Course Catalog
2020-2021
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General Information

INTRODUCTION

The information in this publication has been compiled to assist students in planning their four years of high school course work. Courses offered next fall will be the courses students select this spring. Generally, if fewer than twenty-five students request a class, it will not be offered. Choose alternative courses wisely.

SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at: https://ccsd.net/district/calendar/

PREREGISTRATION

The following important information should be reviewed before selecting classes:

1. Review graduation requirements.
2. Set educational goals to prepare for your post-high school plans and career interests.
3. An on-line four-year Academic Plan is accessible through Infinite Campus for regular review and revision as necessary. Regular review of the plan throughout high school will assist students in preparation for adulthood in the 21st Century.
4. Research the requirements for the college or university you are considering to ensure that you are selecting appropriately.
5. Prior courses may be repeated for a higher grade with the clearance of your counselor.
6. Any course taken outside of the Palo Verde High School campus MUST be approved and signed off by your counselor FIRST.
7. YOU WILL BE EXPECTED TO REMAIN IN YOUR COURSES THROUGHOUT THE ACADEMIC YEAR UNLESS A CHANGE IS NECESSITATED BECAUSE OF ERRORS IN PLACEMENT OR GRADUATION REQUIREMENTS.
8. COURSES DROPPED AFTER THE 18TH DAY OF A SEMESTER WILL RECEIVE A GRADE OF “F”.

- READ the entire Course Catalog before you register. Be certain the prerequisites for selected courses have been met.
- DISCUSS your course selection with your parents and teachers before registration.
  Many courses require teacher approval, fees, outside time commitments and/or attendance at school events.
- COMPLETE the online registration form to select your electives.

INFINITE CAMPUS – INTERNET STUDENT INFORMATION SYSTEM

INFINITE CAMPUS provides users with up-to-date student information and helps to speed the flow of communication. The INFINITE CAMPUS web interface is easy to use and requires no training. Parents can access INFINITE CAMPUS from work or home to check on attendance, report cards, current grading information, and transcripts. Information regarding downloads can be found at: ccsd.net/parents/infinite-campus/choice.php
4X4 BLOCK SCHEDULE

Palo Verde High School operates on a 4X4 block schedule. Students attend periods 1-3-5-7 on A day and periods 2-4-6-8 on B day. A total of 8 credits can be earned during the regular day in the school year.

PREREQUISITES

Prerequisites are listed in the Course Catalog to help students and parents make the best educational decisions possible. Students must either meet these prerequisites to enroll in a course or request permission to challenge the course. Both semesters of a prerequisite course must be successfully completed.

COURSE FEES

Elective course fees are charged for select classes. These course fees cover the actual cost for supplies and course materials. A family’s difficulty purchasing all the necessary items and/or fees will not prevent a student’s enrollment in any class. If alternatives to immediate payment of fees must be considered, the counselor and/or respective teacher(s) should be contacted. Classes will not be changed due to an inability to pay a fee.

EARLY AND LATE BIRD CLASSES

Early and Late Bird classes are offered on a limited basis depending on staffing and funding. Some classes are offered as electives. Students who choose to take an early or late bird class must remain in the class for the entire semester and maintain their complete schedule. Also, students that take an early or late bird class must provide their own transportation.
Palo Verde High School is an International Baccalaureate World School offering the Diploma Programme. Additionally, we offer Certificate Courses to be taken as individual classes. Only those students who follow the two year prescriptive courses and program set by IB will be eligible for the International Baccalaureate Diploma. IB World Schools share a common philosophy: a commitment to high quality, challenging international education. Palo Verde's own mission statement emphasizes the IB philosophy: the mission of Palo Verde is to prepare students to realize their academic, creative, emotional, physical, social, and career potentials as contributing members of a multicultural society in an international community of mutual respect. Only schools authorized by the IB Organization can offer the Diploma Programme. For further information about the IB and its programmes, visit http://www.ibo.org.

Research by the IB Global Research Department reports the following:

“In the University of California system, DP (Diploma Programme) performance was the best predictor of college performance, and across income groups IB students earned higher grade point averages and graduated at higher rates.”

“Of DP students…who attend college in the US, most enroll directly in somewhat selective, or more selective, four-year institutions, and generally graduate at higher rates than the institutional averages.”

“In US high schools, IB students rated higher levels of academic, social and emotional engagement…”

*IB World* reports the top TEN reasons why the **IB Diploma is ideal for university preparation**:

1. It offers academic breadth AND depth,
2. Graduates care about more than just results,
3. It creates independent thinkers who feel prepared,
4. It’s a genuinely international qualification, 
5. Universities recognize it – and give credit for it, 
6. The IB encourages critical thinking, 
7. You’ll never need to learn time management, 
8. It assesses more than examination techniques, 
9. Subjects are not taught in isolation, and 
10. IB learners are: open-minded, risk-takers, communicators, thinkers, inquirers, balanced, knowledgeable, reflective, caring, and principled

As reported on the IB organization web site: The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme, has gained recognition and respect from the world’s leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as students are challenged to complete the following:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme’s unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

REQUIREMENTS

IB Diploma Programme students must choose one subject from each of groups 1 through group 5 – studies in language and literature, language acquisition, individuals and societies, science, mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level, while the other subjects are taken at standard level. Visit http://www.ibo.org for more information.

The Diploma Programme features three core elements that broaden students’ educational experience and challenge them to apply their knowledge and skills.

- The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance examined through two Diploma Programme subjects.
- Theory of knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- Creativity, action, service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value.
PROGRAM AIMS

- Provide rigorous and broad-based curricula and assessments.
- Maintain high academic standards common to schools worldwide.
- Allow students to develop individual talents.
- Foster critical and compassionate thinkers.
- Open the window between the classroom and the outside world.
- Foster a lifelong interest in learning as well as informed and responsible citizenship.
- Promote international understanding and a respect for a variety of cultures.
- Facilitate university entrance around the world.

WHAT IS IT?

- An internationally recognized program.
- A high-quality curriculum that aims to encourage critical thinking by the study of traditional disciplines while encouraging an international perspective.
- A program designed for the academically motivated student who can function across the curriculum and who has learned to manage time well.

WHY DO IT?

- IB has an international acceptability, which allows for both flexibility and mobility.
- IB educates the “whole person.”
- IB encourages students to appreciate cultures and attitudes other than their own and to be informed, tolerant, and willing to communicate with others.
- The IB approach to education is not encyclopedic. The emphasis is on helping students to learn how to learn and how to analyze.
- IB provides a broad general education while still allowing specialized study in areas corresponding to the individual’s interests and plans for the future.
- IB provides rigorous and broad-based curricula and assessments.
- IB maintains high academic standards common to schools worldwide.
- IB allows students to develop individual talents.

Students must have taken Geometry and the second year of the same foreign language prior to the start of their junior year.
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

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

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

^^ Students earning an Alternative Diploma will take the NAA exam in lieu of the ACT with Writing.

* To satisfy either the Arts/Humanities/CTE state requirement for the standard diploma or the additional social studies requirement for the other diplomas, CCSD students must:
  - Pass semesters 1 and 2 of World History, or
  - Pass semesters 1 and 2 of Geography, or
  - Pass semester 1 of World History and semester 2 of Geography, or
  - Pass semester 1 of Geography and semester 2 of World History.

** 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.

*** For the College and Career Ready Diploma, students must:
1. Complete requirements in the table above, including Algebra II or higher, with a 3.25 weighted GPA, and
2. Demonstrate proficiency in two languages, or two (2) units in AP courses, IB courses, Dual Credit courses, CTE courses, Work Based Learning courses, or a world language course, and
3. Earn at least one of the following endorsements:
   - College-Ready endorsement for students who successfully complete a college readiness assessment, and receive not less than remedial scores for initial (non-remedial) placement into college-level English and mathematics courses (use the Infinite Campus Student/Parent to view the Academic Plan Progress Report), or
   - Career-Ready endorsement for students who successfully complete the ACT National Career Readiness Certificate (NCRC) –level Silver or above, or successfully complete the Armed Services Vocational Aptitude Battery (ASVAB) – score 50 or above, or obtain a Career and Technical Education Skills Attainment Certificate, or
   - obtain a credential on Nevada’s Industry-Recognized Credentials List (OWINN).

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents
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>
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<th>Core Enrollment Expectations</th>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics (including Algebra II or higher)</td>
<td>4</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>Social Studies and History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></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.

SOURCES: NRS 389.018, Nevada Board of Regents, Nevada Treasurer’s Office

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.

Last Day for Credit in Face-to-Face Instruction for 20-21 School Year

Semester 1: September 2, 2020

Semester 2: January 29, 2021
**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 Cohort of 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, NAC 389.6625

**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

**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. The academic plan is built upon a student’s individual postsecondary goals.

**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/](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
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 Campus Student and Campus Parent. The graduation program Progress Report is an easy-to-use guide that shows a student’s progress towards specific credit requirements, testing requirements, and any additional requirements for the planned diploma type. To view this report in Campus Parent or Student, go to Academic Plan > Next > Progress Report.

A career tech program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review career tech programs and progress online using Campus Student and Campus Parent. The career tech program Progress area works in the same way as the graduation programs. Students can view their progress towards any number of career tech options, including a specific CTE program, the Seal of Biliteracy, and more.

FOUR-YEAR COURSE PLANS

All ninth-grade students must have an approved four-year academic plan. The academic plan must include 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 (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The ninth-grade student and their 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. Please contact your school directly for instructions on how to approve your child’s academic plan online.

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.

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.

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.

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.

Families can use Campus Student/Parent Progress Report to track progress towards a CTE program (career tech program) online. 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
- A 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.

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:

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.
**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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Varsity, Junior Varsity</td>
</tr>
<tr>
<td>Basketball</td>
<td>Varsity, Junior Varsity, B-Team</td>
</tr>
<tr>
<td>Bowling</td>
<td>Varsity, B-Team</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Varsity, Junior Varsity, B-Team</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Varsity</td>
</tr>
<tr>
<td>Dance Group</td>
<td></td>
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<tr>
<td>Drill Team</td>
<td></td>
</tr>
<tr>
<td>Flag Football</td>
<td>Varsity, Junior Varsity, B-Team</td>
</tr>
<tr>
<td>Football</td>
<td>Varsity, Junior Varsity, B-Team</td>
</tr>
<tr>
<td>Golf</td>
<td>Varsity</td>
</tr>
<tr>
<td>Golf</td>
<td>Varsity/Flags/Mascots</td>
</tr>
<tr>
<td>Soccer</td>
<td>Varsity, Junior Varsity, B-Team</td>
</tr>
<tr>
<td>Softball</td>
<td>Varsity, Junior Varsity</td>
</tr>
<tr>
<td>Swimming</td>
<td>Varsity</td>
</tr>
<tr>
<td>Tennis</td>
<td>Varsity</td>
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<tr>
<td>Track</td>
<td>Varsity</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Varsity, Junior Varsity, B-Team</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Varsity, Junior Varsity</td>
</tr>
</tbody>
</table>

SOURCE: NAC 389.488

**CCSD Athletic Eligibility Requirements**

**Transfer Rules**

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students on a zone variance are ineligible for 180 school days.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private or private to public school are ineligible for 180 school days.
- Students who transfer from a public to charter school or charter school to public school are ineligible for 180 school days.
- Students who transfer from a magnet/select/open enrollment/minority to majority school are ineligible for 180 school days.

**Age Limitations**

- A student whose twentieth (20) birthday occurs during a season is ineligible to participate in any sanctioned sport during that season and any season that is conducted after that date.

**Physical Examinations**

- All students must pass a physical examination by a licensed physician. Physical examinations must be completed on the appropriate NIAA forms.

**Residency Rules**

- Students are only eligible for interscholastic competition for the school located in the attendance zone in which their parents or legal guardian resides.
- A student living with a legal guardian must be approved through the CCSD Athletic Department.
- Falsification of any documents or being dishonest regarding your residency may result in ineligibility for 360 school days (2 years).

**Academic Requirements**

- Must be enrolled in at least two (2) units of credit and regularly attending school.
- Students must have successfully completed at least two (2) units of credit the immediate preceding semester.
- Students must obtain a grade point average of at least 2.0 for the immediate preceding semester.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- All incoming freshmen are initially academically eligible.

Please visit [www.ccsd.net](http://www.ccsd.net) to access the High School Athletic Eligibility Rules in greater detail.
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.


POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

The Nevada Board of Regents sets the requirements for admission to Nevada System of Higher Education (NSHE) institutions. To see all Nevada options, please visit the NSHE website: [https://nshe.nevada.edu/nshe-institutions/](https://nshe.nevada.edu/nshe-institutions/). The four-year NSHE admission criteria are as follows:

- 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,
- Coast Guard: http://www.gocoastguard.com,
- Marines: http://www.marines.com/,
- National Guard: http://www.nationalguard.com/

SOURCE: https://www.heath.gwu.edu/awareness-postsecondary-options
NEVADA SCHOLARSHIPS

MILLENIUM 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 offers 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://thepkf.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.
PALO VERDE HIGH SCHOOL

COURSE OFFERINGS & DESCRIPTIONS
PVHS International Baccalaureate Diploma Programme Course Descriptions
(Excerpted and adapted from International Baccalaureate Online Curriculum Centre Subject Guides)

Current 10th grade students interested in the IB Diploma Programme for the 2020-2021 school year can obtain an application in the counseling office. Questions can be directed to Michele Brown, IB Counselor.

IB THEORY OF KNOWLEDGE AND IB STUDY LAB
Prerequisite: Junior and/or Senior Standing
TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The course is a core element which all Diploma Programme students undertake. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A distinction between shared knowledge and personal knowledge is made in the course. As part of the required two-year placement into TOK, students will be co-enrolled in an IB Study Lab which will be used to complete additional Diploma Programme Standard-Level or Higher-Level course hour requirements, and conduct supervised independent research and study. **Students must take the International Baccalaureate exam at the end of this course.**

IB LITERATURE I AND II (HL Course)
Prerequisite: Junior and/or Senior Standing
This is a two-year mandatory Higher-Level (HL) sequence for International Baccalaureate Diploma students. World Literature I is taught in the junior year, and World Literature II is taught in the senior year. The sequence meets the Clark County School District and State of Nevada requirements for junior and senior year English Language Arts. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. Through the study of a wide range of literature, the World Literature sequence encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. World Literature does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. **Students must take the International Baccalaureate exam at the end of this course.**

IB FOREIGN LANGUAGE: SPANISH III / IV, FRENCH III / IV, OR JAPANESE III / IV
Prerequisite: Junior and/or Senior Standing
Fee: $20 (French only)
This is a two-year Higher-Level (HL) or Standard-Level (SL) sequence for International Baccalaureate Diploma students. The IB foreign language sequence is an additional language-learning course designed for students with some previous learning of that language. Spanish or French III is taught in the junior year, Spanish or French IV is taught in the senior year. Either sequence meets the Clark County School District and State of Nevada elective requirements for foreign languages. The focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material(s) extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned. The materials are chosen to enable students to develop mastery of language skills and intercultural understanding. **Students must take the International Baccalaureate exam at the end of this course.**
NOTE: Students without the prerequisites for placement in either IB Language will have the option of taking the introductory courses as part of their IB Programme as ab initio students. This option may be arranged with the approval of the IB Counselor and Coordinator.

IB US HISTORY AND IB GOVERNMENT (HL Course)
Prerequisite: Junior and/or Senior Standing
This is a two-year mandatory Higher-Level (HL) sequence for International Baccalaureate Diploma students. IB US History is taught in the junior year, and IB US Government is taught in the senior year. The sequence meets the Clark County School District and State of Nevada requirements for US History and US Government. The course sequence is an in-depth study of an individual prescribed historical subject and the selection of two topics from the US History. Student inquiry encompasses the main developments in 20th century world history including a comprehensive understanding of the American History, with focused attention on key components of US History and the Constitutional history, institutional framework, development, and policies of the government of the United States. Thus, the IB US History and IB Government sequence provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. Students must take the International Baccalaureate exam at the end of this course.

IB GLOBAL POLITICS I AND II (HL Course)
Prerequisite: Junior and/or Senior Standing
This is a two-year Higher-Level (HL) or Standard-Level (SL) sequence for International Baccalaureate Diploma students. IB Global Politics I is taught during the junior year, and IB Global Politics II is taught in the senior year. The sequence meets the Clark County School District and State of Nevada elective requirements for social studies. Global Politics explores important political concepts such as power, equality, sustainability and peace in a range of contexts, centered on a unifying theme of “people, power, and politics.” It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. Students must take the International Baccalaureate exam at the end of this course.

IB BIOLOGY
Prerequisite: Junior and/or Senior Standing
This is a one-year Standard-Level (SL) sequence for International Baccalaureate Diploma students. IB Biology is taught in the junior year. The course meets the Clark County School District and State of Nevada requirements for science. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. Many areas of research in biology are extremely challenging and many discoveries remain to be made. There are a variety of approaches to the teaching of biology. By its very nature, biology lends itself to an experimental approach, and it is expected that this will be reflected throughout the course. Integral to the experience of students is their experience in the classroom, laboratory or in the field. Practical activities will allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities. Students must take the International Baccalaureate exam at the end of this course.
IB PHYSICS
Prerequisite: Junior and/or Senior Standing
This is a one-year Standard-Level (SL) sequence for International Baccalaureate Diploma students. IB Physics may be taught in the junior or senior year. The course meets the Clark County School District and State of Nevada requirements for science. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. Students will investigate topics from among: measurements and uncertainties, mechanics, thermal physics, wave theory, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. Additional optional study areas may include relativity, engineering physics, imaging, and/or astrophysics. Experiential activities provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities. Students must take the International Baccalaureate exam at the end of this course.

IB CHEMISTRY
Prerequisite: Junior and/or Senior Standing
The Chemistry SL course provides students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Chemistry. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigation. Topics include Stoichiometry, Atomic Theory, Chemical Bonding, States of Matter, Carbon Chemistry, and the Periodic Table. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. Theory of Knowledge (TOK) concepts and global connections will be discussed and integrated throughout the course.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL Course)
Prerequisite: Algebra II. Junior and/or Senior Standing.
This is a two-year Standard-Level (SL) sequence for International Baccalaureate Diploma students. This standard level course is for students who are interested in developing their mathematics skills for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. Students must take the International Baccalaureate exam at the end of this course.

IB MATHEMATICS: ANALYSIS AND APPROACHES (HL Course)
Prerequisites: Pre-calculus and AP Calculus BC (junior year) / Senior Standing
This is a two-year Higher-Level (HL) sequence for International Baccalaureate Diploma students. This course is appropriate for students who enjoy developing their mathematics skills to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical
IB VISUAL ARTS I and II (HL Course)

Prerequisite: Junior and/or Senior Standing
Fee: $40

This is a two-year Higher-Level (HL) or Standard-Level (SL) sequence for International Baccalaureate Diploma students. IB Visual Arts I is taught in the junior year, and IB Visual Arts II is taught in the senior year. The course meets the Clark County School District and State of Nevada requirements for electives. The Visual Arts sequence encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Students must take the International Baccalaureate exam at the end of this course.

**HL (Higher-Level) Course is a class that is two years in length.**
**Courses not listed as “HL” are Standard-Level courses.**

Course completion disclaimer: Any student who does not complete the two-year Diploma Programme and take the corresponding International Baccalaureate exams will be given credit for Honors level coursework on their transcript and the equivalent .025 Honors GPA bonus.
AFJROTC is a *citizenship program* for high school students. It encourages student (cadet) involvement in the local community to produce well-informed and helpful citizens. The program focuses on academics, leadership, wellness, and drill. The academic portion is divided into the following topics: 1) History of Aerospace, 2) Science of Aerospace, 3) global and cultural studies, and 4) Policy and Organization. The leadership portion places the cadets in situations to test their abilities to follow and lead. In the drill portion, the cadets will learn to march and follow military customs and courtesies. To enhance the classroom learning, cadets participate in extracurricular and social activities such as field trips, drill teams, color guards, model rocketry, and military banquets. Students incur NO military service commitment. AFJROTC Aerospace Science I, II, III, and IV courses can earn two credits each from the University of Colorado at Colorado Springs. For more information, please visit our website at: [www.paloverdeafjrotc.org](http://www.paloverdeafjrotc.org). All Cadets are required to wear the AFJROTC uniform and maintain military grooming standards which include haircuts and no facial hair.

**Military Science I – JROTC USAF**

This one-year course familiarizes students in the fundamentals of Military Science. Areas of emphasis include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC curriculum emphasizes: leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force officers and enlisted personal, utilizing curriculum provided by the USAF. 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.

**Military Science II – JROTC USAF**

**Prerequisite:** Military Science I

This one-year course advances students who have successfully completed the fundamentals of Military Science I - Air Force. Areas of emphasis: include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC Curriculum emphasizes leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force officers and enlisted personal, utilizing curriculum provided by the USAF. 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.

**Military Science III – JROTC USAF**

**Prerequisite:** Military Science II

This one-year course advances students who have successfully completed the essentials of Military Science II. Areas of emphasis include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC Curriculum emphasizes: leadership, citizenship, military careers, branch core values and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force (USAF) officers and enlisted personnel, utilizing curriculum provided by the USAF. 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 Arts/Humanities/CTE credits required for high school graduation.
AFJROTC Drill & Leadership
Prerequisite: Concurrent enrollment in Military Science I, II, III, IV or IV Honors and selected by the instructor. Must maintain passing grades and satisfactory citizenship in all courses.
Drill and leadership is a class for existing AFJROTC cadets. Drill and leadership cadets will become members of the AFJROTC Special Teams. These teams include: the Color Guard, the Armed Drill Team, and the Unarmed Drill Team. These teams give the Cadets intense exposure to military customs, courtesies, and discipline, as well as, advanced leadership experiences. This course fulfills one of the elective requirements for graduation. Cadets are selected by instructors to be members of the special teams.
Art Department

Like French or Spanish, art is a language that can be learned and understood. Like science, art is based on a natural order and relationship of elements. Like mathematics, art possesses certain principles that are logical, time-proven, and constant guidelines to pictorial organization. Like social studies, art promotes an awareness and understanding of people and cultures. Courses listed below fulfill the arts/humanities credit required for graduation.

**ART I**
**Fee: $40**
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. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. 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 Arts/Humanities credit required for graduation.

**DRAWING**
**Prerequisite: Art I completion with a C or better.**
**Fee: $40**
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 evaluate 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. Through collaboration and production, connections will be made between drawing and their academic studies, lives, and the world around them. 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 Arts/Humanities credit required for graduation.

**PAINTING**
**Prerequisite: Art I completion with C or better.**
**Fee: $40**
This one-year course is designed to give students a strong foundation for painting through the study of basic painting 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 evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of painting for communication and expression will be integrated into learning. Various styles and artists who have used painting throughout history are introduced. Through collaboration and production, connections will be made between painting and their academic studies, lives, and the world around them. 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 Arts/Humanities credit required for graduation.
CERAMICS I
Fee: $40*
This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of 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 Arts/Humanities credit required for graduation.

CERAMICS II
Prerequisite: Ceramics I
Fee: $40*
This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of 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 Arts/Humanities credit required for graduation.

CERAMICS III
Prerequisites: Ceramics II
Fee: $40*
This one-year advanced course is designed to follow Ceramics I and II and will build upon knowledge of three dimensional designs 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. Instructional practices will 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 will fulfill either one elective credit or one Arts/Humanities credit required for High School graduation.

SPECIAL EFFECTS/MONSTER MAKEUP
Fee: $40*
This one-year course is designed to give students a foundation in the skills, techniques, and materials used to create advanced cosmetic effects. This course focuses on the creation of full masks, multi-piece foam prosthetics, and appliances which are applied to a human actor. Emphasis is placed on the study and use of human and animal anatomy to achieve realistic characters. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.
SPECIAL EFFECTS/MONSTER MAKEUP II
Fee: $40*
This one-year course is a continuation of Special Effects and Prosthetic Makeup I with a focus on the more advanced techniques and skills used in the visual arts industry. Units of study will include making multi-piece molds; life casting; latex foam chemistry and mixing practices; hair laying; old age makeup; neck, back, and chest pieces; costuming; props manufacturing; and full head prosthetics. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

SPECIAL EFFECTS/MONSTER MAKEUP III
Fee: $40*
This one-year course will further refine skills learned in Special Effects and Prosthetic Makeup II and focus on advanced techniques and skills used in the visual arts industry. During this course students will work with a school theater and media program and/or small local theaters to produce makeup that will be used on stage. Students will participate in full production makeup, working with actors, directors, and time management schedules. Attention will be placed on strengthening student portfolios to offer the best representations of their work and creative processes. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

AP STUDIO ART (2-D)
Prerequisites: Art I, Painting, Drawing and/or teacher recommendation
Fee: $40*
Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.org/courses. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP 2-D Art and Design Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.org. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.
AP STUDIO ART (3-D / Ceramics)
Prerequisite: Ceramics III and/or teacher recommendation
Fee: $40*
"Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Studio Art: 3-D Design examination. Highly motivated students will create a college level portfolio demonstrating mastery of 3-D design. Through additive, subtractive and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. By AP guidelines, twelve digital images of works demonstrating an in-depth exploration are submitted for the Concentration section. Sixteen images of eight works, shown in two views each, demonstrating a broad understanding of 3-D design are submitted for the Breadth section. Ten digital images of five works, shown in two views each, are submitted for the Quality section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.com/studio3D. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course Goals: Course goals are identified in the AP Studio Art: 3-D Design Course Description published by the College Board. No other syllabus can be used for this course without the approval of the College Board.

AP STUDIO ART (DRAWING)
Prerequisites: Art I, Painting, Drawing and/or teacher recommendation
Fee: $40*
Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) Drawing examination. Highly motivated students will create a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.org/courses. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP Drawing Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.org. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.
IB VISUAL ARTS I and II
Prerequisite: Junior standing (two-year sequence)
Fee: $40
This is a two-year Higher-Level (HL) sequence for International Baccalaureate Certificate students. IB Visual Arts I is taught in the junior year, and IB Visual Arts II is taught in the senior year. The course meets the Clark County School District and State of Nevada requirements for electives. The Visual Arts sequence encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. **Students are expected to take the International Baccalaureate exam at the end of this course. Students that do not take the exam will be given credit for an Honors level course on their transcript and the equivalent .025 Honors GPA bonus.**

*Cost of student’s initial supplies for projects taken home. If a student is enrolled in a 2nd or 3rd arts class at the same time, the 2nd fee is reduced 50%, and the 3rd class fee is waived.*
CTE College Credit provides an opportunity for secondary students who 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 course work aligns to postsecondary courses, and the teacher of record is a high school CTE teacher.

To qualify for the CTE College Credit, students must:
1. Earn a 3.0 GPA in the CTE course sequence,
2. pass the state end-of-program technical content assessment, and
3. pass the state Workplace Readiness assessment for employability skills.

Students who 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.

Accounting and Finance

ACCOUNTING AND FINANCE I
Prerequisite: None
This one-year course is designed to develop an understanding of accounting and finance principles. Emphasis is placed on introductory accounting procedures and knowledge of finance as applied in such areas as banking, insurance, and investments. 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.

ACCOUNTING AND FINANCE II
Prerequisite: Accounting and Finance I
This one-year course is designed for students who have successfully completed Accounting and Finance I. Students develop occupational skills related to standard accounting, banking, and finance practices including preparing financial statements and calculating financial ratios. 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.

ACCOUNTING AND FINANCE III
Prerequisite: Accounting and Finance II
This one-year course is designed for students who have successfully completed Accounting and Finance II. Emphasis is placed on analyzing data and making managerial decisions. 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.
ACCOUNTING AND FINANCE ADVANCED STUDIES
Prerequisite: Accounting and Finance III

This one-year course provides students who have achieved all content standards in Accounting & Finance 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.

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**Animation**

**ANIMATION I**
Prerequisite: None
Course Fee: $20

This one-year course provides students with the basic principles of traditional and digital animation. Animation, storyboarding, character creation, and storytelling through animation are the focus of this course. Project-based learning provides students with career-based animation skills. Instructional practice incorporates 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.

**ANIMATION II**
Prerequisite: Animation I
Course Fee: $20

This one-year course provides students with the principles of traditional two-dimensional cel and computer animation, as well as, 3-D animation and graphics. 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 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.

**ANIMATION III**
Prerequisite: Animation II
Course Fee: $20

This one-year course is designed for students who have successfully completed Animation II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include electronic game creation, entertainment, architectural visualization, and advertising. 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.
Computer Science

AP COMPUTER SCIENCE PRINCIPLES (Level 1 course)
Prerequisite: None
Course Scope: 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 one of the elective credits required for high school graduation. Course Goals: Course goals are identified in the AP Computer Science Principles Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.com. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.

COMPUTER SCIENCE II H (Level 2 course)
Prerequisite: AP Computer Science Principles or Computer Science I
This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include algorithms, programming, data structures and analysis and networks. 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.

AP COMPUTER SCIENCE A (Level 3 course)
Prerequisite: Computer Science I & II (may be waived for seniors in the most advanced math classes who have had previous programming experience)
Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes 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. 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. Course Goals: Course goals are identified in the AP Computer Science A Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.com. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.

Engineering: Project Lead the Way (PLTW)

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INTRODUCTION TO ENGINEERING DESIGN
Prerequisite: None
This one-year course introduces students to the Project Lead The Way (PLTW) program of study. Students will use solid modeling and computer design software to analyze, create, and construct engineering projects. The use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

PRINCIPLES OF ENGINEERING
Prerequisite: Introduction to Engineering Design
This one-year course is designed for students who have successfully completed Project Lead The Way (PLTW) Introduction to Engineering. Students apply mathematics, science, and technology in an engineering problem-solving environment. The course also focuses on issues with the social and political consequences of technological change. This course will fulfill one of the elective credits required for high school graduation.

COMPUTER INTEGRATED MANUFACTURING HONORS
Prerequisite: Principles of Engineering
This one-year course is designed for students who have successfully completed Project Lead The Way™ (PLTW) Principles of Engineering Honors. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include the principles of robotics, automation, and Computer-Aided Design (CAD) to produce a manufactured product. 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.

ENGINEERING DESIGN AND DEVELOPMENT
Prerequisite: Computer Integrated Manufacturing
This one-year course is designed as a Project Lead The Way (PLTW) capstone course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

Foods & Nutrition

FOODS I
Fee: $40
This one-year course provides an introduction to the study of basic food preparation and nutrition. Areas of emphasis include food choices and dietary guidelines. Students plan and prepare meals using basic principles of sanitation and safety. 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 elective credit required for high school graduation.
FOODS II  
Prerequisite: Foods I  
Fee: $40  
This one-year course is designed for students who have completed Foods and Nutrition I at the high school level. Upon successful completion of the course, students should have entry-level skills for employment in the food service industry. Units include cooking for special occasions, meal management, purchasing, food storage, food preservation, hospitality, food selection, food preparation, and special nutritional needs. This course will fulfill one of the elective credits required for graduation.

FOODS III  
Prerequisite: Foods II  
Fee: $40  
This one-year course is designed for students who have completed Foods and Nutrition II. Emphasis is placed on global and local food supply, nutrition in the life cycle, nutritional management related to health conditions, practice of food safety and meal preparation and entrepreneurship opportunities. 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.

Forensic Science

FORENSIC SCIENCE I  
Fee: $25  
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.

FORENSIC SCIENCE II  
Prerequisite: Forensic Science I  
Fee: $25  
This one-year course is designed for students who have successfully completed Forensic Science I. Areas of emphasis include lab procedures, processing and examination of biological and chemical evidence. 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.

FORENSIC SCIENCE III  
Prerequisite: Forensic Science II  
Fee: $25  
This one-year course is designed for students who have successfully completed Forensic Science II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include criminal profiling, skeletal remains, pathology, courtroom proceedings, analysis of evidence, human body systems, entomological procedures, and crime scene investigations. 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.
FORENSIC SCIENCE ADVANCED STUDIES
Prerequisite: Forensic Science III
Fee: $25
This one-year course is offered to students who have achieved all content standards in Forensic Science an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. 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.

FURNITURE AND CABINETMAKING

FURNITURE AND CABINETMAKING I
Fee: $40
This one-year course examines the tools and machines used in the construction and woodworking industries, including the software and hardware components of computer numerical-controlled (CNC) equipment. Students learn industry specific skills through project-based 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 elective credits required for high school graduation.

FURNITURE AND CABINETMAKING II
Prerequisite: Furniture and Cabinetmaking I
Fee: $40
This one-year course is designed for the student who has successfully completed Furniture and Cabinetmaking I. Students create furniture and/or cabinets in the woodworking laboratory. Students model safety procedures, machine operation, and industrial 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 one of the elective credits required for high school graduation.

FURNITURE AND CABINETMAKING III
Prerequisite: Furniture and Cabinetmaking II
Fee: $40
This one-year course is designed for the student who has successfully completed Furniture and Cabinetmaking II. Laboratory activities include advanced processes using tools and equipment currently being used by the industry including software and hardware components of computer numerical-controlled (CNC) equipment. 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.
FURNITURE AND CABINETMAKING ADVANCED STUDIES
Prerequisite: Furniture and Cabinetmaking III
Fee: $40
This one-year course provides students who have achieved all content standards in Furniture and Cabinetmaking 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.

Community Health Science

HEALTH SCIENCE I
Prerequisite: None
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.

HEALTH SCIENCE II
Prerequisite: Health Science I
This course is designed for students who have successfully completed Health Science I. Areas of emphasis include medical ethics, hazardous materials and safety in the workplace, epidemiology, and green practices in healthcare. 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.

COMMUNITY HEALTH SCIENCE
Prerequisite: Health Science I & II
This course is designed to provide students with knowledge and skills required for entry into the healthcare field area of study that includes community health worker, biostatistics, epidemiology, public health, substance abuse, personal health, cellular and molecular biology, and environmental health. 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.

Marketing

PRINCIPLES OF BUSINESS AND MARKETING (Level 1)
This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. 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.
MARKETING I (Level 2)
Prerequisite: Principles of Business and Marketing
This one-year course is designed for students who have completed Principles of Business and Marketing. Areas of emphasis include selling, advertising, pricing, promotion, and product planning. 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.

MARKETING II (Level 3)
Prerequisite: Marketing I
This one-year course is designed for students who have successfully completed Marketing I. Areas of emphasis include: marketing, economics, management, merchandising, and business ownership. 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.

MARKETING ADVANCED STUDIES
Prerequisite: Marketing II
This one-year course provides students who have achieved all content standards in Marketing Advanced 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.

**Photography**

PHOTOGRAPHY I
Fee: $40
This one-year course provides students with the fundamentals of commercial photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. 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.

PHOTOGRAPHY II
Prerequisite: Photography I
Fee: $40
This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. 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.
PHOTOGRAPHY III
**Prerequisite: Photography II**
**Fee: $40**
This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. 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.

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**Teaching & Training**

**TEACHING AND TRAINING I**
This one-year course provides students with an introduction to the principles of Teaching and Training. Areas of emphasis include teaching and learning theory, characteristics of an educator, planning and implementing developmentally appropriate activities, health and safety practices and fundamentals for development of learners in an educational setting. 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.

**Prerequisite:** Teaching and Training I

**TEACHING AND TRAINING II**
**Prerequisite:** Teaching and Training I
This one-year course is designed for students who have successfully completed Teaching and Training I. Areas of emphasis include post-secondary options, careers, educational advocacy, educational trends and policies, classroom instruction, educational technologies and behavioral theorists. 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.

**TEACHING AND TRAINING III**
**Prerequisite:** Teaching and Training I & II
This one-year course is designed for students who have successfully completed Teaching and Training II. Areas of emphasis include professionalism and ethics in teaching, developmental theorists, educational philosophies, culturally responsive teaching, learning styles, assessment practices and classroom management. 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.

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**Theatre Technology**

**THEATRE TECHNOLOGY I**
**Fee: $20**
This one-year course provides the student an opportunity to explore technical theatre production skills. Areas of emphasis include theatre operations of the front and back of the house. 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.
THEATRE TECHNOLOGY II  
Prerequisite: Theatre Technology I  
Fee: $20  
This one-year course is designed for students who have successfully completed Theatre Technology I. Students develop design concepts for front and back of the house operations. 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.

THEATRE TECHNOLOGY III  
Prerequisite: Theatre Technology II  
Fee: $20  
This one-year course is designed for students who have successfully completed Theatre Technology II. Students execute front and back of the house operations. 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.

THEATRE TECHNOLOGY ADVANCED STUDIES  
Prerequisite: Theatre Technology III  
Fee: $20  
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.

Video Production

VIDEO PRODUCTION I  
Fee: Purchase a program SD Card ($10)  
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 with a Grade of C or better  
Fee: Purchase a program SD Card ($10)  
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: Teacher recommendation
Fee: Purchase a program SD Card ($10)
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.

VIDEO PRODUCTION ADVANCED STUDIES
Prerequisite: Teacher recommendation
Fee: Purchase a program SD Card ($10)
This one-year course provides students who have achieved all content standards in Video Production 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.

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<tr>
<th>Web Design and Development</th>
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WEB DESIGN AND DEVELOPMENT I
This one-year course is designed to provide students with the basic principles of web-page development using industry accepted applications and coding techniques. Students design, execute, update, and modify websites. 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.

WEB DESIGN AND DEVELOPMENT II
Prerequisite: Web Design and Development I
This one-year course is designed for students who have successfully completed Web Design and Development I. Students incorporate automation, animation, and interactivity in websites. Portfolio development is an essential element 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.

WEB DESIGN AND DEVELOPMENT III
Prerequisite: Web Design and Development II
This one-year course is designed for students who have successfully completed Web Design and Development II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include: advanced concepts in website design and 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.

**WEB DESIGN AND DEVELOPMENT ADVANCED STUDIES**

**Prerequisite: Teacher recommendation**

This one-year course provides students who have achieved all content standards in Web Design and Development an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Course work 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 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.

**Elective Options**

Palo Verde High School offers a wide variety of elective options. In addition to all our Career and Technical, Performing Arts, Visual Arts, and World Language courses, the courses below fulfill elective credits required for graduation.

<table>
<thead>
<tr>
<th>English Electives</th>
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<tr>
<td><strong>COMMUNICATIONS 101 &amp; 102</strong> (Jumpstart college credit)</td>
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<tr>
<td><strong>Prerequisite:</strong> Junior Standing</td>
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<td><strong>Fee:</strong> $69.50 per semester</td>
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**101 - NSHE Dual Credit Course:** Theory and practice in extemporaneous speaking and other prepared speaking experiences. The use of these courses requires participation in CCSD dual/concurrent programs.

**102 - NSHE Dual Credit Course:** Theory and practice in effective interpersonal communication with written & real world applications. Topics include perception, using verbal & nonverbal symbols, listening, self-disclosure, interpersonal conflict, developing and maintaining relationships. The use of these courses requires participation in CCSD dual/concurrent programs.

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<thead>
<tr>
<th><strong>FILM STUDIES I</strong></th>
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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.

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<tr>
<th><strong>FILM STUDIES II</strong></th>
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**Prerequisite:** Film Studies I

This one-year course is designed as a continuation of Film Studies l 3230, allowing students to engage in more in-depth study of the development of the American film as an art form and a social phenomenon. This course continues to further survey the century genres, eras, trends, directors, studios and influential people in the industry while also delving into journalistic evaluation and screenplay analysis. 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 and may be repeated for credit. The prerequisite for this course is film studies 1 323 or consent of instructor.

**IMAGINATIVE WRITING**
This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. 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.

**JOURNALISM I**
This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. 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.

**JOURNALISM II**
Prerequisite: Journalism I
This one-year course is a continuation of the study and practice of advanced journalistic skills with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students produce the school newspaper. Students apply press law and ethics, student privacy, and intellectual property rights during the production of the newspaper. Students explore different technologies used to publish a newspaper, including online publications of the newspaper. 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.

**MYTHOLOGY AND FOLKLORE I**
Prerequisite: Sophomore, Junior or Senior standing
This one-year course is an introduction to mythology and folklore emphasizing its influence in literature. This course emphasizes the relationships among literature, culture, philosophy, and psychology. Literature, composition, discussion, and critical-thinking skills are taught concurrently. 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.

**PUBLIC SPEAKING**
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 is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.
PUBLICATIONS I
Prerequisite: Sophomore, Junior or Senior standing and enrolled in an honors or AP English course
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 school 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.

PUBLICATIONS II
Prerequisite: 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 may be repeated.

SPEECH & DEBATE I
Fee: $20 per CCSD tournament. Additional costs for out of district tournament travel.
One time NSDA membership fee $20.
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 & DEBATE II
Prerequisites: Speech & Debate I
Fee: $20 per CCSD tournament. Additional costs for out of district tournament travel.
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.

SPEECH & DEBATE III
Prerequisites: Speech & Debate II
Fee: $20 per CCSD tournament. Additional costs for out of district tournament travel.
This one-year course is a continuation of Speech and Debate II 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 and may be repeated.
FORENSICS ADVANCED STUDY  
Prerequisites: Speech & Debate III  
Fee: $20 per CCSD tournament. Additional costs for out of district tournament travel. This course may be repeated for credit upon approval.  
This one-year course is offered to students who have achieved all content standards in Forensic Science an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. 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.

Music Electives

MUSIC APPRECIATION
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.

AP MUSIC THEORY
This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis will be explored. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one elective credit required for high school graduation. Students are expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.

Science Electives

PRINCIPLES OF MARINE SCIENCE  
Prerequisite: 10th, 11th, or 12th Grade Status  
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.

ROBOTICS  
Fee: $40  
This one-year course is designed to provide a hands-on approach to concepts in robotics technologies. This course will be tied directly to laboratory construction of complex robotics systems with emphasis placed on mobile robots and the illustrations of current state of the art research and applications. Additionally, this course will provide the historical development of robotics as a field, effectors and control, integrating sensors, mobile robot controls (reactive, behavior-based, and hybrid), motion planning, robot learning,
multi-robot systems, as well as an overview of the field of robotics and their influence on society and the future. In addition to advanced computer science concepts, introductions to the related fields of mechanical and electrical engineering as well as cross-curricular references to the biological, chemical and physical sciences will be provided as appropriate. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. **This course fulfills one of the elective credits required for high school graduation but does not count as a Science credit.**

### Social Studies Electives

#### AP HUMAN GEOGRAPHY
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This college-level curriculum provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of earth's surface. It focuses on the methods and tools geographers use to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. 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. Students are expected to take the Advanced Placement exam at the end of this course.** See your counselor if you have a financial hardship.

#### CRIME & JUSTICE
**Prerequisite: Sophomore, Junior or Senior standing.**
This one-year course is a study of crime and justice with special attention on local, state, and federal law enforcement agencies as they affect individuals within the legal system. Students analyze the historical development of law, theories of deviance, definitions of crime, as well as the criminal justice system and its processes. A special emphasis is placed on contemporary issues and dilemmas arising out of the current system of law enforcement and adjudication. The appropriate use of technology is an integral part of this course. **This course fulfills an elective requirement.**

#### PSYCHOLOGY
**Prerequisite: Sophomore, Junior or Senior standing**
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
**Prerequisite: Junior or Senior standing**
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. This college-level curriculum introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. 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.** Students are
expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.

PSYCHOLOGY 101 & 102 H (Jumpstart college credit)
GENERAL PSYCHOLOGY and PSYCHOLOGY OF PERSONAL & SOCIAL ADJUSTMENT
Fee: $69.50/per semester
Prerequisite: Junior or Senior standing
General Psychology (semester 1): NSHE Dual Credit Course: Introduction to the principles of psychology, including sensation, perception, cognition, learning, physiological psychology, personality, development, psychopathology, social psychology, methodology, assessment, and history of psychology. The use of these courses requires participation in CCSD dual/concurrent programs.
Psychology of Personal & Social Adjustment (semester 2): NSHE Dual Credit Course: Study and analysis of effective psychological coping and adjustment strategies in both personal and diverse social contexts. The use of these courses requires participation in CCSD dual/concurrent programs.

SOCIOLOGY
Prerequisite: Sophomore, Junior or Senior standing.
This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

Miscellaneous Electives

ACT PREPARATION
Prerequisite: Junior standing
This course is designed to prepare juniors to take the ACT. Students will take ACT practice exams and use computer programs to focus on areas of deficiency.

AP/IB STUDY LAB
Prerequisite: Enrollment in at least one AP or IB course
This course is designed for students to extend the learning of their AP/IB course by collaborating with other students.

APPLIED OFFICE PRACTICE
Prerequisite: Grades 11-12; Counselor approval; must be college & career ready as per CCSD’s graduation requirements.
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.

EXPLORATORY WORK EXPERIENCE (Students who work a job outside of school)
This one-year course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students must be employed in a paying position. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester. 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.

LEADERSHIP
Prerequisite: Administrative placement only.
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. Students elected to a student government office or selected to participate in a student government position must be enrolled in this class. This class fulfills one elective credit required for graduation. It may be repeated for more than one credit.

LIBRARY AIDE
Prerequisite: Grades 10-12; Counselor approval, including review of grades and behavior.
Library aides are an important part of the library at Palo Verde. They help the library staff assist students with projects, find books, and use computers in the library. They also help shelve books and maintain organization in the library.

STUDENT AIDE
Prerequisite: Counselor/teacher approval. Must be college and career ready as per CCSD’s graduation requirements.
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.

SCHOOL RELATED WORK EXPERIENCE
Prerequisite: Completed Application by the end of the previous school year. NO EXCEPTIONS.
This one-year course provides students with job opportunities on the school campus (school cafeteria). 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. Students are also paid for their services.
English Department

The courses offered by the Department of English at Palo Verde High School are designed to provide students with the necessary reading, writing, speaking and listening skills required in today’s changing world. The courses are aligned with the Nevada Academic Content Standards and reflect content specific texts according to the course description.

ENGLISH 9
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. 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 9 HONORS
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. 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 10
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. 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 10 HONORS
Prerequisite: 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. 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 11
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. 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 11 HONORS
Prerequisite: 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. 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 LANGUAGE & COMPOSITION
Prerequisite: Teacher recommendation
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices 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. Students are expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.
IB LITERATURE I AND II  
Prerequisite: Junior Standing **This is a 2-year course.**  
This is a two-year mandatory Higher-Level (HL) sequence for International Baccalaureate Certificate students. World Literature I is taught in the junior year, and World Literature II is taught in the senior year. The sequence meets the Clark County School District and State of Nevada requirements for junior and senior year English Language Arts. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. Through the study of a wide range of literature, the World Literature sequence encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. World Literature does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. **Students are expected to take the International Baccalaureate exam at the end of this course.**

ENGLISH 12  
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 101 H & 102 H (Jumpstart college credit)  
Prerequisite: ACT score of 18 or higher or passing Accuplacer score.  
ENG 101 (semester 1): NSHE Dual Credit Course: ENG 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research. The use of these courses requires participation in CCSD dual/concurrent programs.  
ENG 102 (semester 2): is a continuation and extension of ENG 101 and equivalents with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. The use of these courses requires participation in CCSD dual/concurrent programs.
AP LITERATURE & COMPOSITION
Prerequisite: Teacher recommendation
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. Students are expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.

FUNDAMENTALS OF READING & WRITING (READ 180)
9th grade level. Administrative placement only
This one-year intervention class is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instructional support (Response to Instruction (RTI) - Tier II or Tier III) to students enrolled in the English 9 course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.
Mathematics Department

Palo Verde High School’s mathematics program provides students with mathematical experiences that meet their needs. A variety of instructional formats including visual aids, small groups, individual exploration, peer instruction, and whole class discussions involve students in reasoning, communication, understanding, and applying mathematical concepts. Students develop confidence in their ability to solve mathematical problems through problem-solving techniques. The use of calculators and computer software are an integral part of these courses.

ALGEBRA I DOUBLE BLOCKED
Concurrent enrollment in Fundamental Math Concepts per Administration
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.

FUNDAMENTAL MATH CONCEPTS
Concurrent enrollment with Algebra I per Administration
This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student’s course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).

ALGEBRA I SINGLE BLOCK
Prerequisite: Teacher recommendation
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
Prerequisite: Algebra I
This one-year course provides students with a rigorous study of Euclidean geometry. 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.
GEOMETRY HONORS
Prerequisite: Algebra I and 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.

ADVANCED ALGEBRA
Prerequisite: Algebra I and Geometry
This one-year mathematical modeling course is algebra-based, applications-oriented, and technology dependent. This course is equivalent to Algebra II. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, and Probability under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. When appropriate, the mathematics topics contained in this course are introduced, developed, and applied in the financial settings covered. Students will use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics of advanced algebra. This course fulfills one of the mathematics credits required for high school graduation.

ALGEBRA II
Prerequisite: Algebra I and Geometry
This one-year course provides students with a study of functions and statistics, including advanced topics. 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 fulfills one of the mathematics credits required for high school graduation.

ALGEBRA II HONORS
Prerequisite: Geometry Honors with a grade of B or better and 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.
COLLEGE PREPARATORY MATHEMATICS
Prerequisite: Algebra II with a C or better
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.

QUANTITATIVE REASONING AND DATA ANALYSIS
Prerequisite: Senior standing
This one-year course is a fourth-year mathematics course designed to be an alternative pathway that prepares students for entry to and success in credit-bearing post-secondary mathematics courses. It is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics necessary to be an informed citizen. Upon successful completion, students will be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in life. This course fulfills one of the mathematics credits required for high school graduation.

MATH 95 (Jumpstart college credit)
ELEMENTARY COLLEGE ALGEBRA
Prerequisite: Satisfactory Placement Test scores on the Accuplacer Exam, ACT (16 or higher in the math portion), or SAT (400 or higher in the math portion)
Fee: $69.50
NSHE Dual Credit Course: A course in the fundamental operations of real numbers, solving linear equations in one variable, graphing linear equations in two variables, solving linear systems in two variables, and performing basic operations on polynomials. Intended to provide a basic foundation for future mathematics needed in fields of business, economics, engineering and related fields. Strong background in fractions and positive and negative numbers is highly recommended. A comprehensive, proctored, departmental final exam will be given. The use of these courses requires participation in CCSD dual/concurrent programs.

MATH 96 (Jumpstart college credit)
INTERMEDIATE COLLEGE ALGEBRA
Prerequisite: Math 95 with a grade of C or better, Satisfactory Placement Test scores on the Accuplacer Exam, ACT (19 or higher in the math portion), or SAT (450 or higher in the math portion)
Fee: $69.50
NSHE Dual Credit Course: Topics include factoring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, graphs and applications. A comprehensive, proctored, departmental final exam will be given. The use of these courses requires participation in CCSD dual/concurrent programs.

MATH 120 (Jumpstart college credit)
Prerequisite: Math 95
Fee: $69.50
NSHE Dual Credit Course: Topics include probability, statistics, geometry, and consumer mathematics. It may include problem solving, sets, logic, mathematical systems, numeration, and measurement. The use of these courses requires participation in CCSD dual/concurrent programs.

MATH 126 H (Jumpstart college credit)
PRECALCULUS I
Prerequisite: Math 96 with a grade of C or better, Satisfactory Placement Test scores on the Accuplacer Exam, ACT (22 or higher in the math portion), or SAT (500 or higher in the math portion)
Fee: $69.50
NSHE Dual Credit Course: A rigorous discussion of algebra concepts necessary for calculus is the focal point of this course. Topics include an in-depth investigation of algebraic functions and their graphs and solutions of systems of equations. The use of these courses requires participation in CCSD dual/concurrent programs.

MATH 127 H (Jumpstart college credit)
PRECALCULUS II
Prerequisite: Math 126 with a grade of C or better; or a satisfactory ACT (25 or higher in the math portion), or SAT (550 or higher in the math portion)
Fee: $69.50
NSHE Dual Credit Course: Topics include an in-depth investigation of trigonometric functions and their graphs, analytic trigonometry, solutions of triangles, vectors, and analytic geometry. The use of these courses requires participation in CCSD dual/concurrent programs.

PRECALCULUS H AB
Prerequisite: Algebra II H and teacher recommendation
This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB or BC. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the use of limits, derivatives and integrals. 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 fulfills one of the mathematics credits required for high school graduation.

AP STATISTICS
Prerequisite: Algebra II or Algebra II H and teacher recommendation
This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of 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. Students are expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.

AP CALCULUS AB
Prerequisite: Pre-Calculus Honors and teacher recommendation
This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus AB examination. This course will fulfill one of the mathematics credits required for high school graduation.

AP CALCULUS BC
Prerequisite: Pre-Calculus or Calculus AB with B or better and teacher recommendation
Concurrent enrollment in Extended Math Lab is required.
This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, the differentiation and integration of functions of a single variable, and sequences and series. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus BC examination. This course will fulfill one of the mathematics credits required for high school graduation.

IB MATHEMATICS I AND II
Prerequisite: Junior Standing **This is a 2-year course
This is a two-year Higher-Level (HL) sequence for International Baccalaureate Candidate students. Analysis and approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. Students are expected to take the International Baccalaureate exam at the end of this course.
Performing Arts Department

Palo Verde High School prides itself in offering students a wide variety of performing arts courses. Creativity, originality, and skill development are all featured in a positive learning environment.

Band

BAND INTERMEDIATE – 1st Semester - Brass/Woodwinds

2nd Semester - Symphonic Winds/Wind Symphony

Requirements: Students must be enrolled in the marching band, jazz band, or chamber orchestra simultaneously. Attendance at band camp in August, participation in all home football games, marching band competitions, concerts, and travel are required. Women must have long black formal for concert attire. Men must have black tuxedo, black shoes & black socks for concert attire.

Class Fee: $50

This one-year course is designed for students who have successfully completed the skills required in beginning band. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. 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 elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

BAND ADVANCED (Wind Orchestra)

Requirements: Students must be enrolled in the marching band, jazz band, or chamber orchestra simultaneously. Must perform at after school and weekend concerts, Monday night rehearsals from 6:00 PM to 8:00 PM as needed. This ensemble travels annually and student are required to attend and cover travel costs. Women must have long black formal for concert attire. Men must have black tuxedo, black shoes & black socks for concert attire.

Class Fee $50. Additional cost for competitions and travel. Fundraising is available.

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. 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 elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

BAND PANTHER PRIDE MARCHING BAND

Requirements: Students must be enrolled concert band (Int./Adv. band) simultaneously. Attendance at band camp in August is mandatory. Band camp will be held approximately two weeks before school starts. Monday AND Tuesday night rehearsals from 6:00 PM to 8:30 PM, as needed, participation in all home football games, concerts, and travel are required.

Class Fee $250 (includes band camp fees, show shirt, marching gloves, uniform rental – does NOT include marching shoes & shako). Additional cost for travel may be added. Fundraising is available.

This one semester course is designed for students already participating in the concert band program. Marching band emphasizes both musical skills and the awareness of movement within time and space. 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 half of one elective credit or one half of one Arts/Humanities credit required for high school graduation and may be repeated.
JAZZ BAND BEGINNING
Prerequisite: Students must audition for placement during August band camp. Concurrent enrollment in another band or orchestra.
Requirements: Traveling to all shows and competitions is a requirement of the class and additional trips may be added, which may require additional fees that may be offset by fundraising.
Class Fee $50. Students must purchase formal black suit or long formal black dress and attend all concerts and trips to be in the Jazz Band 2.
This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive direction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. 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 elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

JAZZ BAND INTERMEDIATE (Lab Jazz Ensemble)
Prerequisite: Students must audition for placement during August band camp. Concurrent enrollment in another band or orchestra.
Requirements: Traveling to all shows and competitions is a requirement of the class and additional trips may be added, which may require additional fees that may be offset by fundraising.
Class Fee $50. Students must purchase formal black suit or long formal black dress and attend all concerts and trips to be in the Jazz Band 2.
This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive direction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. 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 elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

JAZZ BAND ADVANCED (Jazz I)
Prerequisite: Students must audition for placement during August band camp. Concurrent enrollment in another band or orchestra class.
Requirements: Traveling to all competitions is a requirement of the class which may require additional fees that may be offset by fundraising.
Class Fee $50. Students must purchase formal black suit or long formal black dress and attend all concerts and trips to be in the Jazz Band 1.
This one-year course is designed for students who have successfully demonstrated mastery of intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of advanced improvisation and composition techniques. 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 elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

PERCUSSION ENSEMBLE
Prerequisite: None
Fee: $100 ($50 Class fee, $50 equipment rental, repair, replacement)
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.

**Choir**

**BEGINNING WOMEN’S CHOIR**

*Prerequisite: None*

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic 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.

**ADVANCED MIXED CHORAL ENSEMBLE (CONCERT CHOIR)**

*Prerequisite: Audition/Director Approval required*

*Fee: $110*

The course introduces students to advanced high school choral literature and students will work in depth on vocal technique and build skills sets required to be in an advanced vocal high school ensemble in a well-supported and friendly environment. Students who complete this course are eligible to audition for the Palo Verde Chamber Singers ensemble the following year. Fundraising is available.

**ADVANCED WOMEN’S ENSEMBLE/SERENADE**

*Prerequisite: Audition/Director Approval required*

*Fee: $110*

Serenade is the PVHS advanced women’s chamber and show choir consisting of 10th, 11th and 12th grade students. It is a group for women who enjoy performing and want to grow vocally in the area of tone, sight singing, musicality, and much more. Students must be able to travel to out-of-state competitions. All rehearsals, concerts, festivals, and performances are required. Out-of-state competitions required. Fundraising is available.

**PALO VERDE CHAMBER SINGERS**

*Prerequisite: Audition/Director Approval required*

*Fee: $160*

This one-year course is offered for the purpose of allowing students to perform in an ensemble which has a selected membership and 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.
PAULO VERDE SHOW CHOIR
Prerequisite: Audition/Director Approval required
Fee: $110
Show Choir is a singing and dancing ensemble, performing a wide variety of literature from Broadway to popular, jazz and multicultural styles. Students enrolled in this class must also enroll in another choir class.

| Orchestra |

**ORCHESTRA BEGINNING**
Fee: $50
Requirements: This group performs at numerous concerts & festivals throughout the year that students are required to attend.
This class is for students who completed the beginning level of orchestra at middle school or junior high school. Students will continue to develop skills and techniques to prepare them for the varsity orchestra.

**ORCHESTRA INTERMEDIATE**
Prerequisite: Intermediate students grades 9-12 with director placement.
Fee: $50
Requirements: This group performs at numerous concerts & festivals throughout the year that students are required to attend.
This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. 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 elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

**ORCHESTRA ADVANCED**
Prerequisite: Audition/Director placement
Fee: $50
Requirements: This group performs at numerous concerts & festivals throughout the year that students are required to attend.
This one-year course is designed for students who have successfully completed an intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. 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.
ORCHESTRA ADVANCED (Sinfonia)
Prerequisite: Audition/Director placement
Requirements: Students must purchase formal tuxedo or a long formal black dress and attend all concerts and trips to be in the Sinfonia. Students will be responsible for costs associated with travel, fundraising available to offset those costs.
Fee: $50
The Palo Verde Sinfonia is the top performing string ensemble in the orchestra department and frequently travels. This ensemble performs difficult literature from all musical eras. This ensemble is by audition with the orchestra director only. Private lessons are suggested for students in this ensemble. Extra rehearsals are required for off-campus performances and have mandatory attendance.

PHILHARMONIC (Chamber Orchestra - Early Bird Class)
Prerequisite: Audition/Director placement
Requirements: Students must be enrolled in Advanced Orchestra. Students must purchase formal tuxedo or a long formal black dress and attend all concerts and trips. Students will be responsible for costs associated with travel, fundraising available to offset those costs.
Fee: $50
This one-year course is designed for high school students who have successfully completed an advanced orchestra 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 orchestral 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.

Theatrical Studies

THEATER I
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. Students are required to participate in an evening showcase performance and attend three Palo Verde Theater Main stage productions.

THEATER II
Prerequisite: Theatre I
Students are required to be involved in theatre festivals and workshops.
This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who 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 three Palo Verde Theater Main stage productions.
THEATER III
Prerequisite: Theatre II and audition/director approval
Students are required to be involved in theatre festivals and workshops. This course is also offered as a late bird.
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 three Palo Verde Theater Main stage productions.

THEATER IV
Prerequisite: Theatre III and audition/director approval.
Students are required to be involved in theatre festivals and workshops. This course is also offered as a late bird.
This one-year course is designed for high school students who have successfully completed an advanced orchestra 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 orchestral 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. Students are required to attend three Palo Verde Theater Main stage productions.

ADVANCED STUDIES PERFORMING ARTS
Prerequisite: Director Approval
This one-year course is offered to students whose individual desire is to pursue a study of their own interest through investigation and in-depth research for which there is no provision in the regular school curriculum. Students are expected to work independently and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students’ topic of study. Students must report to the supervising teacher once each week for assistance. Out-of-school research is considered homework and will not substitute for class attendance. Students are required to provide the coordinator and/or committee of interest or qualified persons with a written report or an oral presentation of the study. The appropriate use of technology is an integral part of this course. One credit per year is issued upon satisfactory completion of course requirements. Students may repeat the course with the approval of a counselor and/or administrator. This course will fulfill one arts/humanities credit required for graduation. Students are required to attend three Palo Verde Theater Main stage productions and be involved in theatre festivals and workshops.

COSTUME DESIGN I
Fee: $20
This one-year course is designed to familiarize students with many aspects of costume design history, construction, and drawing. Class work focuses on developing hands-on costume construction and costume design. The course will fulfill one of the elective credits required for graduation. Students are required to attend three Palo Verde Theater Main stage productions.
COSTUME DESIGN II
Prerequisite: Costume Design I
Fee: $20
This one-year course is designed for students who have successfully completed the appropriate Costume Design I course or who have participated in an approved equivalent school or community oriented experience. Areas of emphasis will be advanced costume construction, hat making, and costume design rendering. Specific topics include the historical role of costume, needs for special roles, costume recycling or repair, sewing animals and foam construction, and costume occupations. This course will fulfill one of the elective credits required for graduation. Students are required to attend three Palo Verde Theater Main stage productions.
Physical Education Department

The Palo Verde High School physical education program offers students a wide variety of courses designed to meet their needs for good health and physical fitness in their present life, to develop an awareness for the necessity of a long-range program of physical activity, and to promote health and vitality. Individual, dual, and team activities are available in the required courses as well as in the elective classes. The goal of health education is to provide students with the knowledge to make intelligent choices on matters affecting their health.

PHYSICAL EDUCATION I
Fee: $28 (Includes uniform and lock)
This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. 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
Fee: Uniform Fee: $28 (Includes uniform and lock)
This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. 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. It is required unless a P.E. waiver is obtained. Information concerning a physical education waiver is on page 14.

FUNCTIONAL FITNESS (CROSSFIT)
Fee: $28 (Includes uniform and lock)
This course can be repeated for PE I, PE II and for elective credit.
This one-year course provides students the opportunity to participate in CrossFit Kids® to develop a health-enhancing level of physical fitness. This course can only be taught by instructors who have passed the CrossFit® Level I Certificate Course and completed the CrossFit® Kids Course. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. 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 up to two physical education credits required for high school graduation and may be repeated.
WEIGHT TRAINING
Fee: $28 (Includes uniform and lock)
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 and may be repeated. **This does not count as a P.E. I or II credit.**

LIFETIME SPORTS & RECREATION
Prerequisite: 2 years of physical education (11th/12th Grade)
Fee: $28 (Includes uniform and lock)
This one-year course is designed for students who have successfully completed two years of physical education. This course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels 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 elective credits required for high school graduation. **This does not count as a P.E. I or II credit**

DANCE I
Fee: $28 - Includes a dance shirt, lock, and costume rental fee.
This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. 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 the one Arts/Humanities credit or one of the elective credits required for graduation. This class can be taken instead of PE I, or PE II. It can also be an elective.

DANCE II
Prerequisite: Dance I
Fee: $28 - Includes a dance shirt, lock, and costume rental fee.
This one-year course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced student. The student will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation.
DANCE III
Prerequisite: Dance II and instructor approval
Fee: $28 - Includes a dance shirt, lock, and costume rental fee.
This one-year course is designed for high school students who have successfully completed an intermediate dance course and want to explore more advanced performance techniques. Major topics include the skills required for performance and creation in ballet, jazz, modern, tap, and theatrical dance forms. 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 one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated. This class can be taken instead of PE I, or PE II. It can also be taken as an elective.

HEALTH EDUCATION
Mandatory 9th grade rotation class / Teamed with Freshman Studies
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, body systems, 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.

FRESHMAN STUDIES
9th Grade rotation class/Teamed with Health
This one-semester course is designed for ninth grade students to provide a smooth transition into the high school setting and develop a sense of community and ownership. Emphasis will be placed on developing a long-range educational plan. This course will fulfill one elective credit required for high school graduation.

RHYTHMIC PRECISION COLORGUARD
Requirements: Monday after school practices in January, February, March, and April from 2:30-5:30. Winter Guard Competitions are in February, March and April (on Thursdays and Saturdays, dates TBD) Colorguard performs at all assemblies, pep assemblies, and some games.
FEES: $300. Fundraising is available to offset fees. Money not raised through fundraising will be the responsibility of the student and parent.
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.
Science Department

To prepare students for entry into colleges, universities, and the work force, the science department strongly recommends four years of science including natural and physical sciences. For the college-bound student, four years of science is recommended to include courses in biology, chemistry, and physics or geoscience. All science courses at Palo Verde High School are designed around a hands-on/minds-on approach as we believe that one can only learn science by doing science.

BIOLOGY

Freshman Standing
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

Freshman Standing
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

Prerequisites: Biology and Algebra I with a C or better
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for 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 HONORS

Prerequisites: Biology H, Algebra I with a B or better and teacher recommendation
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of...
Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for 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.

GEOSCIENCE
Prerequisites: Biology
This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. The topics covered in Geoscience 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. 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.

PHYSICS
Prerequisite: Biology and Algebra I
This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. The topics covered in Physics include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for 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.

PHYSICS HONORS
Prerequisite: Chemistry H, Geometry H with a C or above and teacher recommendation
This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for 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.

PRINCIPLES OF ANATOMY AND PHYSIOLOGY HONORS
Prerequisite: Biology H, Chemistry H, Algebra I and teacher recommendation
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, using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the science standards. 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. Prerequisites are successful completion of Biology/Biology Honors and Chemistry/Chemistry Honors. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.
**AP BIOLOGY**

**Prerequisites:** Two prior years of honors science and teacher recommendation. Concurrent enrollment in Extended Science Lab required. (Hours of study per week = 5)

**Note – Students who have had success in this course have previously earned C’s or better in two Honors science courses.**

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. It is recommended that students successfully complete a first year biology course before enrolling in AP Biology. This course will fulfill one of the two science credits required for high school graduation, and will meet college entrance requirements for a laboratory science. **Students are expected to take the Advanced Placement exam at the end of this course.** See your school counselor if you have a financial hardship.

**AP CHEMISTRY**

**Prerequisites:** Two prior years of honors science and teacher recommendation. Concurrent enrollment in Extended Science Lab required. (Hours of study per week = 5)

**Note – Students who have had success in this course have previously earned B’s or better in Biology H, Chemistry H, Physics H and all honors math classes.**

This one-year course is designed to provide a comprehensive background for those students desiring an in-depth study of chemical concepts. This course will focus on meeting the requirements of the College Board Advanced Placement Chemistry exam. Instructors should refer to the current Advanced Placement course description for examination specifics. Topics included are atomic theory and structure; chemical bonding; nuclear chemistry; gases, liquids and solids; solutions; reaction types; acids and bases; stoichiometry; equilibrium; kinetics; thermodynamics; electrochemistry; oxidation-reduction; descriptive chemistry; and an introduction to carbon chemistry. Laboratory work of quantitative and qualitative nature is used to develop manipulative skills and reinforce topic areas. It is recommended that students successfully complete a first year biology and a first year chemistry course before enrolling in AP Chemistry. This course will fulfill one of the two science credits required for high school graduation and college entrance requirements for laboratory science. **Students are expected to take the Advanced Placement exam at the end of this course.** See your school counselor if you have a financial hardship.

**AP PHYSICS 1**

**Prerequisites:** Two prior years of honors science and teacher recommendation. Concurrent enrollment in Extended Science Lab required. (Hours of study per week = 5)

**Note – Students who have had success in this course have previously earned B’s or better in Biology H, Chemistry H, Physics H and all honors math classes.**

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. **Students are expected to take the Advanced Placement exam at the end of this course.** See your school counselor if you have a financial hardship.
AP PHYSICS 2
Prerequisites: AP Physics 1, Physics Honors, or IB Physics with a “B” or above and teacher recommendation. (Hours of study per week = 5)

**Note – Students who have had success in this course have previously earned B’s or better in Biology H, Chemistry H, Physics H and all honors math classes.**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 2: 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. **Students are expected to take the Advanced Placement exam at the end of this course.** See your school counselor if you have a financial hardship.
Science Course Sequence

Regular

- Biology 9th
- Geoscience 10th
  - Choice
    - Physics 11th & 12th
    - Chemistry 10th, 11th & 12th

Honors

- Biology Honors 9th
- Chemistry Honors 10th
  - Choice
    - AP Physics 1 11th & 12th
    - AP Physics Honors 11th & 12th

Choice

- AP Biology 12th
- *AP Chemistry 11th & 12th
- AP Physics 2 or C 11th & 12th
- Principles of Anatomy and Physiology 11th & 12th

* AP Chemistry can be taken concurrently with AP Physics 1 or Physics Honors before 12th grade
The courses offered by the Department of Social Studies at Palo Verde High School are designed to provide students with an opportunity to explore the political, historical, social, cultural, and economic foundations of society. Elective courses are available to enrich students' academic experience and to broaden their ability to understand human behavior and society from many perspectives.

**WORLD HISTORY**
**Prerequisite: Sophomore standing**
This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the World History/Geography credits required for high school graduation.

**HONORS WORLD HISTORY**
**Prerequisite: Sophomore standing and teacher recommendation**
This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the World History/Geography credits required for high school graduation.

**AP WORLD HISTORY**
**Prerequisite: Sophomore standing and teacher recommendation**
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human World History examination. This college-level curriculum highlights the nature of changes in global frameworks and the causes and consequences, as well as comparisons among major societies from historical, geographical, political, economic, and cultural contexts. This course covers the scope of human history from 8,000 BCE to the present. 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. **Students are expected to take the Advanced Placement exam at the end of this course.** See your school counselor if you have a financial hardship.
US HISTORY
Prerequisite: Junior standing
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. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the U.S. History credit required for high school graduation.

HONORS US HISTORY
Prerequisite: Junior standing and 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. History credit required for high school graduation.

HISTORY 101 H & 102 H (Jumpstart college credit)
Prerequisite: Junior standing
Fee: $69.50 per semester
101 - NSHE Dual Credit Course: A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877. Satisfies the United States Constitution requirement. HIST 101 and HIST 102 need not be taken in sequence; either class may be taken alone. The use of these courses requires participation in CCSD dual/concurrent programs.
102 - NSHE Dual Credit Course: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present. Satisfies the Nevada Constitution requirement. HIST and HIST 102 need not be taken in sequence; either class may be taken alone. The use of these courses requires participation in CCSD dual/concurrent programs.

AP US HISTORY
Prerequisite: Junior standing and teacher recommendation
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum 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 is used throughout the 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 the U.S. History credit required for high school graduation. Students are expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.
IB US HISTORY AND IB GOVERNMENT
Prerequisite: Junior standing and teacher recommendation
This is a two-year mandatory Higher-Level (HL) sequence for International Baccalaureate Candidate students. IB US History is taught in the junior year, and IB US Government is taught in the senior year. The sequence meets the Clark County School District and State of Nevada requirements for US History and US Government. The course sequence is an in-depth study of an individual prescribed historical subject and the selection of two topics from the US History. Student inquiry encompasses the main developments in 20th century world history including a comprehensive understanding of the American History, with focused attention on key components of US History and the Constitutional history, institutional framework, development, and policies of the government of the United States. Thus, the IB US History and IB Government sequence provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. Students are expected to take the International Baccalaureate exam at the end of this course.

US GOVERNMENT AND ECONOMICS
Prerequisite: Senior standing
This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the U.S. Government credit required for high school graduation.

HONORS US GOVERNMENT AND ECONOMICS
Prerequisite: Senior standing and teacher recommendation
This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. Government credit required for high school graduation.

AP US GOVERNMENT AND POLITICS
Prerequisite: Senior standing and teacher recommendation
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college-level curriculum provides students with 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. 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. **Students are expected to take the Advanced Placement exam at the end of this course.** See your school counselor if you have a financial hardship.

**IB GLOBAL POLITICS I AND II**  
**Prerequisite: Junior standing and teacher recommendation.**
This is a two-year Higher-Level (HL) sequence for International Baccalaureate Candidate students. IB Global Politics I is taught during the junior year, and IB Global Politics II is taught in the senior year. The sequence meets the Clark County School District and State of Nevada elective requirements for social studies. Global Politics explores important political concepts such as power, equality, sustainability and peace in a range of contexts, centered on a unifying theme of “people, power, and politics.” It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. **Students are expected to take the International Baccalaureate exam at the end of this course.**
World Languages Department

The study of world language adds a dimension of enrichment to the academic experience. Since languages and cultures are intertwined, studying a world language facilitates understanding of people and nations; moreover, language study helps students view their own language and culture from new perspectives.

FRENCH I / JAPANESE I / SPANISH I
Prerequisite: None
This one-year course is designed to facilitate a student’s acquisition of the target language at the novice-mid 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.

FRENCH II H / JAPANESE II H / SPANISH II H
Prerequisite: Passing grade in the Level I course.
These second-year courses continue the development of proficiency in the four basic skills of listening, speaking, reading and writing. Emphasis is on communication in the target language at the intermediate level in real-life situations. Students will expand knowledge of vocabulary and continue to explore the cultural diversity of the target cultures. This course will require daily study, drill, and written exercises as needed for more advanced grammar structures and concepts and their use.

FRENCH III H / JAPANESE III H / SPANISH III H
Prerequisite: Grade of C or better in both semesters of the Level II course and teacher recommendation.
These third-year courses are designed for the student to achieve a greater degree of proficiency in the target language. Emphasis is on communication in authentic oral and written contexts, as well as the four skills of listening, speaking, reading, and writing. Students will further expand knowledge of language structures, vocabulary, and culture. Reading for understanding is required through the offerings of short stories and passages from novels and other works.

FRENCH IV H / JAPANESE IV H / SPANISH IV H
Prerequisite: Teacher recommendation
Fee: $20 (French only)
These are college-level courses designed to raise the level of proficiency in all areas: listening, speaking, reading and writing. They require extensive study and preparation and will broaden the knowledge and command of the target language. The focus is increased fluency and communication at a more abstract and complex level for use in the global community. Students will continue to expand knowledge of previously introduced and more advanced language structures and concepts, vocabulary, culture, history and literature.
FRENCH V H / JAPANESE V H
Prerequisite: Teacher recommendation
Fee: $20 (French only)
These are college-level courses designed to expand the knowledge of French, Spanish, and German language and literature. Students will read selections from famous authors, poets, and playwrights as well as periodicals and other media in the target language. The literature read and discussed will enhance students' cultural and historical insight. Students will continue to reinforce and expand previously introduced language structures, vocabulary, history, and culture. More time will be devoted to self-expression in writing and oral communication. Students will focus on fluency, accurate pronunciation and intonation in the target language and will prepare to take the AP exam.

AP FRENCH / AP JAPANESE / AP SPANISH
Prerequisite: Teacher recommendation
Fee: $20 (French only)
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Language examinations. 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. Students are expected to take the Advanced Placement exam at the end of this course. See your school counselor if you have a financial hardship.

1/12/2020