: corridos/Mexican pop) 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.

**INTERMEDIATE ORCHESTRA**

Grade: 9-12  
Prerequisite: “C” or better in middle school orchestra/Teacher Recommendation  
Fee: $40.00

This one-year course is designed for students who have developed skills beyond those outlined and described in the Middle School Orchestra Syllabus. It includes further development of those skills necessary to become independent as a musician. The course emphasizes the place of string music in the students' musical heritage and the development in style, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on participating in a variety of performing experiences. This course may be repeated for credit. This course will fulfill the one arts/humanities credit required for graduation.

**ADVANCED ORCHESTRA**

Grade: 9-12  
Prerequisite: “C” or better in Intermediate Orchestra/Teacher Recommendation  
Fee: $40.00

This one-year course designed for students who have developed skills beyond those outlined and described in the Junior High School String Music Procedural Guide. It includes further development of those skills necessary to become independent as musicians. The course emphasizes the place of string music in Western musical heritage, style development, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit required for graduation.

**MUSIC APPRECIATION**

Grade: 9-12  
This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.

**VOCAL MUSIC COURSES**

**CHORUS**

Grade: 9-12  
Fee: $40.00 Uniform/Instructional Materials

This one-year course is designed for high school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including a range of historical periods and cultures. 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.
MADRIGALS
Grade: 10-12
Prerequisite: Previous choral experience/Teacher Recommendation
Fee: $40.00 Uniform/Instructional Materials

This one-year course is designed for high school students who have successfully completed an advanced choir course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of vocal chamber music in a range of historical periods and cultures. 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated. This group participates in numerous concerts and festivals and will travel in and out of the district. Students are required to participate in after-school performances and rehearsals.

VOCAL ENSEMBLE
Grade: 10-12
Prerequisite: Previous choral experience/Teacher Recommendation
Fee: $40.00 Uniform/Instructional Materials

This one-year course is designed for high school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated. Students are required to participate in concerts, festival and community performances throughout the year.

THEATER COURSES

THEATER I
Grade Level: 9-12
Prerequisites: Students will be required to attend specific performances throughout the year.
Fee: $40

This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. This course will fulfill one of the elective credits required for graduation.

THEATER II
Grade Level: 10-12
Fee $40
Prerequisites: Theater I with a grade of C or better. Students will be required to perform in main stage shows throughout the year. All rehearsals will be done in class. All performances will be done in the evening. Dates will be announced at the start of the school year.

This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Students are required to attend 3 Mojave High School Theatre Productions.

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THEATRE III
Grade Level: 11-12
Fee: $40
Prerequisite: Theatre I & II with a grade of C or better. Students are required to be involved in theatre festivals and workshops and to audition for theatrical productions at Mojave High School.

To help you progress even further in the theatrical field, this class will teach you to demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized; however, independent work is expected as well. This class also helps students develop the skills of directing. Students are required to attend 3 Mojave High School Theater productions.

THEATRE IV
Grade Level: Grade 12
Fee: $40
Prerequisite: Theatre III with a grade of C or better. Students are required to be involved in theatre festivals and workshops and to audition for theatrical productions at Mojave High School. This course also offered as a late bird. This course is for students with a high aptitude and desire for advanced training in acting techniques, acting theory, and directing. Students are required to attend 3 Mojave High School Theater productions.

TECHNICAL THEATER I
Grade Level: 9-12
Fee: $40
Prerequisites: Required to sign up for and work two shows or events a semester. Parents/guardians may be responsible for student expenses associated with competitions/performances. Parents/guardians will be responsible for additional student fees which can be offset by fundraising efforts. This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

THEATER TECHNOLOGY II
Grade Level: 10-12
Fee $40
Prerequisite: Pass Theatre Technology I with a grade of C or better.

This course is a continuation of Theatre Technology I. This course provides intermediate theater design technology students with instruction in advanced techniques and processes. Areas of study include lighting, sound, stage, and set design. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students are required to attend 3 Mojave High School Theater Main stage productions. Students are required to apply technical skills learned in class to Mojave High School events extending beyond school hours.

THEATER TECHNOLOGY III
Grade Level: 11-12
Fee: $40
Prerequisite: Theatre Technology I & II with a grade of C or better.

This course is a continuation of Theatre Technology II. This course provides advanced theater design technology students with instruction in advanced techniques and processes. Areas of study include lighting, sound, stage, and set design. Students will be expected to design, construct and apply theatre production skills for all school productions. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.
THEATRE TECHNOLOGY ADVANCED STUDIES
Grade Level: 12
Fee: $40
Prerequisite: Theatre Technology III with a grade of C or better.

This one-year course provides students who have achieved all content standards in Theatre Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. 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 and may be repeated.

Film Studies Courses

FILM STUDIES I
Grade Level: 9-12
Fee: $40
Prerequisite: None

In this one-year course, students study the development of the American film as an art form and a social phenomenon. The course surveys century genres, eras, trends, directors, studios, and influential people in the industry. Students will focus on the techniques of acting as they apply to the electronic and film media. Class work will focus on class discussion and criticism of various films. This course will fulfill either the one art/humanities credit or one of the elective credits required for graduation.
## Academic Services Courses

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### EDUCATION AND TRAINING

#### AVID

**Grade:** 9-12  
**Prerequisite:** Application process through the counseling office and administrative selection to the program

This one-year course, Advancement Via Individual Determination (AVID), is a national curriculum preparatory class for students who have been identified with high ability or talent but are not performing at grade level. It allows AVID students the opportunity to acquire skills and understanding at levels commensurate with their potential. This class will provide extra support for students to improve study skills, reading, and comprehension in all subject areas. Concurrent with enrollment in AVID, students will enroll in advanced-level college preparatory courses that fulfill college entrance requirements. Students will learn strategies in note taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading skills, and library research skills. Students will receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community will be included as an enhancement to the course curriculum. Ongoing home contact is integral to the success of the program. This course will fulfill one elective credit toward high school graduation. This course may be repeated.
HUMAN SERVICES

STUDENT TUTOR
Grade:  11-12
Prerequisite:  Students must complete an application/Teacher Recommendation

This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics laboratories in an elementary, junior, or senior high school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 2.0 cumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program’s requirements. This course will fulfill one of the elective credits required for graduation.

STUDENTS ARE LIMITED TO ONE CREDIT.

WORK-BASED LEARNING

APPLIED OFFICE PRACTICE
Grade: 11-12
Prerequisite: Application/2.5 GPA/no F’s or U’s on previous report card/less than 10 absences the previous semester

Students must have a completed application form

This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar’s office, school banker’s office, attendance office, activities and/or athletic director’s office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation.

SCHOOL-RELATED WORK EXPERIENCE (Cafeteria)
Grade: 9-12
Prerequisite: 2.0 GPA/Interview with Cafeteria Manager

This one-year course provides students with job opportunities on the school campus. This course will fulfill one of the elective credits required for graduation.

STUDENT AIDE
Grade: 11-12
Prerequisite: Application/2.5 GPA/no F’s or U’s on previous report card/less than 10 absences the previous semester

Students must have a completed application form

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.


CAREER AND TECHNICAL EDUCATION APPROVED COURSES OF STUDY

Students are expected to complete the series of courses in the approved pathway and may earn industry certification.

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CULINARY ARTS

CULINARY ARTS I
Grade: 9-12
Fee: $45.00

This one-year 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. ServSafe™ curricula is an integral part of 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.

CULINARY ARTS II
Grade: 10-12
Prerequisite: Successful completion of Culinary Arts I/Teacher Recommendation
Fee: $55.00 (There is an additional one-time uniform fee of $30.00. Uniform can be used as student progresses to Culinary III)

This one-year course provides students who have successfully completed Culinary Arts I with advanced practical training in areas of food preparation, equipment technology, merchandising, and service. Students gain experience in catering, banquet functions, and a la carte operations. ServSafe™ curricula is an integral part of 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.

CULINARY ARTS III
Grade: 11-12
Prerequisite: Successful completion of Culinary Arts I AND II/Teacher Recommendation
Fee: $45.00

This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. 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.
EDUCATION AND TRAINING

EDUCATION AND TRAINING I
Grades: 9-10
Prerequisite: None
Fee: $35.00

This course provides students with an introduction to the principles of education. This course addresses human development; care, teaching and learning, so that students can guide the development of learners in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching learners. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of education and training careers and begin to develop a career portfolio.

EDUCATION AND TRAINING II
Grades: 10-11
Prerequisite: Education and Training I
Fee: $35.00

This course is a continuation of Education and Training I. This course prepares intermediate education and training students to guide the development of learners in an educational setting. Course content includes human development, care, teaching and learning in a school classroom or workplace environment. Project-based learning experiences include planning and implementing developmentally appropriate activities, health and safety practices, and legal requirements of teaching learners. Students will expand their career portfolio. The appropriate use of technology and industry-standard equipment is an integral part of this course.

EDUCATION AND TRAINING III
Grades: 11-12
Prerequisite: Education and Training II
Fee: $40.00

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

VIDEO PRODUCTION

VIDEO PRODUCTION I
Prerequisite: None
Fee: $25.00

This one-year course introduces students to video production. Emphasis is on script writing, video recording, editing, converging media, and publication. Project-based learning, collaboration, and portfolio development are essential elements of this class. 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.
VIDEO PRODUCTION II
Prerequisite: Video Production I
Fee: $25.00
This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the 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.

VIDEO PRODUCTION III
Prerequisite: Video Production II
Fee: $30.00
This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Areas of emphasis include the development of various media and video productions for a variety of audiences. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the 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.

MEDICAL ASSISTING

HEALTH SCIENCE I
Grades: 9-10
Prerequisite: None
Fee: $50.00 (Uniform fee is included in the course fee)
This one-year course introduces students to health occupations with a clinical perspective. This course includes medical terminology, health care careers and systems, safety, legal responsibilities, wellness, and disease prevention. Instructional practices incorporate the 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.

HEALTH SCIENCE II
Grades: 10-11
Prerequisite: “C” or better in Health Science I
Fee: $45.00
This one-year course provides students who have successfully completed Health Science I with a clinical perspective of anatomy and physiology. Emphasis is placed on the organization, structure, and function of the human body, growth and development, wellness, and pathophysiology. Instructional practices incorporate the 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.

MEDICAL ASSISTING*
Grades: 11-12
Prerequisite: “C” or better in Health Science II
Fee: $45.00
This one-year course provides students who have successfully completed Health Science II with the skills required for entry into the healthcare field. Demonstrations and laboratory experiences are an integral part of this course. Instructional practices incorporate the 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 elective credits required for high school graduation.

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SPORTS MEDICINE
HEALTH SCIENCE I
Grade: 9-10
Fee: $50.00 (Uniform fee is included in the course fee)

This one-year course introduces students to health occupations with a clinical perspective. This course includes medical terminology, health care careers and systems, safety, legal responsibilities, wellness, and disease prevention. 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.

After this 1 year class then students choose either Medical Assisting or Physical Therapy/Sports Medicine for their next 2 years to finish the 3 year sequence.

SPORTS MEDICINE I
Grade: 10-11
Prerequisite: “C” or better in Health Science I/Teacher Recommendation
Fee: $45.00

This one-year course is designed for students who have successfully completed Health Science I. Students are provided instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. 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. Students will have the opportunity to complete a sports medicine internship with the sports medicine department at Mojave High School. Students may also participate in the rehabilitation of actual patients in our physical therapy clinic on campus.

SPORTS MEDICINE II
Grade: 11-12
Prerequisite: “C” or better in Health Science I/Teacher Recommendation
Fee: $45.00

This one-year course will give students hands-on experience evaluating injuries commonly sustained by the competitive athlete. It includes all areas of sports medicine such as sports medicine terminology, musculoskeletal anatomy, evaluation, assessment, rehabilitation, and prevention of athletic injuries. Emphasis will be placed on evaluating and assessing athletic injuries. 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 will fulfill one elective credit required for high school graduation.

SPORTS AND ENTERTAINMENT MARKETING
PRINCIPLES OF BUSINESS AND MARKETING
Grades: 9-10
Prerequisite: None
Fees: $35 includes DECA membership fees.

This course is an entry-level course in the Business Management, Entrepreneurship, Marketing, and Sports & Entertainment Marketing programs that develops student understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental business and marketing activities, factors affecting business, develop verbal and written communications skill, and participate in career exploration and planning.

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SPORTS AND ENTERTAINMENT MARKETING I
Grades: 10-11
Prerequisite: Principles of Business and Marketing
Fees: $35 (includes DECA)
This course is a continuation of a Sports and Entertainment Marketing program. Students will advance their knowledge and skills in promotion, pricing, channel management, marketing-information management, market planning, market research, promotion, product management and professional selling as it relates to sports and entertainment. The appropriate use of technology and industry-standard equipment is an integral part of this course.

SPORTS AND ENTERTAINMENT MARKETING II
Grade: 11-12
Prerequisite: Sports and Entertainment Marketing I
Fees: $35 (includes DECA)
This course is a continuation of a Sports and Entertainment Marketing program. Students will advance their knowledge and skills in promotion, pricing, marketing-information management, market research, and development of the marketing plan as it relates to sports and entertainment industries. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

STEM ROBOTICS
Grade: 9-12
This one-year STEM (Science, Technology, Engineering, and Mathematics) focused course is designed to provide a hands-on approach to basic engineering concepts in robotic technologies. Areas of emphasis include the development of robotics as an influence on manufacturing and society, computer science concepts, and an introduction to engineering with cross-curricular references to mathematics and science. Instruction will incorporate appropriate safety practices and 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.

COMPUTER SCIENCE
AP COMPUTER SCIENCE PRINCIPLES
Grade: 9-12
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. 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 either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

AP COMPUTER SCIENCE A
Grade: 10-12
Prerequisite: Algebra 1 with a B or better, and/or successful completion of AP Computer Science Principles, Math Teacher Recommendation
AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and
methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using **Java language**. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.(College Board AP CSP Overview)

**ARMY JUNIOR RESERVE OFFICER TRAINING CORPS**

**TRAINING CORPS (JROTC)**
The JROTC program originated as part of the National Defense Act of 1916, which authorized the Secretary of War to issue equipment to those secondary schools desiring military training programs. The concept was revalidated and expanded during the congressional hearings preceding the passage of the ROTC Vitalization Act of 1964. Under this statute, the Army sponsors training in private and public schools at the secondary education level. The JROTC Program of Instruction is an integral part of the institution’s curriculum; however, overall performance of the program is closely monitored by the Army. The Army JROTC Program objectives are to develop/enhance in each cadet a sense of patriotism and good citizenship, leadership traits and self-discipline, communication and teamwork skills, and physical fitness.

Cadets (students) ARE NOT taught any military tactics or combat training, although students will learn military drill and marching which may include the use of replica wood rifles. Additionally, participation in this program DOES NOT obligate the student in any way for future military service.

Male cadets with long hair will be required to cut their hair in keeping with military uniform standards. Male cadets will be required to shave facial hair in keeping with military uniform standards. All cadets will be required to have hair colors that are natural (no pink, blue, green, etc. colors). Facial body piercings are also unacceptable while wearing the JROTC issued uniform.

**ARMY JUNIOR ROTC I**
Grade: 9 – 12
Prerequisite: None
Fee: $30 (covers fitness uniform and cleaning of military uniform at end of the year).

This one-year course is designed for first-year students in the Army Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum provided by the Army. 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 either one of the two physical education credits or one of the elective credits required for high school graduation.

**ARMY JUNIOR ROTC II**
Grade: 10 – 12
Prerequisite: "C" or better in Army JROTC I and/or teacher recommendation
Fee: $30 (covers fitness uniform and cleaning of military uniform at end of the year).

This one-year course is designed for second-year students in the Army Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation by instructors who are retired United States Army officers, and enlisted personnel utilizing curriculum provided by the Army. 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 either one of the two physical education credits or one of the elective credits required for high school graduation.
ARMY JUNIOR ROTC III
Grade: 11 – 12
Prerequisite: “C” or better in Army JROTC II and/or teacher recommendation
Fee: $30 (covers fitness uniform and cleaning of military uniform at end of the year).

This one-year course is designed for third-year students in the Army Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation by instructors who are retired United States Army officers, and enlisted personnel utilizing curriculum provided by the Army. 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 either one of the two physical education credits or one of the elective credits required for high school graduation.

ARMY JUNIOR ROTC III HONORS
Grade: 11 – 12
Prerequisite: “B” or better in Army JROTC II and/or teacher recommendation
Fee: $30 (covers fitness uniform and cleaning of military uniform at end of the year).

This one-year course is designed for third-year students in the Army Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum provided by the Army. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. 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 either one of the two physical education credits or one of the elective credits required for high school graduation.

ARMY JUNIOR ROTC IV
Grade: 12
Prerequisite: “C” or better in Army JROTC IV and/or teacher recommendation
Fee: $30 (covers fitness uniform and cleaning of military uniform at end of the year).

This one-year course is designed for fourth-year students in the Army Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum provided by the Army. 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 either one of the two physical education credits or one of the elective credits required for high school graduation.

ARMY JUNIOR ROTC IV HONORS
Grade: 12
Prerequisite: “B” or better in Army JROTC IV and/or teacher recommendation
Fee: $30 (covers fitness uniform and cleaning of military uniform at end of the year).

This one-year course is designed for fourth-year students in the Army Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service.
This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum provided by the Army. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. 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 either one of the two physical education credits or one of the elective credits required for high school graduation.

**ROTC DRILL & LEADERSHIP**

Grade: 9-12  
Prerequisite: Concurrent enrollment in JROTC; **Students must be able to provide their own transportation. Class will be held as an "Early Bird" class**

This course is designed to provide the student with specialized precision drill involving more than normal JROTC class physical activity and leadership exercises. Areas covered include military drill, competitive exercise, classroom and field instruction in leadership, and exercises in leadership. **This class is offered before school hours and may be taken as an addition to the regular student load. Students must be able to provide their own transportation. This course does not fulfill any PE requirement.**
PHYSICAL EDUCATION/HEALTH/JROTC COURSES

Physical Education/Health Education/JROTC

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<th>Courses</th>
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<td>● Functional Fitness II</td>
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<tr>
<td>Health</td>
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<td>● Health</td>
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</table>

HEALTH EDUCATION

Grade: 9-12

Students are expected to complete this ½ credit before graduation

This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision-making, wellness, nutrition and physical activity, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. 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. The course fulfills the one-half credit of health required for high school graduation.

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

Grade: 9-12

Prerequisite:

Fee: $25.00 PE uniform/lock rental

This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal setting, and health-related fitness knowledge. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. 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 two physical education credits required for high school graduation.
PHYSICAL EDUCATION II
Grade: 9-12
Prerequisite: Physical Education I
Fee: $25.00 PE Uniform/lock rental
This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. 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. 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 two physical education credits required for high school graduation.

FUNCTIONAL FITNESS
Grade: 9-12
Fee: $25.00 PE Uniform/lock rental
This one-year course is designed to promote a positive approach toward personal health. The student is provided with experiences in health-related fitness and decision-making skills, self-esteem, and personal regard. This course develops knowledge pertaining to the principles of wellness, components of fitness, proper nutrition, personal decision-making skills, and career opportunities. Students participate in direct classroom instruction, computer-generated activities and application, and moderate to vigorous activity for a minimum of 50% of the instructional time. 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 two physical education credits required for high school graduation.

PHYSICAL CONDITIONING WITH WEIGHTS
Grade: 10-12
Prerequisite: “C” or better in PE I and PE II, or Functional Fitness I and II, or Teacher Recommendation/Coach Recommendation
Fee: $25.00 Uniform/locker rental
This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development and safety are emphasized. 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 elective credits required for high school graduation.
Mojave High School Student Services Department offers courses designed to provide a comprehensive course of study for students with behavioral, cognitive, emotional, learning, and physical disabilities in grades 9-12. Curriculum emphasis is placed on developing social, vocational, and academic skills that students will need to perform basic competencies in such areas as reading, writing, and mathematics in the college, military, and/or workplace setting.

The Student Services Department offers three models to assist students with disabilities achieve. Students are placed in the least restrictive environment, as recommended in their Individualized Educational Plan (IEP). The models are:

**COOPERATIVE TEACHING MODEL**
This model is designed to assist students with disabilities in becoming successfully integrated into a general class or classes. The special education teacher and the general education teacher cooperatively work with the entire class on planning lessons and instructional strategies.

**RESOURCE ROOM MODEL**
This model is designed for students with disabilities who have difficulty within a particular subject or subjects. The special education teacher plans lessons and instructional strategies in a specific content area. Emphasis is on returning students to the general education setting as soon as possible.

**SPECIALIZED EDUCATIONAL PROGRAM MODEL**
This model is designed for students whose disabilities require extreme instructional and curriculum modifications that cannot be feasibly performed in a resource or regular education program. The special education teacher utilizes specialized curriculum and instructional modes to educate students. Emphasis is on returning students to resource room or general education settings as soon as possible.

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ENGLISH
ENGLISH 1
Grade: 9
Prerequisite: IEP
This full year course emphasizes the study of grammar and composition. Skills in thinking, listening, reading, writing, and speaking are developed through increased knowledge of grammar and usage, including practical application to writing sentences and paragraphs. Emphasis is placed upon acquiring the survival skills necessary to function in everyday life. Students will address grammar basics and creative writing. Individual needs will also be addressed. This class fulfills one credit in English required for graduation.

ENGLISH 2
Grade: 10
Prerequisite: IEP & English 1
This full year course continues to develop the fundamental skills of reading and writing. Language skills are expanded and vocabulary skills are improved. Students will learn to use a variety of sentence patterns in their writing, to compose writings of more than one paragraph, improve reading comprehension and increase their reading rate. Individual needs will also be addressed. This class fulfills one credit in English required for graduation.

ENGLISH 3
Grade: 11
Prerequisite: IEP & English 2
This full year course emphasizes the skills of reading and writing with proficiency. Writing skills will focus on the requirements for the Proficiency exam as well as different writing styles such as descriptive, persuasive and expository. Test taking strategies will be woven into the review of reading skills and the reading process. Review of skills in thinking, listening, reading, writing, and speaking are included. Individual needs will also be addressed. This class fulfills one credit in English required for graduation.

ENGLISH 4
Grade: 12
Prerequisite: IEP & English 3
This full year course emphasizes the skills of reading and writing with proficiency for use in the work force or college. Test taking strategies will be woven into the review of skills in reading, thinking, listening, writing, and speaking. Individual needs will also be addressed. This class fulfills one credit in English required for graduation.

READING APP
Grade: 9 - 12
Prerequisite: IEP
This course is designed to improve students' word recognition, decoding, phonetic, and reading comprehension skills. Sequencing and main ideas will also be addressed. This course is not designed to prepare students for the End of Course Exams.

MATHEMATICS
MATH I
Grade: 9 - 12
Prerequisite: IEP
This class is designed in terms of competencies in the areas of basic number systems and career math. Students will be encouraged to develop skills appropriate to their ability level in the areas of operations and measurements for personal and vocational use. This course also emphasizes the understanding of mathematical concepts as they relate to the management of materials and money within the framework of our economic system and implies that understanding to
personal and vocational use is necessary in everyday life. The instructional pace and material will be modified to meet the individual needs of students. This course fulfills one credit in mathematics required for graduation.

**PRINCIPLES OF ALGEBRA**
Grade: 9 - 12  
Prerequisite: IEP  
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. Students will be provided with accommodations and modifications to the curriculum to meet the needs of the IEP. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

**PRINCIPLES OF GEOMETRY**
Grade: 9 - 12  
Prerequisite: IEP  
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. Students will be provided with accommodations and modifications to the curriculum to meet the needs of the IEP. This course will fulfill one of the mathematics credits required for high school graduation.

**SCIENCE**

**PRINCIPLES OF PHYSICAL SCIENCE**
Grade: 9 - 12  
Prerequisite: Specialized Programs only  
This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to physical science. Topics include Forces and Interactions, Energy, Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Students with Individual Education Programs (IEP’s) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 science credits required for high school graduation and qualifies as a laboratory science.

**PRINCIPLES OF GEOSCIENCE**
Grade: 9 - 12  
Prerequisite: Specialized Programs only  
This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to earth and space science. Topics include Space Systems, History of Earth, Earth’s Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP’s) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 science credits required for high school graduation and qualifies as a laboratory science.

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PRINCIPLES OF BIOLOGY
Grade: 9 - 12
Prerequisite: Specialized Programs only

This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to biology. Topics include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 science credits required for high school graduation and qualifies as a laboratory science.

SOCIAL STUDIES

WORLD HISTORY
Grade: 10
Prerequisite: IEP

This course is an investigation of history relative to the world using a chronological approach. Emphasis will be placed on important events, people, and ideas that have shaped today's living. The skills of critical thinking, listening, reading, writing, and speaking will be reflected in the course. This course fulfills a requirement in World History for graduation. Instruction will be modified to meet individual student needs.

U.S. HISTORY
Grade: 11
Prerequisite: IEP

This course provides students with a basic knowledge of the characteristics of the United States from its settlement and colonization through its development as a major force in the world. It fulfills the U.S. History requirement for graduation. Instruction will be modified to meet individual student needs.

U.S. GOVERNMENT
Grade: 12
Prerequisite: IEP

This course is a study of the different types of government, the way we choose our leaders, our privileges and obligations as citizens, and how we can serve our government. It includes the functions and responsibilities of national, state, and local governments. It fulfills the government requirement for graduation. Instruction will be modified to meet individual student needs.

PHYSICAL EDUCATION/HEALTH

PHYSICAL EDUCATION I
Grade: 9-12
Prerequisite: IEP

This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal setting, and health-related fitness knowledge. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. 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 two physical education credits required for high school graduation.

**PHYSICAL EDUCATION II**
Grade: 10-12  
Prerequisite: IEP

This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. 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. 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 two physical education credits required for high school graduation.

**HEALTH EDUCATION**
Grade: 9  
Prerequisite: IEP

This one semester required course stresses the study of the human body systems and their functions relating to good health. Emphasis will be placed on first-aid techniques and sex education as addressed according to requirements of the Clark County School District approved course curriculum. Instruction will be modified to meet individual student needs.

**ELECTIVES**

**PREVOCATION**
Grade: 9 - 12  
Prerequisite: IEP

This one-year course will prepare students for entry-level jobs after graduating from high school. Students will practice interviewing skills, completing job applications and writing resumes. Instruction will be modified to meet individual student needs.

**STUDY SKILLS**
Grade: 9 - 12  
Prerequisite: IEP

This one year course is designed to assist and support students in their classes. Support and assistance will be provided to the students in completing homework, developing study habits and communicating with individuals in the educational program.

**SOCIAL LIVING / INDEPENDENT LIVING**
Grade: 9 - 12  
Prerequisite: IEP

This one-year course is designed to help students build personal and interpersonal skills needed for their post-secondary lives in the work world, military, or college. Skills and areas of focused instruction include gaining and developing independence through self-advocacy, practicing and implementing socially acceptable behaviors in a variety of situations such as school, work, social, etc., and maintaining and fostering valuable relationships. Responsibilities and involvement in establishing interpersonal relationships and personal care are covered through curriculum and community-based instruction (CBI). Instruction will be modified to meet individual needs.

**CAREER EXPLORATION**
Grade: 9  
Prerequisite: IEP

This semester course provides for exploration and skill development in community related occupations and explores career decision-making. Instruction will be modified to meet individual student needs.

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<td>Geometry Honors</td>
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### Elective Courses

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<th>Performing Arts</th>
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<th>CTE</th>
<th>PE/JROT C</th>
<th>English</th>
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<td>French I</td>
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<td>Beginning Guitar</td>
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<td>Intermediate Guitar</td>
<td>Beg Guitar</td>
<td>Principles of Business</td>
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<td></td>
<td>Intermediate Orchestra</td>
<td>Inter Guitar</td>
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<td>Theater</td>
<td>Tech Theater</td>
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*Full course descriptions are located at [http://schools.ccsd.net/mojave/](http://schools.ccsd.net/mojave/)*
9th Mojave High School

Course Selection Worksheet

Use this form to determine your selections as you complete the course selection process.
Circle the appropriate course you would like to take

1. ENGLISH 9  ENGLISH 9 HONORS

2. PRE-ALGEBRA  ALGEBRA I  * GEOMETRY  *GEOMETRY H

3. BIOLOGY  BIOLOGY HONORS

4. PE I  Army JROTC  Functional Fitness/Crossfit

5 AVID

6. ELECTIVE __________________________ Fee ______

7. ELECTIVE __________________________ Fee ______

Alternative Elective Course Choices: List in order of preference. If no course alternatives are listed, you will be placed in open available electives. Be sure to read the course registration guide for elective fees and prerequisites. You will not be placed in an elective for which the prerequisites have not been met.

A. __________________ Fee_____  C. __________________ Fee _____

B. __________________ Fee _____  D. __________________ Fee _____

Full course descriptions are located at http://schools.ccsd.net/mojave/

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<td>Chorus</td>
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<td>Physical Conditioning with Weights</td>
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Mojave High School Registration Guide 19-20 (rev 3.6.19)
10th Mozave High School

Course Selection Worksheet

Use this form to determine your selections as you complete the course selection process.
Circle the appropriate course you would like to take

1. ENGLISH 10  ENGLISH 10 HONORS

2. ALGEBRA I  GEOMETRY  GEOMETRY HONORS*  ALGEBRA II  ALGEBRA II HONORS*

3. CHEMISTRY  CHEMISTRY HONORS*  GEOSCIENCE  GEOSCIENCE HONORS*

4. GEOGRAPHY  WORLD HISTORY  WORLD HISTORY HONORS*  AP WORLD HISTORY **

5. PE II  ARMY  JROTC CROSSFIT

➢ AP courses require that students must complete an AP Course Commitment Letter and have a teacher recommendation (letters are in the Counseling Office)
➢ Course challenge forms must be completed if challenging a teacher recommendation (forms are in the Counseling Office)

Alternative Elective Course Choices: List in order of preference. If no course alternatives are listed, you will be placed in open available electives. Be sure to read the course registration guide for elective fees and prerequisites. You will not be placed in an elective for which the prerequisites have not been met.

C. ___________________ Fee_____  C. ___________________ Fee _____
D. ___________________ Fee ____  D. ___________________ Fee _____

Full course descriptions are located at http://schools.ccsd.net/mojave/

Mojave High School Registration Guide 19-20 (rev 3.6.19)
## Course Offerings 11th Grade

### Core Classes

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</table>
## 11th Mojave High School Course Selection Worksheet

Use this form to determine your selections as you complete the course selection process. Circle the appropriate course you would like to take.

1. **ENGLISH 11**  
   **ENGLISH 11 HONORS***  
   **AP LITERATURE/COMPOSITION**

2. **GEOMETRY**  
   **GEOMETRY HONORS***  
   **ALGEBRA II**  
   **ALGEBRA II HONORS***  
   **PRE-CALCULUS HONORS***  
   **AP ______________***

3. **CHEMISTRY**  
   **CHEMISTRY HONORS***  
   **GEOSCIENCE**  
   **GEOSCIENCE HONORS***  
   **PHYSICS**  
   **PHYSICS HONORS***  
   **AP ______________***

4. **U.S. HISTORY**  
   **US HISTORY HONORS***  
   **AP US HISTORY***

**Elective choices are listed at the back of this worksheet. Please list your top two choices below. Be sure to read the course registration guide for elective fees and prerequisites.**

5. **ELECTIVE __________________________**
6. **ELECTIVE __________________________**
7. **ELECTIVE __________________________**

- AP courses require that students must complete an AP Course Commitment Letter and have a teacher recommendation (letters are in the Counseling Office)
- Course challenge forms must be completed if challenging a teacher recommendation (forms are in the Counseling Office)

**Alternative Elective Course Choices:** List in order of preference. If no course alternatives are listed, you will be placed in open available electives. Be sure to read the course registration guide for elective fees and prerequisites. You will not be placed in an elective for which the prerequisites have not been met.

|   | Fee  | |   | Fee  |
|---|------| |---|------|
| A. |       | C. |       |
| B. |       | D. |       |

*Full course descriptions are located at [http://schools.ccsd.net/mojave/](http://schools.ccsd.net/mojave/)*

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Mojave High School Registration Guide 19-20 (rev 3.6.19)
Use this form to determine your selections as you complete the course selection process. Circle the appropriate course you would like to take.

1. ENGLISH 12    ENGLISH 12 HONORS*    AP LANGUAGE/COMPOSITION***
2. ALGEBRA II    ALGEBRA II HONORS*    PRE CALCULUS HONORS*
    STATISTICS*    TOPICS OF MATH    MATH PERSONAL FINANCE
    COLLEGE PREP MATH    AP ______________***
3. CHEMISTRY    CHEMISTRY HONORS*    GEOSCIENCE
    GEOSCIENCE HONORS*    PHYSICS    PHYSICS HONORS*
    AP ______________***

** Elective choices are listed at the back of this worksheet. Please list your top three choices below. Be sure to read the course registration guide for elective fees and prerequisites.

5. ELECTIVE _________________
6. ELECTIVE _________________
7. ELECTIVE _________________

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A. _________________ Fee_____    C. _________________ Fee _____
B. _________________ Fee _____    D. _________________ Fee _____

Full course descriptions are located at http://schools.ccsd.net/mojave