



# HIGH SCHOOL 2018-2019 COURSE DESCRIPTION HANDBOOK

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Dear EMS ISD Students and Parents:

We are proud to present the 2018-2019 Academic Course Planning Guide, which includes graduation requirements, course descriptions, and other general information you may need to make informed decisions about your education career in EMS ISD.

The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence that instills a passion for a lifetime of continuous achievement in every student**. Creating a successful future for every student in our district is a result of the combined efforts of students, school personnel, and parents. Through the course selection process, you have the opportunity to create your own pathway of success by carefully selecting your classes since these choices will be a foundation for your future.

In EMS ISD, we recognize that every student is a unique individual with unique potential, and we encourage you to consider your own personal likes as well as your strengths and aspirations when choosing courses. We also encourage you to challenge yourself so as to best prepare yourself for continued success as you move into a college environment in the near future. All students should consider taking advanced coursework including one or more AP classes, dual credit, and advanced certification-eligible CTE courses. The course choices are many including pre-AP/AP classes, a wide range of career and technology classes, and many co-curricular courses including athletics and fine arts. With careful planning, students may graduate as an AP scholar or with an industry-recognized certification. Please review your options carefully, discuss these options with your parents, and ask questions of our counselors.

With strong academics as our focus, we understand that the best-prepared students are those who also are actively involved in their schools and community. Therefore, we encourage you to balance class loads as well as become involved in extra-curricular opportunities as an important component in your personal development in high school. Our goal is for all students to fulfill the District's Strategic Objective of "**Each student will be challenged to fulfill the district's high expectations and leave the district prepared and qualified to succeed in their chosen path(s).**" Please contact your school counselor or a school administrator if you have any questions in the course selection process.

I wish you success in your planning efforts.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Chadwell", is placed over a light blue rectangular background.

Jim F. Chadwell, Ed.D.  
Superintendent

# ***Eagle Mountain–Saginaw Independent School District***

## **Board of Trustees**

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*Dr. Linda Parker, Deputy Superintendent of Schools*

## **Mission Statement**

*The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence** that instills a **passion for a lifetime of continuous achievement** in every student.*



# Public Notification of Nondiscrimination in Education for All Children with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) requires that Eagle Mountain-Saginaw Independent School District not discriminate on the basis of handicap in any district program or activity. The district will identify, evaluate and provide an appropriate public education to students who are handicapped under Section 504, including homeless children.

La Sección 504 de la Ley de Rehabilitación, de 1973, y la Ley de Americanos con Impedimentos (ADA) requieren que el DISTRITO ESCOLAR INDEPENDIENTE de EAGLE MOUNTAIN-SAGINAW no discrimine basándose en impedimentos, en ningún programa o actividad del distrito. El distrito identificará, evaluará y ofrecerá una educación pública adecuada a los estudiantes con impedimento, de acuerdo con la Sección 504, incluyendo a los niños sin hogar.

**It is the policy of Eagle Mountain-Saginaw ISD not to discriminate on the basis of race, color, national origin, sex or handicap, in its Career and Technical (vocational) programs, services or activities as required by Title VI of the civil rights act of 1964, as amended: Title IX of the education amendments of 1972: and section 504 of the rehabilitation act of 1973, as amended.**

## General Information

### Advanced Academics Program

Texas believes a strong education is the foundation to our children’s future. According to the Texas Education Agency, it is vital that our students have every opportunity to excel academically through rigorous and challenging courses. Colleges recognize the role a rigorous high school curriculum plays in preparing students for college success. Accordingly, the National Association for College Admission Counseling’s 2006 survey of college admissions officers showed **the most important factor** in college admissions is student success in the most challenging high school courses available.

#### Advanced Placement

Courses offered through the College Board’s Advancement Placement Program enable Texas students to pursue college level coursework while still in high school. Based on AP Exam performance, students can gain college admission, earn scholarship awards, earn credit toward a college degree, skip introductory college classes, enter higher-level classes, and/or fulfill general college educational requirements, depending on the college or university. Eagle Mountain-Saginaw ISD supports the College Board’s commitment to the principle that all students who are willing to accept the challenge of a rigorous coursework provided through a college-level curriculum deserve an opportunity to participate in AP courses. Our high schools offer a variety of Advanced Placement Courses. All Pre-AP and AP classes require extra time on the part of students for class preparation, outside reading and/or labs, and completion of assignments. Also, it is the expectation that students who take AP Classes will take AP exams. (Note: Some colleges and universities will not attach value to a high school course labeled AP unless an AP Exam grade is also presented for that course.) Complete course descriptions and practice exam questions can be accessed at [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).

Eagle Mountain-Saginaw ISD offers the following AP courses:

English Language & Composition	Statistics	Human Geography	Spanish Language	Computer Science
English Literature & Composition	Biology	United States History	Spanish Literature	Computer Science Principles
Capstone Seminar	Chemistry	World History	Art – Studio Art	
Capstone Research	Physics 1	European History	Art – 2-D Design	
Calculus AB	Physics 2	Psychology	Art – 3-D Design	
Calculus BC	Environmental Science	French Language	Art History	
Macroeconomics	United States Government & Politics	German Language	Music Theory	

### Pre-Advanced Placement Courses

Academic courses that lead to Advanced Placement (AP) courses are referred to as Pre-Advanced Placement (Pre-AP) courses. Pre-AP courses can be taken in grades 6-11. Pre-AP courses cover curriculum with greater depth and complexity. They require additional studies outside of the classroom as well as effective time management skills. Emphasis is given to the skills and strategies students need to succeed in Advanced Placement courses and post-secondary education. Pre-AP courses are offered in English, mathematics, science, social studies, and other selected courses.

### Gifted and Talented

The EMS ISD Gifted and Talented Program (G/T) is designed to meet the needs of identified gifted students who have demonstrated above-average ability in the following two areas of giftedness as defined by the Texas State Plan for the Gifted: 1) high general-intellectual ability; and, 2) creative and productive thinking. In Eagle Mountain Saginaw ISD, secondary G/T students are served through Pre-AP and AP classes. As per the Texas State Plan for the Gifted and Talented, our G/T students have regular opportunities to work with their like-ability peers and have differentiated instruction to increase the depth and complexity of the curriculum within the Pre-AP and AP classes. We accomplish this through clustering (defined as 5 or more G/T students in a class). This strategy allows our students to benefit from both heterogeneous and homogeneous grouping methods. G/T cluster classes are not exclusively for G/T students and are not comprised of all G/T students. Teachers assigned to G/T cluster classes have G/T training including the 30-hour initial G/T training, 6 hour annual G/T training updates, as well as district training opportunities with other G/T teachers.

G/T students must enroll in at least one Pre-AP or AP course each year through middle and high school. If the student decides not to take at least one Pre-AP or AP course, then the student must enter into furlough or exit from the program.

Although EMS ISD identifies general academic giftedness, students have particular areas of strengths and interests. As students move into middle school and high school, it is important to realize that this is the appropriate time to specialize in specific courses and hone strengths. Our goal is to help our students explore learning opportunities in a variety of subjects and experiences as they journey through Eagle Mountain-Saginaw ISD.

### Dual Credit

A student may enroll in academic and/or technical courses for college credit before they graduate from high school. Students receive both high school and college credit upon successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. To qualify, a student must:

- Obtain permission from the high school.
- Enroll at the college/university offering the course(s).
- Meet the entrance requirements of the college/university including the required placement exams.

#### Dual Credit Opportunities with Tarrant County College Offered on High School Campuses:

High School Course Equivalent	College Course(s)	College Credit
English III & IV	ENGL 1301, 1302	6
	LIT 2327, 2323	6
United States History	HIST 1301 & 1302	6
United States Government	GOVT 2305	3
Principles of Economics	ECON 2301	3
Advanced Aircraft Technology	AERM 1310, 1314, 1303 & 1315	12
Practicum in Aircraft Technology	AERM 1345 & 1349	12
Fire Fighter I	TBD	12
Fire Fighter II	TBD	12

Students may also take dual credit courses on the college campus or online. Prior approval is required. Contact the Counseling Department for more information.

**OnRamps-** OnRamps is a dual enrollment program that is aligned with the high standards and expectations of The University of Texas at Austin. Credit from UT is earned through the University Extension (UEX) within the TEXAS Extended Campus. OnRamps courses do not require admission to the University of Texas even though they are aligned with courses taught to UT Austin's residential students. A university faculty member serves as the Instructor of Record and evaluates student's progress in each college course. *\*Students assigned to ADC will no longer be able to participate in Dual nor OnRamps courses. These courses are only offered at the home campuses and or HCTC.*

EMS ISD OnRamps Opportunities:

High School Course Equivalent	College Course(s)	College Credit
OnRamps Pre-Calculus	Math 2312	3
OnRamps EWF: Intro to Geoscience	GEO 302E	3

### Articulated Courses

This course is offered as a high school credit through TCC Northeast that will articulate to college credit if the student enrolls in the Paramedic program at TCC.

High School Course Equivalent	College Course(s)	College Credit
Practicum in Health Science/ Emergency Medical Technician	EMSP 1501 & 1160	6

### Concurrent Enrollment

Concurrent enrollment refers to a circumstance in which a student is enrolled in two or more educational institutions (High School and a College/University) at the same time, but is receiving direct credit from only one of the institutions. Upon approval from the principal, a student may enroll in a college-level course offered on a college campus for college credit only. Only the courses listed below may be taken for concurrent enrollment for High School credit.

High School Course Equivalent	College Course(s)	College Credit
Communication Application	SPCH 1311	3
Algebra II	MATH 1314	3
Independent Study in Math	MATH 1324	3
Contemporary Math Topics	MATH 1332	3
Psychology	PSYC 2301	3
Sociology	SOCI 1301	3
American Sign Language I	SLNG 1404	4
American Sign Language II	SLNG 1405	4
Spanish III	SPAN 2311	3
Art I	ARTS 1316	3

### Career and Technical Education (CTE)

The Eagle Mountain-Saginaw ISD Career and Technical Education Program will provide learning opportunities that incorporate rigorous academic study with an emphasis on career preparation through applied learning. It is our goal to develop students into lifelong learners who are prepared to attain maximum potential in post-secondary education while being able to successfully enter a desired career field. The primary purpose of the CTE Program is to ensure that each student will develop his or her full potential for continued learning, career success, and productive citizenship.

*\*Students assigned to ADC will no longer be able to participate in CTE courses held at HCTC. These courses are only offered at HCTC.*

## **EXITING A PRE-AP/AP COURSE**

**Pre-AP/AP schedule change requests after the yearly designated add/drop date are subject to the following process:**

- Change requests for exiting of Pre-AP/AP courses will not be considered before the 10<sup>th</sup> instructional day of the course to allow students time to work with the teacher and adjust to curriculum requirements.
- Requests to exit a Pre-AP/AP course will be considered between the end of the first 10 instructional days and the end of the 1<sup>st</sup> six weeks of a course. Requests for second semester changes will be considered at the end of the first semester. A student must turn in a written request providing a valid explanation for the schedule change request to his/her counselor. The request must be signed by a parent/guardian.
- Before enacting the process to exit, the reason for the schedule change, in conjunction with the student's past academic history, absences, and use of tutorials and interventions will be reviewed.
- A conference to include the student, teacher, counselor, administrator or designee, and parent will be held once the written request is received and reviewed. Options to be discussed at the conference include:
  - developing a plan for the improvement of the student's performance that includes alternative instructional strategies, student attendance, student effort, student utilization of tutorials and other interventions, and specific target dates for progress reports to student and parent;

**or**

- exiting the student from the course and placing the student in another appropriate course if the student's past academic history and the committee assessment indicate the student does not have the skills to be successful in the course and the student was inappropriately placed in the course.

**Unacceptable reasons for requesting a schedule change from a Pre-AP/AP course include but are not limited to:**

- Student wants a different teacher.
- Student wants a different lunch.
- Student wants to be with friends.
- Student wants to change a class because she/she does not want to do the class work or has not done reading / required work.
- Student signed up for the class because he/she wanted to, but wants out of the class since he/she doesn't need the class in order to graduate.
- Student is not making an A or B in the course.
- Student is concerned about GPA.

# Automatic College Admission (Top 10% Rule)

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the **top 10 percent** of the student's high school graduating class, or the **top 6 percent** of eligible 2018 summer/fall freshman applicants for admission to the University of Texas at Austin, and the applicant:

- 1) Successfully completed the requirements for the EMS ISD Distinguished Level of Achievement;
- 2) Satisfied ACT's College Readiness Benchmarks on the ACT assessment or scores on the SAT (TBD by the state).

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

- 1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
- 2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
- 3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
- 4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

### **To qualify for automatic admission an applicant must:**

- 1) Submit an application before the deadline established by the college or university to which the student seeks admission; and
- 2) Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the EMS ISD Distinguished Level of Achievement plan that was available to them.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

## Class Rank and GPA

The following class ranking requirements apply to students who enter grade 9 beginning in the 2013–14 school year

- The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned, unless excluded below.
- The calculation of class rank shall exclude grades earned in or by a local credit course, physical education credits awarded by alternative sources, or courses taken as Pass/Fail.
- Eligible **AP courses** designated in the course description handbook shall be categorized as Level 3 courses and **will receive ten extra points** toward GPA.
- Eligible **Pre-AP courses and dual credit courses** designated in the course description handbook shall be categorized and weighted as Level 2 courses and will receive **five extra points** toward GPA.
- All other eligible shall be categorized as Level 1 and will receive no extra points toward GPA.
- Repeated courses with prior credit granted will not be included in the student's GPA but will be graded as Pass/Fail.

## Classification Credit

Students are classified according to the number of credits they have earned at the beginning of the school year.

<b>Freshman</b>	<b>Promotion from 8th grade</b>
<b>Sophomore</b>	<b>5.5 to 11.5 credits</b>
<b>Junior</b>	<b>12 to 18.5 credits</b>
<b>Senior</b>	<b>19 plus credits</b>



## College Entrance Examination

Since college entrance exams are required at many colleges and universities, the student planning to go to college is encouraged to take the following tests: (It is recommended that English III and Algebra II be completed before taking any college entrance exam.)

1. **National Merit Scholarship Qualifying Test (PSAT-NMSQT):** This test is designed to aid Sophomores and Juniors in estimating their ability to do college level work and to guide them in making college plans. It is sometimes used by industries and universities for scholarship purposes. National Merit Scholarship recipients are determined from the scores acquired from the PSAT taken during their junior year.
2. **ACT and/or SAT:** The ACT and/or SAT exams are a system of testing prospective college students for the purpose of admission and counseling. The student should find out which test is required or preferred by the institution. These tests are administered at the high schools several times during the year. Each of these tests has a required fee that must be paid at the time of registration. Registration information is available on line at [www.collegeboard.com](http://www.collegeboard.com) or [www.act.org](http://www.act.org).
3. **Texas Success Initiative (TSI):** Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI), as of fall 2003 (Texas Education Code §51.3062) in order to enroll in public institutions of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness.

## Course Credit Options

### **Credit by Exam for Acceleration**

Prior approval to take a credit by exam must be obtained through the counseling office. A student may earn credit for certain courses in which they have had *no prior instruction* by scoring a grade of 80 or above on an examination for acceleration and meeting other eligibility requirements. Testing fees may apply. See your counselor for further information on requirements and procedures. Any Credit by Exam for Acceleration score report will be entered into the student's grade history and will be used in determining GPA as stated in Board Policy. For more information please see our district Testing and Title webpage at <http://www.emsisd.com/Page/378>.

### **Credit by Exam for Credit Recovery**

Prior approval to take a credit by exam must be obtained through the counseling office. For courses where credit was denied because of grade or excessive absences, a student may earn credit toward graduation by scoring a grade of 70 or above on the exam. A fee is charged for the testing. See your counselor for further information on requirements and procedures.

### **Correspondence Courses**

**Prior approval to enroll in a correspondence course must be obtained through an application available in the counseling center.** A student may be enrolled in only one correspondence course at a time unless special circumstances warrant with principal approval. See your counselor for further information and special requirements for students wishing to graduate using correspondence course work.

### **Maximum Allowable Credit**

Students are limited to no more than 8 courses for high school credit per school year during the school day. Correspondence courses, online courses, and any other courses taken outside of the school day will not be included in the 8-credit limit.

### **Credit Recovery (CAPTURE)**

CAPTURE is offered before school, after school, and as a class during the school day to assist students in successfully completing courses they have taken previously and have not passed. CAPTURE utilizes a self-paced, computer generated curriculum and requires self-discipline and self-motivation. The ability to enroll in CAPTURE is a privilege, not a right, and should be treated as such. Students will receive a Pass/Fail for any credit earned in CAPTURE. **Online courses including those offered through CAPTURE do not fulfill NCAA core course requirements.**

# Texas Virtual School Network

Students attending Eagle Mountain-Saginaw ISD have the option to enroll in a course(s) offered through the state virtual school network under Chapter 30A. See your counselor for courses offered, the enrollment process, and associated course fees.

## Early Graduation

Early graduation may be granted by the principal/ principal's designee upon recommendation of the high school counselors. An Early Graduation Agreement must be signed and filed **prior to the beginning of the junior year for three-year graduates and prior to the beginning of the senior year for mid-term graduates**. Students planning to graduate in three years will only be promoted to the next grade level upon completion of the early graduation application process and accumulation of a minimum of 19 credits. Students who wish to graduate early must complete all graduation requirements.

## Grade Reporting

A student must be present 90% of the days in each class during a semester. Numerical scores are used to report grades and a minimum grade average of 70 is required for receiving credit.

## EOC Graduation Requirements

For students entering high school in 2011-2012 and after, the State of Texas Assessments of Academic Readiness (STAAR™) have replaced the Texas Assessment of Knowledge and Skills (TAKS). STAAR™ includes 5 end-of-course (EOC) course assessments. Only those senior students who have completed all requirements for graduation may participate in the graduation exercise. Senate Bill 673 from the 80<sup>th</sup> Texas Legislature ensures that students who receive special education services but who have not yet completed the requirements of their IEPs have the opportunity to participate in a graduation ceremony upon completion of four years of high school.

## Local Credits

Some courses offered are not among the state approved courses and will receive local credit. Local credits do not count as credit toward graduation.

## Release

- To be able to have a release a student must be classified as a senior at the beginning of the school year and have successfully completed all EOC assessments and meet at least one of the following requirements.
- Taking at least 1 AP courses, two courses two releases
- Take at least 1 dual credit course, two courses two releases
- Be enrolled in a course that leads to a certification or license
- Be enrolled in a Career Preparation class and maintain that enrollment
- Principal discretion on extenuating circumstances
- Providing large portion of family income
- Specialized conditions outside of school
- Students in athletics that complete their final season will receive a release as soon as the season is over, provided they do not already have two releases. They will receive no credit for the class when they exit.

Maximum of two releases.

Release must be first period or last two periods of the day.

## Pass/Fail Option

Beginning with the 2018-19 Freshman, Sophomore, and Junior classes the following options apply.

By requesting a course under the Pass/Fail option:

- I understand Pass/Fail request forms are due to the counseling office no later than the fifth day of the first semester of the course.
- Once Pass/Fail has been declared, I understand I will not be able to return to the standard GPA format for that class after the above-mentioned deadline has passed.
- I understand that I must be committed to doing a good job in the class.
- I understand that all Pass/Fail students will be subject to a three-week review to determine if class performance expectations have been met.
- I understand that the school has the right to remove me from the class at any time if I do not do the assigned work and that such removal may result in a loss of credit.
- I understand that if I am removed from a Pass/Fail class for noncompliance of the above items, I forfeit the right to enroll in a course as Pass/Fail in the future.
- I understand there may be instances when choosing Pass/Fail may not be the best option. I will consult with my Counselor before making my decision.
- I understand that I may only schedule 2 Pass/Fail courses per semester.
- I understand that core content or any course that is required under any of the three graduation plans (Foundation, Foundation with Endorsements, or Distinguished Level of Achievement) cannot be taken as a Pass/Fail option. However, any core content or required course taken beyond the required amount may be eligible for pass/fail.
- I understand that no more than a total of 4 credits may be taken on a Pass/Fail basis.
- The following Pass/Fail options do not count toward the 4-credit limit: Off Campus PE, PE embedded within Band or Dance, Credit by Exam, credit recovery, transfer credits, or local credits

## Parent and Student Information Regarding the Schedule Change Process

Master schedules are developed in the spring prior to the upcoming year. Student course selections indicate how many teachers and sections will be needed for a course. The process allows administrators to plan and to hire for optimum academic strength. When students are permitted to randomly change schedules, classes become overcrowded. Very seldom does a change affect only one course. Careful selections benefit everyone. Thank you for being a crucial part of our educational team as we work together for academic excellence.

### Course Selection

- Parent and student informational meetings will be held during course selection.
- Students will be guided through the course selection process.
- Students who do not complete the course selection process will have courses selected for them by their counselor according to their academic needs and graduation plan.

### Add/Drop Date

- **Check with your High School Counselor** for the schedule change add/drop window in May.
- Only schedule changes pertaining to graduation plans, level changes and/or computer errors will be addressed during the following school year.

## Prerequisites

In accordance with TEC Chapter 74 Subchapter G, students who enter high school in 2012-2013 and beyond may not be enrolled in a course that has a required prerequisite unless the student has successfully completed the prerequisite course(s) or a person with knowledge (teacher/administrator/counselor) of the student decides the student is able to take selected course.

# Testing

## **STAAR**

**For students entering high school first year freshman and after**, the State of Texas Assessments of Academic Readiness (STAAR™) will replace the Texas Assessment of Knowledge and Skills (TAKS). STAAR™ includes 5 end-of-course (EOC) course assessments: Algebra I, English I, English II, Biology, and U.S. History. In order to graduate, students must pass all 5 exams. Please visit the district Testing and Title webpage at <http://www.emsisd.com/Page/378> for exam dates.

## **PSAT/NMSQT**

This test is designed to test the verbal and mathematical skills of students. National Merit Scholarship opportunities may be available if the student's junior level scores qualify him/her to be a finalist. This test is given in October each year.

## **ACT**

The ACT assessment is a general standardized college admissions test and is accepted by most colleges and universities. Students should plan to take this test in the spring of their junior year.

## **SAT**

The SAT is a college admissions test that measures mathematical problem-solving, critical reading, and writing skills. Each section is reported on a scale of 200 – 800 points. Students should take this test no sooner than the spring of their junior year.

## **TSI**

Unless exempt, students who are entering a Texas college or university must take a TSI exam and receive a passing score in order to enroll in credit bearing courses.

**\*Students should contact their college of choice regarding required placement exams.**

## **Advanced Placement Examinations (AP)**

These exams provide students with the opportunity to gain college credit by examination at participating universities. Information regarding the awarding of credit can be found on [www.collegeboard.com](http://www.collegeboard.com).

## **ASVAB**

The Armed Services Vocational Aptitude Battery is available to students in grades 10-12. It measures aptitudes and abilities and relates them to specific occupations in civilian and military life.

# Transfer Students

Out of state transfer students must complete all state graduation requirements to be eligible for a Texas (Eagle Mountain-Saginaw I.S.D.) diploma. Students entering from another state, country or state accredited private school where grades are awarded in letter form rather than numerical form shall have them interpreted for ranking and other purposes as shown on the chart below, unless the school from which the student transferred provides documentation of the numerical equivalent for each letter grade awarded.

Courses transferred for credit shall be transferred as "regular" courses in determining grade points. In order for the transferred course to be accepted as a basic or advanced level course for class ranking purposes, the course must be clearly identified as such on the transcript or confirmed as the equivalent of a basic or advanced-level course by the sending school to the high school counselor. Students moving into the District may receive advanced ranking points for courses transferred only if those courses are currently receiving advanced ranking points at the District high schools.

The following scale shall be used to convert grades of students transferring into the District with letter grades:

<b>A+</b>	<b>=</b>	<b>99</b>	<b>C+</b>	<b>=</b>	<b>79</b>	<b>F</b>	<b>=</b>	<b>65</b>
<b>A</b>	<b>=</b>	<b>95</b>	<b>C</b>	<b>=</b>	<b>75</b>			
<b>A-</b>	<b>=</b>	<b>92</b>	<b>C-</b>	<b>=</b>	<b>73</b>			
<b>B+</b>	<b>=</b>	<b>89</b>	<b>D+</b>	<b>=</b>	<b>72</b>			
<b>B</b>	<b>=</b>	<b>85</b>	<b>D</b>	<b>=</b>	<b>71</b>			
<b>B-</b>	<b>=</b>	<b>82</b>	<b>D-</b>	<b>=</b>	<b>70</b>			

## Transfer Credit

Incoming transfer credits toward graduation will be accepted from accredited public schools, state accredited home school organizations and from private or parochial schools accredited by an association recognized by the Texas Commissioner of Education.

The District shall validate courses of transfer students from non-accredited, public, private, home or parochial schools by testing or other evidence that all TEKS are met. Placement for incoming students will be determined using district approved assessments. Arrangements for these exams are scheduled by the student after they are enrolled in an EMS ISD school. The grade a student earns is the grade used to award credit. The minimum exam score is 70 for credit.

## Physical Education Credits/Substitutions

One unit of P.E. is required of all students for graduation. The following activities may be used to substitute for the one unit of required PE: drill team, marching band, cheerleading, athletics and off-campus physical education.

Specific credit information regarding athletics, physical Education, CTE and fine arts credits and substitutions is addressed below:

### **Athletics:**

Students in athletics may receive up to 4 state physical education substitution credits.

### **Cheerleading:**

- Cheerleaders enrolled in a cheer class may be awarded
- 1 credit of athletics (gymnastics) per year (.5 per semester) up to 4 physical education credits.
- Cheerleaders not in the cheer class may be awarded up to 1 physical education substitution credit (.5 credit awarded fall only) for extracurricular (after school) activity.

### **Dance:**

- Dance satisfies the state Fine Arts graduation requirement.
- Beginning in 2011-2012 students in Dance 1 will get credit for dance/Fine Art and for aerobic activities/PE.



**Awarding of the aerobic activities credit is dependent upon teacher certification in both physical education and fine arts and is subject to change.**

**Drill Team:**

Students in drill team may receive up to 4 credits of fine arts as well as .5 course credits in the fall toward their physical education requirement up to 1 state credit as part of their extracurricular (after school) activity.

A student in drill team may accrue the following credits:

- 1<sup>st</sup> Time Taken- Dance I plus .5 Physical Education Substitution Credit (fall only)
- 2<sup>nd</sup> Time Taken- Dance II plus .5 Physical Education Substitution Credit (fall only)
- 3<sup>rd</sup> Time Taken- Dance III
- 4<sup>th</sup> Time Taken- Dance IV

Total Credits Possible: 4 Fine Arts Credits + 1 Physical Education Credit = 5

Students in their 3<sup>rd</sup> or 4<sup>th</sup> year of drill team who have not previously been awarded physical education substitution credit may also accrue up to 1 physical education substitution credit toward graduation. (.5 credit awarded fall only)

**Marching Band:**

Students in marching band may receive up to 4 credits of fine arts as well as .5 course credits in the fall toward their physical education requirement up to 1 state credit as part of their extracurricular (after school) activity.

A student in band may accrue the following credits:

- 1<sup>st</sup> Time Taken- Music I Band plus .5 Physical Education Substitution Credit (fall only)
- 2<sup>nd</sup> Time Taken- Music II Band plus .5 Physical Education Substitution Credit (fall only)
- 3<sup>rd</sup> Time Taken- Music III Band
- 4<sup>th</sup> Time Taken- Music IV Band

Total Credits Possible: 4 Fine Arts Credits + 1 Physical Education Credit = 5

Students in their 3<sup>rd</sup> or 4<sup>th</sup> year of band who have not previously been awarded physical education substitution credit may also accrue up to 1 physical education credit toward graduation. (.5 credit awarded fall only)

**Physical Education:**

A student may not receive credit for a specific physical education course more than once.

Students may earn a maximum of 4 state physical education credits through any combination of physical education courses and/or substitutions.

**Reserve Officer Training Corps I:**

Students in ROTC I receive 1 physical education substitution credit for the course.

## Planning Timeline

### 9<sup>th</sup> and 10<sup>th</sup> Grades

- Analyze your interests and abilities and consider the connections to possible careers. Utilize the Career Cruising program to discover your areas of interest and career possibilities.
- Join extra-curricular activities which help develop teamwork, leadership and responsibility.
- Talk to your parents about future plans.
- Set-up an appointment to visit with your school counselor.
- Challenge yourself by exploring AP, Dual, and Career and Technical Education courses.
- Struggling with a subject? Ask for additional help from your teacher, counselor or parent.
- Visit your Go Center.
- Investigate various types of post-secondary education possibilities.
- Research financial aid opportunities and resources– scholarships, grants, loans, work study.
- Sign up for pre-college assessment opportunities such as the PSAT.

### 11<sup>th</sup> and 12<sup>th</sup> Grades

- Register by deadlines for college entrance exams required by the schools you are interested in attending (usually in fall and spring of junior year and fall of senior year).
- Take TSI if you are planning to attend a TX state college or university.
- Attend a job fair and/or college fair.
- Take the ASVAB Interest Inventory and continue using Career Cruising to help determine career interests and college choices.
- Narrow down the list of schools for submitting applications.
- Engage in community service or volunteerism.
- Set up an appointment with your school counselor to go over your plans.
- Visit the Go Center.
- Attend a financial aid night and/or college night with your parents.
- Submit college applications on-time.
- Complete Free Application for Federal Student Aid (FAFSA) and other financial aid forms for schools you are considering attending. Be timely.
- Visit the US Department of Education website ([www.ed.gov/pubs](http://www.ed.gov/pubs)) for complete listings of free financial aid brochures and information packets.

## Help for College Readiness and Success

For information see link on your High School Counseling Department webpage.

### **Toward Excellence, Access & Success (TEXAS) Grant Program**

([www.collegefortexans.com](http://www.collegefortexans.com))

#### **Program Purpose**

The Texas Legislature established the TEXAS (Towards Excellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

# Programs of Study for the 16 Career Clusters

Programs of Study for the 16 Career Clusters are available at <http://www.achievetexas.org>. These programs of study are designed for students but can also be used with administrators, counselors, teachers, business and industry representatives, and parents. Programs of Study contain a lot of helpful information, including the core courses and career-related electives in high school that will help prepare students for their career goals. The Programs of Study are based upon the State of Texas Foundation with Endorsements High School Graduation Plan and can easily be adapted for the Distinguished Level of Achievement High School Graduation Plan.

## Sarah Hollenstein Career and Technology Center (HCTC)



Classes at the Hollenstein Career and Technology Center (HCTC) equip students with the skills needed for 21st century professional careers through an innovative, visionary approach to education in a state-of-the-art facility. The HCTC hosts 10 academies that incorporate rigorous academic study with an emphasis on career preparation through applied learning.

### EMS ISD Endorsements

**STEM** All STEM must include Algebra 2, Chemistry, and Physics

Aeroscience			Robotics			Math			Science			Computer Science		
Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr
8th-10th	Prin of Appl Engin#	1	8th-10th	Prin of Appl Engin#	1	8th-9th	Algebra 1	1	9th	Biology	1	10th	Chemistry	1
11th	Aeroscience 1*	2	11th	Robotics*	2	9th-10th	Geometry	1	10th	Chemistry	1	10th-11th	Algebra 2	1
12th	Aeroscience 2*	2	12th	Aeroscience 1*	2	10th-11th	Algebra 2	1	11th	Physics	1	11th	Physics	1
						11th-12th	Adv Math	1	12th	Adv Science	1	9th-11th	AP Comp Sci Prin	1
						12th	Adv Math	1	11th-12th	Adv Science	1	9th-11th	PAP Comp Sci	1
												11th-12th	AP Comp Sci	1

  

Video Production			Audio Production			Graphic Design			Animation			Culinary Arts		
Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr
9th-10th	Prin A/V#	1	9th-10th	Prin A/V#	1	9th-10th	Digital Media#	1	9th-10th	Digital Media#	1	9th-10th	Intro to Culinary#	1
11th	Video Prod 1*	2	11th	Digital Aud Tech*	2	11th	Graphic Design 1*	2	11th	Animation 1*	2	11th	Culinary Arts*	2
12th	Video Prod 2*	2	12th	Audio Prod*	2	12th	Graphic Design 2*	2	12th	Animation 2*	2	12th	Adv Culinary*	2

  

Information Technology			Manufacturing Engineering			Welding			Automotive			Aircraft		
Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr
9th-10th	Prin of Info Tech#	1	9th-10th	Engin Design#	1	9th-10th	Ag Metal & Mech#	1	9th-10th	Intro to Transp#	.5	9th-10th	Intro to Transp#	.5
11th	Computer Tech*	2	11th	Precision Metal*	2	11th	Welding 1*	2	11th	Auto Tech 1*	2	11th	Intro to Aircraft**	3
12th	Networking*	2	12th	Manufact Engin*	2	12th	Welding 2*	2	12th	Auto Tech 2*	2	12th	Aircraft Pwrprint**	3

  

Business			Marketing			Finance			Architecture		
Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr	Grade	Course	Cr
9th	Prin of Bus,Mkt,F#	1	9th	Prin of Bus,Mkt,F#	1	9th	Prin of Bus,Mkt,F#	1	9th-12th	English Elective	1
10th	Bus Info Mgmt 1	1	10th	Sprt/Ent Mkt & Advertising	.5	10th	Money Matters	1	9th-12th	Debate 1, 2, & 3	3
11th	Bus Info Mgmt 2	1	11th	Bus Management OR Bus Law	1	11th	Accounting 1	1	10th-12th	OR Newsppr 1, 2, & 3	3
12th	Bus Management OR Bus Law	1	12th	Entrepreneurship	1	12th	Accounting 2	1	10th-12th	OR Yearbook 1, 2, & 3	3

  

Construction		
Grade	Course	Cr
9th-10th	Prin of Construct.#	1
11th	Construct. Tech 1*	2
12th	Construct. Tech 2*	2

\* Course is at HCTC and may include additional cost

\*\* Course is at TCC Alliance

# Course is prerequisite to advanced courses

R Course is recommended

## Endorsements Continued

### Public Service

Education		
Grade	Course	Cr
9th	Prin of Education#	1
10th	Hum Grth & Dev <sup>R</sup>	1
11th	Instruct Practices*	2
12th	Practicum in Ed*	2

Health Science		
Grade	Course	Cr
9th	Princ of Hlth Sci	1
10th	Medical Term	1
11th-12th	Anatomy/Phys	1
11th-12th	Pathophysiology	1

Health Science		
Grade	Course	Cr
9th	Princ of Hlth Sci#	1
10th	Medical Term <sup>R</sup>	1
11th	Clin Rotations* OR Sports Med*	2
12th	Practicum inHST*: PCT, EMT, EKG, PT	2

Health Science		
Grade	Course	Cr
9th	Princ of Hlth Sci#	1
10th	Medical Term <sup>R</sup>	1
11th-12th	Anat/Phys OR Pathophysiology	1
11th-12th	Hlth Sci Thry*:SM, PCT, EMT, EKG, PT	2

Health Science		
Grade	Course	Cr
9th	Princ of Hlth Sci#	1
10th	Medical Term <sup>R</sup>	1
11th	Clin Rotations* OR Sports Med*	2
12th	Anat/Phys OR Pathophysiology	1

Human Services		
Grade	Course	Cr
8th-9th	Prin of Hum Svc	1
10th	Lifetime Nutr & Interpers Std	5
11th	Hum Grth & Dev	1
12th	Couns & Mnt Hlth	1

Human Services/Cosmetology		
Grade	Course	Cr
8th-10th	Prin of Hum Svc#	1
11th	Cosmetology 1*	3
12th	Cosmetology 2*	3

Law Enforcement		
Grade	Course	Cr
9th-10th	Prin of Law#	1
11th	Law Enfor 1* & Correct Svc*	2
12th	Law Enfor 2* & Federal Law Enf*	2

Law Enforcement		
Grade	Course	Cr
9th-10th	Prin of Law#	1
11th	Court Systems* & Intro to Am Law*	2
12th	Practic in Law* & Safety Correct*	2

Law Enforcement		
Grade	Course	Cr
9th-10th	Prin of Law#	1
11th	Fire Fighter 1 *DC	2
12th	Fire Fighter 2 *DC	3

Military Science		
Grade	Course	Cr
9th-12th	JROTC 1, 2, 3, & 4	4

Arts & Humanities		
Grade	Course	Cr
9th	W/H Geography	1
10th	W History	1
11th	US History	1
12th	Govt/Econ	1
10th-12th	SS Elective	1

Grade	Course	Cr
8th-12th	Same Language	4
Grade	Course	Cr
8th-12th	Language 1	2
8th-12th	Language 2	2

Grade	Course	Cr
9th-12th	Sequence of FA: Art, Band, Choir, Dance, Theatre	4

Multidisciplinary		
Grade	Course	Cr
9th-12th	4 credits in each core subject	16
Must include Eng 4 & Chem or Physics		

Grade	Course	Cr
9th-12th	4 credits in AP courses	4
Eng, math, sci, soc st, language, and/or fine arts		



# GRADUATION REQUIREMENTS

## FOR STUDENTS ENTERING HIGH SCHOOL 2014-2015 AND AFTER

EMS-ISD Distinguished Level of Achievement Plan includes one Endorsement
<p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>English 1</li> <li>English 2</li> <li>English 3</li> <li>Advanced English</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Algebra 1</li> <li>Geometry</li> <li>Algebra 2</li> <li>Advanced Math</li> </ul>
<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>World Geography</li> <li>World History</li> <li>US History</li> <li>Government</li> <li>Economics</li> </ul>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC, Physics or Chemistry</li> <li>Advanced Science</li> <li>Advanced Science</li> </ul>
<p><b>World Languages</b></p> <ul style="list-style-type: none"> <li>Year 1</li> <li>Year 2</li> </ul>
<p><b>Fine Arts</b></p> <ul style="list-style-type: none"> <li>Variety of course options</li> </ul>
<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Variety of course options</li> </ul>
<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>Elective 1</li> <li>Elective 2</li> <li>Elective 3</li> <li>Elective 3</li> <li>Elective 5</li> <li>Elective 6</li> </ul>

**STAAR EOC** – English 1, English 2, Algebra 1, US History and Biology

**\*CTE Endorsements-** A coherent sequence of 4 credits - at least 2 courses in same cluster, including at least one advanced CTE course that is third or higher in sequence.

Endorsement Choices
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Science – Algebra 2, Bio, Chemistry, Physics &amp; 2 additional science credits</li> <li>Math – 2 courses above Algebra 2</li> <li>Engineering*</li> </ul>
<p><b>Business and Industry</b></p> <ul style="list-style-type: none"> <li>Agriculture, Food, and Natural Resources*</li> <li>Audio/Video Technology*</li> <li>Communication (Journalism or Debate)</li> <li>Finance*</li> <li>Culinary, Hospitality and Tourism*</li> <li>Information Technology*</li> <li>Manufacturing</li> <li>Marketing*</li> <li>Transportation*</li> </ul>
<p><b>Public Services</b></p> <ul style="list-style-type: none"> <li>Education and Training*</li> <li>Health Science*</li> <li>Human Services*</li> <li>Legal &amp; Protective Services*</li> <li>JROTC</li> </ul>
<p><b>Arts and Humanities</b></p> <ul style="list-style-type: none"> <li>Social Studies – 5 credits</li> <li>World Language – 4 credits same language or 2 credits in one language and 2 credits of a different language</li> <li>Same fine arts – 4 credits or 2 credits of one fine arts and 2 credits in another fine arts</li> </ul>
<p><b>Multidisciplinary Studies</b></p> <ul style="list-style-type: none"> <li>4X4 - four English, four Math, four Social Studies, four Science – to include English IV, Chemistry or Physics</li> <li>Advanced Courses – four advanced credits that prepare a student to enter the workforce or secondary education successfully without remediation</li> <li>Four credits in Advanced Placement or Dual Credit selected from English, math, science, social studies, and LOTE</li> </ul>

Performances Acknowledgements
<p><b>Dual Credit</b></p> <ul style="list-style-type: none"> <li>12 College credit hours with a grade of 3.0 or higher</li> <li>Associate Degree</li> </ul>
<p><b>Bilingualism/Biliteracy</b></p> <ul style="list-style-type: none"> <li>Complete all ELA requirements with a minimum GPA of 80, and one of the following: <ul style="list-style-type: none"> <li>3 credits in the same world language with a minimum GPA of 80</li> <li>Pass Level 4 or higher world language with a minimum GPA of 80</li> <li>3 credits in world language with a minimum GPA of 80</li> <li>AP world language score of 3.0 or higher</li> <li>IB world language score of 4.0 or higher</li> </ul> </li> </ul>
<p><b>ELL Student Only</b></p> <ul style="list-style-type: none"> <li>Participate and meet exit criteria for a bilingual or ESL program</li> <li>Score Advance High Level on TELPAS</li> </ul>
<p><b>AP/IB</b></p> <ul style="list-style-type: none"> <li>Score 3 or higher on an AP exam</li> <li>Score 4 or higher on an IB exam</li> </ul>
<p><b>College Entrance Exam</b></p> <ul style="list-style-type: none"> <li>PSAT score of commended or higher</li> <li>College Benchmark score on two out of four exams on the ACT-PLAN</li> <li>SAT 1250-Reading/Math combined</li> <li>ACT Score of 28 without Writing</li> </ul>
<p><b>Business/Industry Certification</b></p> <ul style="list-style-type: none"> <li>Complete a national or international certification for business or industry</li> </ul>

Distinguished
<ul style="list-style-type: none"> <li>Eligible for top 10% - Automatic Admission</li> <li>Algebra 2 must be one of the student's math credits</li> </ul>



## Performance Acknowledgements

### Advanced Coursework

- 12 hours of dual credit or locally articulated courses, with a grade of a “B” or higher

OR

- An associate’s degree while in High School

### Bilingualism/Biliteracy Coursework

- Completing all ELA requirements with a grade of a “B” or higher

AND

- Three credits in the same “Language other than English” with a grade of a “B” or higher

OR

- Successful completion of a Level 4 course in a “Language other than English” with a grade of a “B” or higher

OR

- Completion of at least three credits in foundation subject area courses in a language other than English with a grade of a “B” or higher

OR

- A score of a “3” or higher on a College Board AP Exam for a “Language other than English”

OR

- Performance on a national assessment of language proficiency in a “Language other than English”

### ***ELL LEARNERS ONLY***

*In addition to above requirements, students must also*

- Participate in and meet the exit criteria for a bilingual or ESL program

AND

- Scored at the Advanced High Level on the TELPAS

### Advanced Examination

A score of 3 or higher on a College Board AP Exam

### College Readiness Examination

- Commended Scholar score or higher on the PSAT/NMSQT for either the NHRP or NASP

OR

- College Readiness Benchmark score on at least two of the subject tests on the ACT-PLAN exam

OR

- Combined Critical Reading & Mathematics Score of at least 1250 on the SAT

OR

- Composite score of at least 28 on the ACT (excluding the writing sub-score)

### Workforce Readiness

- Successful performance on an examination that results in obtaining a nationally or internationally recognized business or industry certification

OR

- Successful performance on an examination that results in obtaining a government-required credential to practice a profession

## English Language Arts

Course Name	Credits	Grade Levels	Prerequisites
English I	1	9	None
English I Pre-AP	1	9	See Suggested Guidelines
English I Pre-AP/GT	1	9	See Suggested Guidelines
English II	1	10	None
English II Pre-AP	1	10	(English I Pre-AP Recommended) See Suggested Guidelines
English II Pre-AP/GT	1	10	(English I Pre-AP Recommended) See Suggested Guidelines
English III	1	11	None
English III AP/GT	1	11	(English II Pre-AP Recommended) See Suggested Guidelines
English III AP	1	11	(English II Pre-AP Recommended) See Suggested Guidelines
English IV	1	12	None
English IV AP	1	12	(English III AP Recommended) See Suggested Guidelines
English III Dual Credit (English 1301 & 1302)	1	11	TCC Admissions Standards
English IV Dual Credit (English 1301 & 1302) or (Amer. Lit. 2327 & British Lit. 2323)	1	12	TCC Admissions Standards
English I for Speakers of Other Languages	1.0	9-12	LPAC Committee Placement
English II for Speakers of Other Languages	1.0	10-12	LPAC Committee Placement
Creative/Imaginative Writing	.5	10-12	None
AP Capstone Seminar	1	10-12	Pre-AP or AP experience or teacher approval
AP Capstone Research	1	11-12	AP Capstone Seminar
Practical Writing Skills as well as Reading 1, 2, 3 (English Language Learners and Watson Learning Center Only)	.5-1	9-12	None

Successful completion of English I is required prior to taking any advanced English course.

## English Recommended Sequence

HS Year 1	HS Year 2	HS Year 3	HS Year 4
English I	English II English II Pre-AP	English III Dual Credit English III AP English III AP Capstone Seminar	English IV AP English IV Dual Credit English IV Debate III AP Capstone Seminar AP Capstone Research
English I Pre-AP	English II English II Pre-AP	English III Dual Credit English III AP English III AP Capstone Seminar	English IV AP English IV Dual Credit English IV Debate III AP Capstone Seminar AP Capstone Research

## **Suggested Guidelines for Pre-Advanced Placement and Advanced Placement English**

- Successful completion of English courses taken previously with an average of 80 or above
- Students encouraged to seek teacher advisement
- Student should have passed STAAR

**These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.**

### **English I**

**Course:** 1010

**Grade Placement:** 9

**Prerequisite:** None

**Credit:** 1

In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres, such as stories, dramas, novels, and poetry from world literature. Students learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Rigorous writing instruction emphasizes organizing logical arguments, theses and evidence. Writing instruction emphasizes sentence structure, paragraph development and development of comprehensive papers with focus on persuasion, reporting and description. Students will revise and edit their writing as part of the writing process. Composition practice is coordinated with guided reading of fiction, nonfiction, drama and poetry. The course will focus on critical thinking skills, literary analysis and development of writing styles. English I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.

### **English I Pre-AP**

**Course:** 1015

**Grade Placement:** 9

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

The English I Pre-AP curriculum requires critical reading and is writing based. Students are required to write multiple compositions, including a documented literary criticism research project. Students concentrate on vocabulary skills, language concepts, and critical thinking. Reading assignments emphasize analysis and interpretation of plays, novels, epics, poetry, and mythology. Summer reading is required. **Extra time is required on the part of Pre-AP students for class preparation, outside reading, and completion of assignments.** English I students are required to pass the

State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.

### **English I Pre-AP/GT**

**Course:** 1016

**Grade Placement:** 9

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

The English I PAP/GT curriculum is designed to meet the needs of the GT student by incorporating cross-curricular connections, complex and abstract thought and flexible pacing strategies. This course includes an in-depth study of literary genres, models of writing, grammar as needed and in relation to composition, and vocabulary study. **Students are expected to read outside of class in addition to completing the assignments in class.** English I PAP/GT students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.

### **English II**

**Course:** 1020

**Grade Placement:** 10

**Prerequisite:** None

**Credit:** 1

In English II, students will engage in activities that build on prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres, such as stories, dramas, novels, and poetry, from world literature, learn literary forms and terms, and interprets the possible influences of the historical context on a literary work. A writing emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing (i.e., response to literature, a reflective essay, or an autobiographical narrative). Composition practice is coordinated with guided reading of fiction, nonfiction, drama and poetry. Students will revise and edit their writing as part of the writing process. The course will focus on critical thinking skills, literary analysis and development of writing styles. English II students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.

### **English II Pre-AP**

**Course:** 1025

**Grade Placement:** 10

**Prerequisite:** (English I Pre-AP Recommended) See Suggested Guidelines

**Credit:** 1

English II Pre-AP builds on the skills introduced in English I Pre-AP and stresses mastery of English usage, general essay skills, literary and stylistic analysis, and critical thinking. Students enhance their appreciation of the classics through exploration of various forms of world literature. They become acquainted with the various philosophical and literary movements of each age. Stressed areas include concepts and skills in writing, language, research, and literary concepts. Summer reading is required. **Extra time is required on the part of Pre-AP students for class preparation, outside reading, and completion of assignments.** English II Pre-AP students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.

### **English II Pre-AP/GT**

**Course:** 1026

**Grade Placement:** 10

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

The English II PAP/GT curriculum is designed to meet the needs of the GT student by incorporating cross-curricular connections, complex and abstract thought and flexible pacing strategies. This course includes an in-depth study of literary genres, models of writing, grammar, composition, and vocabulary study. **Students are expected to read outside of class in addition to completing assignments in class.** English II PAP/GT students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.

### **English III**

**Course:** 1030

**Grade Placement:** 11

**Prerequisite:** None

**Credit:** 1

In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Instruction emphasizes all aspects of American Literature. Students read extensively in multiple genres from American literature and world literature, learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Students write in a variety of forms, including expository, personal, literary, and persuasive texts. Students plan, draft, and complete a

research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English as part of the writing process.

### **English III AP/GT**

**Course:** 1036

**Grade Placement:** 11

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

The English III AP/GT curriculum is designed to meet the needs of the GT student by incorporating cross curricular connections, complex and abstract thought and flexible pacing strategies. This course includes an in-depth study of works from American literature and selections from 17<sup>th</sup> and 18<sup>th</sup> century nonfiction. **Students are expected to read extensively outside of the class. The district expectation is that the student will take the appropriate Advanced Placement test.**

### **English III AP**

**Course:** 1035

**Grade Placement:** 11

**Prerequisite:** (English II Pre-AP Recommended) See suggested guidelines

**Credit:** 1

The English III AP curriculum focuses on English language and composition with specific emphasis in rhetoric and persuasion. English III AP enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students primarily read American literature and nonfiction and develop critical skills through extensive reading, discussion, and writing, including a documented research paper. Summer reading is required. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement Exam in the spring.**

### **English IV**

**Course:** 1040

**Grade Placement:** 12

**Prerequisite:** English I, English II, and English III

**Credit:** 1

In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Intense instruction emphasizes an in-depth study of British literature. Composition work consists of a variety of forms with expository writing, argumentation, personal, literary and business. Students read extensively in multiple genres



from British literature and world literature, learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Students plan, draft, and complete a research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English.

#### **English IV AP**

**Course:** 1045

**Grade Placement:** 12

**Prerequisite:** (English III AP Recommended) See suggested guidelines

**Credit:** 1

The English IV AP curriculum focuses on English literature and composition. English IV AP enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students primarily read British literature and world literature and develop critical skills through extensive reading, discussion, and writing. Summer reading is required.

**Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments than is normally required of students in regular classes. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement Exam in the spring.**

#### **English III Dual Credit**

**Course:** 1033/1034 (English 1301 & 1302)

**Grade Placement:** 11

**Prerequisite:** TCC Admissions Standards

#### **English IV Dual Credit**

**Course:** 1043/1044 (English 1301 & 1302)

**Grade Placement:** 12

**Prerequisite:** TCC Admissions Standards

#### **English IV Dual Credit**

**Course:** 1046/1047 (English 2327 & 2323)

**Grade Placement:** 12

**Prerequisite:** TCC Admissions Standards and 1301 & 1302

**Credit:** 1

Students will receive both high school and college credit upon successful completion of the class. This is a college level class, which is designed for highly motivated students who are prepared to take a college course in high school.

#### **English 1301– English Composition I**

In English Composition I, students participate in an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively.

#### **English 1302- English Composition II**

In English Composition II, students study and practice the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

#### **English 2327- American Literature to 1865**

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

#### **English 2323- British Literature since 1800**

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

#### **English I for Speakers of Other Languages**

**Course:** 1061

**Grade Placement:** 9-12

**Prerequisite:** LPAC Committee Placement

**Credit:** 1

Enrollment is limited to non-native speakers of English. Students develop skills in listening, speaking, reading, and writing. Placement in ESL is dependent upon the student's proficiency level in English.

#### **English II for Speakers of Other Languages**

**Course:** 1062

**Grade Placement:** 10-12

**Prerequisite:** LPAC Committee Placement

**Credit:** 1

Enrollment is limited to non-native speakers of English. Students develop skills in listening, speaking, reading, and writing. Placement in ESL is dependent upon the student's proficiency level in English.

**The following courses are ELECTIVES offered in English.**

**Creative/Imaginative Writing**

**Course:** 1070

**Grade Placement:** 10-12

**Prerequisite:** English I

**Credit:** .5

Students will produce a variety of creative writing pieces addressing various modes and genres and will publish their writing in a school or class literary magazine.

**AP Capstone Seminar**

**Course:** 1050

**Grade Placement:** 10-12

**Prerequisite:** Pre-AP/AP experience or teacher approval

**Credit:** 1

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop valid and evidence-based arguments. Students engage in cross-curricular conversations that explore the complexities of academic and real-world topics by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as a part of a team. Students may earn either English III or English IV credit for this course. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement exam in the spring.**

**AP Capstone Research**

**Course:** 1051

**Grade Placement:** 11-12

**Prerequisite:** AP Capstone Seminar

**Credit:** 1

In AP Research students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students explore an academic topic, problem, or area of individual interest deeply. Through this exploration, they design, plan, and conduct yearlong mentored, research-based investigations to address a research question. In this course, students build upon skills acquired in AP Seminar course by understanding research methods, employing ethical research practices, and assessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5000 words and a presentation, performance, or exhibition with an oral defense. Students may earn English IV credit for this course. **Extra time is**

**required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement exam in the spring.**

**Practical Writing Skills (English Language Learners and Watson Learning Center Only)**

**Course:** 1074

**Grade Placement:** 9-12

**Reading 1, 2, & 3 (English Language Learners and Watson Learning Center Only)**

**Course:** 1071, 1072, 1073

**Grade Placement:** 9-11

**Prerequisite:** LPAC Committee or Faculty Placement

**Credit:** .5-1

Students will produce a variety of writing pieces addressing various modes and genres based on the TEKS-based concepts and elements of the writing process. Students will publish and present their writing.

**English Prep Lab (Individual Study in English)**

**Course:** 1063

**Grade Placement:** 10-11

**Prerequisite:** Lack of success on English EOC STAAR Tests

**Credit:** .5

This course is designed to help students build skills and learn concepts necessary to be successful on the English Language Arts EOC STAAR. Students who have tested and demonstrated needed areas of improvement in English Language Arts will be scheduled for this course. Students must pass the EOC STAAR to meet high school graduation requirements.

## Mathematics

Course Name	Credits	Grade Levels	Prerequisites
Algebra I	1	9	Grade 8 Mathematics
Algebra I Pre-AP	1	9	Grade 8 Mathematics See Suggested Guidelines
Geometry	1	9-10	Algebra I
Geometry Pre-AP	1	9-10	Algebra I See Suggested Guidelines
Math Models with Applications	1	10-11	Algebra I
Algebraic Reasoning	1	10-11	Algebra I
Algebra II	1	10-12	Algebra I
Mathematical Applications in Agriculture, Food and Natural Resources	1	10-11	Algebra I and Geometry; Agriculture class recommended
Algebra II Pre-AP	1	10-12	Algebra I See Suggested Guidelines
Algebra II/College Algebra Dual Credit	1	10-12	Algebra I, Geometry, acceptable TSI score
Independent Study in Math/Math for Business & Social Sciences Dual Credit	1	10-12	Algebra I, Geometry, acceptable TSI score
Contemporary Math Topics/Contemporary Math Dual Credit	1	10-12	Algebra I, Geometry, acceptable TSI score
Advanced Quantitative Reasoning	1	11-12	Algebra I, Geometry and Algebra II
Engineering Mathematics	1	11-12	Geometry and Algebra II; <i>student must be enrolled in a two hour HCTC course</i>
Precalculus	1	11-12	Algebra I, Geometry and Algebra II
Precalculus Pre-AP	1	11-12	Algebra I, Geometry and Algebra II See Suggested Guidelines
Precalculus Pre-AP/OnRamps Dual Credit (Math 2312)	1	11-12	Algebra I, Geometry and Algebra II Contact Counselor
AP Calculus AB	1	12	Precalculus See Suggested Guidelines
AP Calculus BC	1	12	Precalculus See Suggested Guidelines
AP Statistics	1	11-12	Algebra II See Suggested Guidelines

*All students are required to complete 4 years of Math to include Algebra I, Geometry and Algebra II.*

*Course enrollment is subject to meeting prerequisite requirements.*

## Math Recommended Sequence

8 <sup>th</sup> Grade	HS Year 1	HS Year 2	HS Year 3	HS Year 4
Algebra I Pre-AP	Geometry Geometry Pre-AP	Algebra II Algebra II Pre-AP	Advanced Math*	Advanced Math*
8 <sup>th</sup> Grade Math 8 <sup>th</sup> Grade Math Pre-AP	Algebra I Algebra I Pre-AP	Geometry Geometry Pre-AP	Algebra II Algebra II Pre-AP	Advanced Math*
8 <sup>th</sup> Grade Math	Algebra I	Geometry Math Models Algebraic Reasoning	Math Models Algebraic Reasoning Geometry	Algebra II
<p><b><i>*Advanced Math course options for students who have completed Algebra II are:</i></b></p> <p><i>Advanced Quantitative Reasoning</i>  <i>Precalculus, Precalculus Pre-AP, or Precalculus Pre-AP/OnRamps</i>  <i>AP Calculus AB or AP Calculus BC</i>  <i>AP Statistics</i>  <i>Engineering Mathematics</i></p>				

***All students are required to complete 4 years of Math to include Algebra I, Geometry and Algebra II.***

***Course enrollment is subject to meeting prerequisite requirements.***

### **Suggested Guidelines for Pre-Advanced Placement and Advanced Placement Mathematics**

- Successful completion of mathematics courses taken previously with an average of 80 or above
  - Students encouraged to seek teacher advisement
- Student should have passed STAAR

**These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.**

#### **Algebra I**

**Course:** 1210

**Grade Placement:** 9

**Prerequisite:** Grade 8 Math

**Credit:** 1

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Algebra I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) Algebra I exam to meet part of the graduation requirements.

#### **Algebra I Pre-AP**

**Course:** 1215

**Grade Placement:** 9

**Prerequisite:** Grade 8 Math (See Suggested Guidelines)

**Credit:** 1

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. **Extra time**

**is required on the part of Pre-AP students for class preparation and completion of assignments.** Algebra I Pre-AP students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) Algebra I exam to meet part of the graduation requirements.

#### **Geometry**

**Course:** 1220

**Grade Placement:** 9-10

**Prerequisite:** Algebra I

**Credit:** 1

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I, create formal constructions using a straight edge and compass, use deductive reasoning to justify, prove and apply theorems about geometric figures, use their proportional reasoning skills to prove and apply theorems and solve problems, and apply theorems about circles to determine relationships between special segments and angles in circles. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

#### **Geometry Pre-AP**

**Course:** 1225

**Grade Placement:** 9-10

**Prerequisite:** Algebra I (See Suggested Guidelines)

**Credit:** 1

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I, create formal constructions using a straight edge and compass, use deductive

reasoning to justify, prove and apply theorems about geometric figures, use their proportional reasoning skills to prove and apply theorems and solve problems, and apply theorems about circles to determine relationships between special segments and angles in circles. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education. **Extra time is required on the part of Pre-AP students for class preparation and completion of assignments.**

### **Math Models with Applications**

**Course:** 1240

**Grade Placement:** 10-11

**Prerequisite:** Algebra I (may not be taken after Algebra II)

**Credit:** 1

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

### **Algebraic Reasoning**

**Course:** 1216

**Grade Placement:** 10-11

**Prerequisite:** Algebra I (may not be taken after Algebra II)

**Credit:** 1.0

Algebraic Reasoning continues the development of mathematical reasoning related to algebraic understandings and processes and deepens the foundation for studies in subsequent math courses. Students will build on knowledge and skills for mathematics through Algebra I. Algebraic Reasoning involves preparation for success in Algebra II as the basic for all units is the study of linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value and logarithmic functions. This course is for those students that have not completed Algebra II nor have they chosen a path to AP or dual-credit coursework in high school.

### **Mathematical Applications in Agriculture, Food and Natural Resources**

**Course:** 5298

**Grade Placement:** 10-11

**Prerequisite:** Algebra I, Geometry, & Agriculture Class (Recommended)

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

*\*(approved by State Board of Education for math credit – see Foundation Graduation Plan **must be taken prior to Algebra II for students graduating in 2014-15**).*

In this course, students will apply academic skills in mathematics, including algebra, geometry and data analysis in the context of agriculture, food and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply and transfer their knowledge and skills related to mathematics in a variety of contexts.

### **Algebra II**

**Course:** 1230

**Grade Placement:** 10-12

**Prerequisite:** Algebra I

**Credit:** 1

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

### **Algebra II Pre-AP**

**Course:** 1235

**Grade Placement:** 10-12

**Prerequisite:** Algebra I

(See Suggested Guidelines)

**Credit:** 1

In Algebra II Pre-AP, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. **Extra time is required on the part of Pre-AP students for class preparation and completion of assignments.**

**Algebra II/College Algebra Dual Credit****Course:** 1247 (MATH 1314)**Grade Placement:** 10-12**Prerequisite:** Algebra I, Geometry, acceptable TSI score**Credit:** 1

This course offers in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, systems of equations using matrices. Additional topics such as sequences, series, probability, conics may be included. Computer software materials fee charged for some sections. This course fulfills the Algebra II requirement for the Distinguished Level of Achievement. This course cannot be taken after Algebra II or PreAP Algebra II for high school credit. This course is offered through an area college and all fees will be determined by that college.

**Independent Study in Math/ Math for Business & Social Sciences Dual Credit****Course:** 1246 (MATH 1324)**Grade Placement:** 10-12**Prerequisite:** Algebra I, Geometry, acceptable TSI score**Credit:** 1

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. This course fulfills 3 hours of college math credit but does not fulfill the Algebra II requirements for the Distinguished Level of Achievement. This course is offered through an area college and all fees will be determined by that college. Before taking this course check to see if it will be accepted by the post-secondary institution you plan to attend.

**Contemporary Math Topics/ Contemporary Math Dual Credit****Course:** 1249 (MATH 1332)**Grade Placement:** 10-12**Prerequisite:** Algebra I, Geometry, acceptable TSI score**Credit:** 1

Topics may include introductory treatments of sets, logic, number systems, number theory, relations, functions, probability and statistics. Appropriate applications are included. This course fulfills 3 hours of college math credit but does not fulfill the Algebra II requirements for the Distinguished Level of Achievement. This course is offered through an area college and all fees will be determined by that college. Before taking this course check to see if it will be

accepted by the post-secondary institution you plan to attend.

**Advanced Quantitative Reasoning****Course:** 1244**Grade Placement:** 11-12**Prerequisite:** Algebra I, Geometry and Algebra II**Credit:** 1

This course is a mathematics course that emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. It also prepares students for college majors that are not math intensive, for technical training or for a range of career options.

**Engineering Mathematics****Course:** 5557**Grade Placement:** 11-12**Prerequisite:** Algebra I, Geometry and Algebra II, *student must be enrolled in a two hour HCTC course***Credit:** 1.0**Site:** HCTC

This class can count as a 4th year math class. Students solve and model robotic design problems using mathematical methods and models to represent and analyze problems including spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics and robotics with computer programming.

**Precalculus****Course:** 1250**Grade Placement:** 11-12**Prerequisite:** Algebra I, Geometry, Algebra II**Credit:** 1

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. **Extra time is required on the part of Pre-AP students for class preparation and completion of assignments.**

### **Precalculus Pre-AP**

**Course:** 1255

**Grade Placement:** 11-12

**Prerequisite:** Algebra I, Geometry, Algebra II (See Suggested Guidelines)

**Credit:** 1

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. **Extra time is required on the part of Pre-AP students for class preparation and completion of assignments.**

### **Precalculus Pre-AP/OnRamps Dual Enrollment**

**Course:** 1260 (Math 2312)

**Grade Placement:** 11-12

**Prerequisite:** Algebra I, Geometry, Algebra II (*Contact your counselor prior to enrolling in this course for additional dual credit procedures and supplies necessary to complete this course.*)

**Credit:** 1

In this course, students will deepen and extend knowledge for functions, graphs, and equations from previous courses to prepare them for future work in a rigorous university-level Calculus course. Topics of study include functions and patterns; algebra and geometry; trigonometry; rates of change and limits; other coordinate systems; and sequences and series. Collaborative class activities center on explorations that require unpacking mathematical definitions, making logical arguments, using problem-solving skills, and finding connections. Students have the opportunity to earn 3 credit hours of UT credit, with feedback and assessment provided by UT Austin course staff. **Extra time is required on the part of Pre-AP students for class preparation and completion of assignments.**

### **AP Calculus AB**

**Course:** 1265

**Grade Placement:** 12

**Prerequisite:** Precalculus (See Suggested Guidelines)

**Credit:** 1

This course focuses on students' understanding of calculus concepts and provides experience with methods and applications. Emphasis is on multi-representational approach, with concepts, results, and problems expressed

graphically, numerically, analytically, and verbally. Topics covered are roughly the same as first semester college calculus course; they include limits, derivatives, and integrals and the Fundamental Theorem of Calculus. **Extra time is required on the part of AP students for class preparation and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the AP Calculus exam for possible college credit.**

### **AP Calculus BC**

**Course:** 1275

**Grade Placement:** 12

**Prerequisite:** Precalculus (See Suggested Guidelines)

**Credit:** 1

This course focuses on students' understanding of concepts and provides experience with methods and applications. Emphasis is on a multi-representational approach, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Topics covered are roughly equivalent to both first and second semester college calculus courses; they include what is covered in AP Calculus AB plus the additional topic of sequences and series. **Extra time is required on the part of AP students for class preparation and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the AP Calculus Exam in the spring for possible college credit.**

### **AP Statistics**

**Course:** 1285

**Grade Placement:** 11-12

**Prerequisite:** Algebra II Recommended (See Suggested Guidelines)

**Credit:** 1

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is equivalent to a one-semester, introductory, non-calculus based college course in statistics. **Extra time is required on the part of AP students for class preparation and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the AP Statistics Exam in the spring for possible college credit.**



**Developmental Math****Course:** 1211**Grade Placement:** 12**Prerequisite:** Must have completed Geometry and lack of success on Algebra I STAAR/End of Course Exam.**Credit:** 1

Developmental Math is designed to reinforce algebraic skills and concepts in order to better prepare students for college level math courses. The course includes the terminology of sets, operations on sets, and properties of real numbers.

**Math Lab****Course:** 1212**Grade Placement:** 9**Prerequisite:** Lack of success on Grade 8 Math STAAR Exam**Credit:** 1 (local)

Math Lab is designed to strengthen and reinforce mathematical concepts with a focus on problem solving application and critical thinking skills. A strong emphasis will be placed on instructional strategies designed to reinforce the curriculum.

<b>Science</b>			
<b>Course Name</b>	<b>Credits</b>	<b>Grade Levels</b>	<b>Prerequisites</b>
<b>Biology</b>	<b>1</b>	<b>9</b>	<b>None</b>
<b>Biology Pre-AP</b>	<b>1</b>	<b>9</b>	<b>None</b>
<b>Integrated Physics and Chemistry*</b>	<b>1</b>	<b>9-10</b>	<b>Academic Advisement</b>
<b>Chemistry</b>	<b>1</b>	<b>10-12</b>	<b>Biology, Algebra I</b>
<b>Chemistry Pre-AP</b>	<b>1</b>	<b>10-12</b>	<b>Biology, Algebra I</b>
<b>Physics</b>	<b>1</b>	<b>10-12</b>	<b>Algebra I, Completion or Concurrent Enrollment in Second Year of Math Recommended</b>
<b>Anatomy and Physiology</b>	<b>1</b>	<b>11-12</b>	<b>Biology &amp; 2 other science courses recommended</b>
<b>Aquatic Science</b>	<b>1</b>	<b>11-12</b>	<b>Biology (Chemistry Recommended)</b>
<b>Environmental Systems</b>	<b>1</b>	<b>11-12</b>	<b>Biology &amp; 1 Physical Science</b>
<b>Environmental Science AP</b>	<b>1</b>	<b>11-12</b>	<b>Algebra I, Biology, &amp; 1 other physical science recommended</b>
<b>Forensic Science (take with HCTC course)</b>	<b>1</b>	<b>11-12</b>	<b>Biology, Chemistry, <i>and</i> Enrollment in HCTC course</b>
<b>Forensic Science-Accelerated</b>	<b>1</b>	<b>11-12</b>	<b>Biology, Chemistry, ability to have two consecutive class periods</b>
<b>Pathophysiology</b>	<b>1</b>	<b>11-12</b>	<b>Biology, Chemistry Recommended</b>
<b>Biology AP</b>	<b>1</b>	<b>10-12</b>	<b>Biology and Chemistry</b>
<b>Chemistry AP</b>	<b>1</b>	<b>11-12</b>	<b>Biology, Chemistry and Algebra II</b>
<b>AP Physics 1</b>	<b>1</b>	<b>11-12</b>	<b>Geometry, and concurrent enrollment in Algebra 2 equivalent</b>
<b>AP Physics 2</b>	<b>1</b>	<b>11-12</b>	<b>AP Physics 1 or Physics and completion/concurrent enrollment in Precalculus or equivalent</b>
<b>OnRamps- Earth, Wind and Fire: Intro to Geoscience</b>	<b>1</b>	<b>11-12</b>	<b>Biology and 2 other sciences, 3 mathematics (one may be taken concurrently) (Contact Counselor)</b>

\* Campus advisement

## Science Recommended Sequence

	HS Year 1	HS Year 2	HS Year 3	HS Year 4
Distinguished with STEM Endorsement	Biology Pre-AP Biology	Chemistry Pre-AP Chemistry	Physics/Physics AP 1 and Advanced Science	Advanced Science
Distinguished	Biology Pre-AP Biology	Physical Science (IPC, Chemistry, or Physics)	Advanced Science	Advanced Science
Foundation	Biology Pre-AP Biology	Physical Science (IPC, Chemistry, or Physics)	Advanced Science	
<p><b><i>*Advanced Science Courses:</i></b></p> <p><i>AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Environmental Science, Chemistry, Physics, Environmental Systems, Aquatic Science, Forensics, Anatomy/Physiology, Pathophysiology</i></p>				
<p><b><i>All course sequencing is subject to meeting prerequisites.</i></b></p>				

### **Suggested Guidelines for Pre-Advanced Placement and Advanced Placement Science**

- Successful completion of science courses taken previously with an average of 80 or above
- Students encouraged to seek teacher advisement
- Student should have passed STAAR

**These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.**

### **Biology**

**Course:** 1310

**Grade Placement:** 9-10

**Prerequisite:** None

**Credit:** 1

Biology is the study of structure, growth, and function of the life systems of organisms. The study will encompass a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the field and in the laboratory. Biology students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) Biology exam to meet part of the graduation requirements.

### **Biology Pre-AP**

**Course:** 1315

**Grade Placement:** 9-10

**Prerequisite:** None

**Credit:** 1

Biology is the study of structure, growth, and function of the life systems of organisms. The study will encompass a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the field and in the laboratory. This course will have a greater emphasis on laboratory experiences, gathering and processing complex data and writing technical conclusions based on data. Biology students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) Biology exam to meet part of the graduation requirements.

### **Integrated Physics and Chemistry**

**Course:** 1390

**Grade Placement:** 9-10

**Prerequisite:** Academic Advisement

**Credit:** 1

IPC is recommended for students who benefit from extra preparation to meet the rigors of physics and chemistry and integrates the two disciplines with a strong emphasis on calculation in the following topics: motion, waves, energy transformation, properties of matter, changes in matter, and solution chemistry. IPC does not qualify for the STEM endorsement. Based upon state HS graduation requirements, IPC must be taken prior to Chemistry and/or Physics. Campus advisement is strongly recommended.

### **Chemistry**

**Course:** 1320

**Grade Placement:** 10-12

**Prerequisite:** Biology and Algebra I

**Credit:** 1

Chemistry is a study of the structure, composition, and behavior of matter. The course is a laboratory oriented course that emphasizes the skills of gathering and analyzing both qualitative (observational) and quantitative (numerical) data. Students will cover nomenclature, chemical reactions, stoichiometry, the behavior of gases, atomic history and structure, chemical bonding, nuclear fission and fusion as well as acid-base theories. A conceptual approach will be coupled with mathematical skills necessary to solve fundamental chemistry problems. Students will investigate how chemistry is an integral part of our daily lives.

### **Chemistry Pre-AP**

**Course:** 1325

**Grade Placement:** 10-12

**Prerequisite:** Biology, Algebra I

**Credit:** 1

Chemistry is a study of the structure, composition, and behavior of matter. The course is a laboratory oriented course that emphasizes the skills of gathering and analyzing both qualitative (observational) and quantitative (numerical) data at an accelerated pace. An in-depth study of mathematical applications will be stressed and students will engage in higher level laboratory experiences, gathering and processing complex data and writing technical conclusions. Emphasis is placed on independent labs skills and critical thinking skills. **Extra time is required on the part of Pre-AP students for class preparation, outside reading, and completion of assignments.**

## Physics

**Course:** 1330

**Grade Placement:** 10-12

**Prerequisite:** Algebra I, Completion or Concurrent Enrollment in Second Year of Math Recommended

**Credit:** 1

Physics is the study of matter and energy and their interactions. The study will encompass fundamental concepts in the laws of motion, forces, energy and momentum, thermodynamics, waves, and nuclear phenomena. Student investigations emphasize accurate observations, collection of data, data analysis, and safe manipulation of laboratory apparatus. Students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with classmates, and develop critical thinking skills.

## Anatomy and Physiology

**Course:** 1371

**Grade Placement:** 11-12

**Prerequisite:** Biology & 2 other Science Courses Recommended

**Credit:** 1

Anatomy and Physiology is a comprehensive study of the structures and functions of the human body. This course will include dissections and the study of the organization of organs and organ systems. Students will utilize critical thinking skills and scientific problem solving as they conduct lab investigations.

## Aquatic Science

**Course:** 1385

**Grade Placement:** 11-12

**Prerequisite:** Biology (Chemistry Recommended)

**Credit:** 1

Aquatic Science provides an understanding and awareness of fresh and salt water systems. Topics of study include aquatic systems and their habitats, cycles within an aquatic environment and adaptations of aquatic organisms, watersheds, geological phenomena and fluid dynamics. Students conduct field and laboratory investigations, gather complex quantitative and qualitative data, and make conclusions based on data analysis. Emphasis is placed on independent lab skills and critical thinking skills. Students study a variety of current topics that revolve around societal questions and how humans have influenced aquatic environments.

## Environmental Systems

**Course:** 1395

**Grade Placement:** 11-12

**Prerequisite:** Biology & 1 Physical Science Recommended

**Credit:** 1

Environmental Systems is a focus on the study of the environment with emphasis on ecology and natural resources. Topics include local environmental systems, source and energy flow, relationship between carrying capacity and changes in population and ecosystems; and environmental changes. Students will study a variety of current topics that revolve around people and society, including cultural perspectives and balance of nature.

## Environmental Science AP

**Course:** 1305

**Grade Placement:** 11-12

**Prerequisite:** Algebra I, Biology & 1 other Physical Science Recommended.

**Credit:** 1

The AP Environmental Science course is interdisciplinary and will integrate the sciences including biology, chemistry, and earth science with the social sciences to analyze and predict contemporary environmental issues. The course will provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course prepares the student to take the Advanced Placement exam. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement Exam in the spring.**

## Forensic Science (taken w/HCTC course)

**Course:** 5912

**Grade Placement:** 11-12

**Prerequisite:** Biology, Chemistry, Enrollment in Law Enforcement I or other class held at HCTC

**Credit:** 1.0

**Site:** HCTC

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. *(Only students that will be at the HCTC for 2 periods may take this course.)*

**Forensic Science-Accelerated****Course:** 5911**Grade Placement:** 11-12**Prerequisite:** Biology, Chemistry**Credit:** 1.0 (two consecutive class periods)**Site:** HCTC

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes.

**\*This course meets for 2 periods a day. Students will complete the yearlong course in one semester.**

**Pathophysiology****Course:** 5851**Grade Placement:** 11-12**Prerequisite:** Biology and Chemistry**Credit:** 1.0**Site:** BHS, SHS, CTHS

In this course students conduct laboratory investigations and fieldwork, use scientific methods and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology.

**Biology AP****Course:** 1345**Grade Placement:** 10-12**Prerequisite:** Biology and Chemistry**Credit:** 1

The AP Biology course shifts from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. Students develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The AP Biology course is equivalent to a two-semester college introductory biology course. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Biology AP are expected to take the Advanced Placement Exam in the spring.**

**Chemistry AP****Course:** 1355**Grade Placement:** 11-12**Prerequisite:** Biology, Chemistry, Algebra II**Credit:** 1

The AP Chemistry course focuses on a model of instruction which promotes enduring, conceptual understandings and the content that supports them. This enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Chemistry. Students develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The key concepts and related content that define the revised AP Chemistry course and exam are organized around a few underlying principles which encompass the core scientific principles, theories, and processes governing chemical systems. The AP Chemistry course is equivalent to a two-semester college level chemistry course. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Chemistry AP are expected to take the Advanced Placement Exam in the spring.**

**AP Physics 1****Course:** 1363**Grade Placement:** 10-12**Prerequisite:** Geometry, and concurrent enrollment in Algebra II or equivalent**Credit:** 1

AP Physics 1 is equivalent to a first semester college course in Algebra-based physics. It is designed to prepare students to take the AP Physics 1 exam. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It introduces electric circuits. The content of the course will meet College Board Standards. In-depth descriptive and experimental laboratory will be utilized throughout this course. Extra time is required on the part of the AP Students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement Exam in the spring.

**AP Physics 2****Course:** 1364**Grade Placement:** 11-12**Prerequisite:** AP Physics 1 or Physics, and completion of/or concurrent enrollment in Precalculus**Credit:** 1

AP Physics 2 is equivalent to a second-semester college course in Algebra-based physics. It is designed to prepare students to take the AP physics exam. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The content of this course will meet College Board Standards. A variety of in-depth laboratory activities will be utilized throughout this course. Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most second semester college physics courses. Students are expected to take the Advanced Placement Exam in the spring.

**OnRamps- Earth, Wind and Fire: Intro to Geoscience****Course:** 1386**Grade Placement:** 11-12**Prerequisite:** Biology and 2 other sciences, 3 mathematics (one may be taken concurrently).**Credit:** 1

This capstone science course that investigates the interaction of the hydrosphere, cryosphere, and atmosphere, the interactions of the earth's interior to its surface and the earth in space and time.

OnRamps Geoscience is designed to help students be more successful in college by exposing him or her to a rigorous, high-quality, college-level course. Students have the opportunity to earn credit from The University of Texas at Austin, based on their academic performance. During the fall semester the student will complete a series of required assignments, if completed with a grade of 75% or better, they will be eligible to enroll in an undergraduate course and earn dual credit in the spring semester. During the spring semester, if the student successfully completes an additional series of required assignments they will be awarded 3 hours of college credit in GEO 302E. There is a cost of approximately \$180, if the student qualifies for the dual credit component in the spring.

**Biology Prep Lab****Course:** 1311**Grade Placement:** 10**Prerequisite:** Lack of success on STAAR Biology, Administrative Placement**Credit:** 1 (local)

Biology Prep Lab is designed for students that have not yet been successful on STAAR Biology assessment. This course will work to strengthen and reinforce scientific concepts that focus on critical thinking and problem solving skills. A strong emphasis will be placed on testing skills and instructional strategies to help the student be successful on the required state assessment. This course will be 40% laboratory and fieldwork as required by the state for all secondary science courses.

## Social Studies

Course Name	Credits	Grade Levels	Prerequisites
World Geography (Required Elective)	1	9	None
Human Geography AP (Required Elective)	1	9-12	See Suggested Guidelines
Human Geography AP/GT (Required Elective)	1	9-12	See Suggested Guidelines
World History	1	10	None
World History AP	1	10	See Suggested Guidelines
World History AP/GT	1	10	See Suggested Guidelines
United States History (Since 1877)	1	11	None
United States History AP	1	11	See Suggested Guidelines
United States History Dual Credit	1	11	TCC Admission Standards
United States Government	.5	12	None
United States Government and Politics AP	.5	12	See Suggested Guidelines
United States Government Dual Credit (GOVT 2305)	.5	12	TCC Admission Standards
Economics	.5	12	None
Economics AP (Macroeconomics)	.5	12	See Suggested Guidelines
Principles of Economics Dual Credit	.5	12	TCC Admission Standards
European History AP	1	10-12	See Suggested Guidelines
Psychology	.5	11-12	None (Course Contains Mature Content)
Psychology AP/Social Studies Research Methods	1	11-12	See Suggested Guidelines
Sociology	.5	11-12	None
Special Topics in Social Studies I & II	.5	12	See Guidelines
Personal Financial Literacy	.5	10-12	None



## Social Studies Recommended Sequence

HS Year 1	HS Year 2	HS Year 3	HS Year 4
World Geography	World History AP World History	U.S. History AP U.S. History	Government/Economics AP Govt./AP Eco. Dual Credit Govt./Eco.
AP Human Geography	World History AP World History	U.S. History AP U.S. History	Government/Economics AP Govt./AP Eco. Dual Credit Govt./Eco.

**Advanced Electives:** Psychology, AP Psychology, Sociology, AP European History, Personal Financial Literacy

## **Suggested Guidelines for Pre-Advanced Placement and Advanced Placement Social Studies**

- Successful completion of social studies courses taken previously with an average of 80 or above
- Students encouraged to seek teacher advisement
- Student has passed STAAR

**These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.**

### **World Geography**

**Course:** 1410

**Grade Placement:** 9

**Prerequisite:** None

**Credit:** 1

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

### **Human Geography AP**

**Course:** 1475

**Grade Placement:** 9

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

Human Geography AP meets the World Geography state graduation requirement and introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of**

**assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Human Geography AP are expected to take the Advanced Placement Exam in the spring.**

### **Human Geography AP/GT**

**Course:** 1476

**Grade Placement:** 9

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

Human Geography AP/GT is designed to meet the needs of GT students by incorporating cross-curricular connections, complex and abstract thought and flexible pacing strategies. Human Geography AP/GT meets the World Geography state graduation requirement and introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Human Geography AP/GT are expected to take the Advanced Placement Exam in the spring.**

### **World History**

**Course:** 1420

**Grade Placement:** 10

**Prerequisite:** None

**Credit:** 1

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards for this course. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and

the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

### **World History AP**

**Course:** 1425

**Grade Placement:** 10

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

World History AP meets the World History state graduation requirement and requires students to investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take World History AP are expected to take the Advanced Placement Exam in the spring.**

### **World History AP/GT**

**Course:** 1426

**Grade Placement:** 10

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

World History AP/GT is designed to meet the needs of GT students by incorporating cross-curricular connections, complex and abstract thought and flexible pacing strategies. World History AP meets the World History state graduation requirement and requires students to investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of

social structures. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take World History AP are expected to take the Advanced Placement Exam in the spring.**

### **United States History (Since 1877)**

**Course:** 1430

**Grade Placement:** 11

**Prerequisite:** None

**Credit:** 1

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

### **United States History AP**

**Course:** 1435

**Grade Placement:** 11

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

United States History AP meets the United States History state graduation requirement and requires students to investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different

times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take U.S. History AP are expected to take the Advanced Placement Exam in the spring.** U.S. History AP students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

### **United States History AP/GT**

**Course:** 1437

**Grade Placement:** 11

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

United States History AP/GT is designed to meet the needs of GT students by incorporating cross-curricular connections, complex and abstract thought and flexible pacing strategies. United States History AP/GT meets the United States History state graduation requirement and requires students to investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take U.S. History AP/GT are expected to take the Advanced Placement Exam in the spring.** U.S. History AP students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

### **United States History Dual Credit**

**Course:** 1433 (HIST 1301 & 1302)

**Grade Placement:** 11

**Prerequisite:** TCC Admissions Standards

**Credit:** 1

Students will receive both high school and college credit upon successful completion of the class. This is a college

level class, which is designed for highly motivated students who are prepared to take a college course in high school. The first semester of this course traces the development of the American nation from its roots to the close of Reconstruction. The second semester traces the development of the American nation from Reconstruction to the present. U.S. History Dual Credit students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

**Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

### **United States Government**

**Course:** 1440

**Grade Placement:** 12

**Prerequisite:** None

**Credit:** .5

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

### **United States Government and Politics AP**

**Course:** 1445

**Grade Placement:** 12

**Prerequisite:** See Suggested Guidelines

**Credit:** .5

United States Government and Politics AP meets the United States Government state graduation requirement and introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes

and consequences of political events, and interpret data to develop evidence-based arguments. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take U.S. Government and Politics AP are expected to take the Advanced Placement Exam in the spring.**

#### **United States Government Dual Credit (GOVT 2305)**

**Course:** 1443

**Grade Placement:** 12

**Prerequisite:** TCC Admissions Standards

**Credit:** .5

Students will receive both high school and college credit upon successful completion of the class. This is a college level class, which is designed for highly motivated students who are prepared to take a college course in high school. The course teaches United States constitutional and governmental systems.

**Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

#### **Economics with Emphasis on the Free Enterprise System and Its Benefits**

**Course:** 1460

**Grade Placement:** 12

**Prerequisite:** None

**Credit:** .5

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

#### **Economics AP (Macroeconomics)**

**Course:** 1465

**Grade Placement:** 12

**Prerequisite:** See Suggested Guidelines

**Credit:** .5

Economics AP (Macroeconomics) meets the Economics state graduation requirement and focuses on the principles that apply to an economic system as a whole. The course

places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Economics AP are expected to take the Advanced Placement Exam in the spring.**

#### **Principles of Macroeconomics Dual Credit (ECON 2301)**

**Course:** 1463

**Grade Placement:** 12

**Prerequisite:** TCC Admissions Standards

**Credit:** .5

Students will receive both high school and college credit upon successful completion of the class. This is a college level class, which is designed for highly motivated students who are prepared to take a college course in high school. This course is taught with an emphasis on the U.S. economy, the economizing problem, demand-supply theory, national income accounting, business fluctuations, fiscal policy, and monetary policy.

**Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

**The following courses are ELECTIVES offered in social studies. They do NOT substitute for the required credit in social studies.**

#### **European History AP**

**Course:** 1455

**Grade Placement:** 10-12

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

European History AP requires students to investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take**

**European History AP are expected to take the Advanced Placement Exam in the spring.**

### **Psychology**

**Course:** 1480

**Grade Placement:** 11-12

**Prerequisite:** None (Course contains mature content)

**Credit:** .5

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

### **Psychology AP/Social Studies Research Methods**

**Course:** 1485/1495

**Grade Placement:** 11-12

**Prerequisite:** See Suggested Guidelines

**Credit:** 1

Psychology AP introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Social Studies Research Methods must be taken the fall semester prior to Psychology AP. Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Psychology AP are expected to take the Advanced Placement Exam in the spring.

### **Sociology**

**Course:** 1490

**Grade Placement:** 11-12

**Prerequisite:** None

**Credit:** .5

Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

### **Special Topics in Social Studies I: U.S. History**

**Course:** 1498

**Grade Placement:** 12

**Prerequisite:** Level I performance on the U. S. History EOC

**Credit:** .5

In Special Topics in Social Studies I (U.S. History), students are provided the opportunity to develop a greater understanding of the historic, political, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

### **Special Topics in Social Studies II: U.S. History**

**Course:** 1499

**Grade Placement:** 12

**Prerequisite:** Level I performance on the U.S. History EOC

**Credit:** .5

In Special Topics in Social Studies II (U.S. History emphasis), students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

### **Personal Financial Literacy**

**Course:** 1466

**Grade Placement:** 10-12

**Prerequisite:** None

**Credit:** .5

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Personal Financial Literacy requires students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options and see growth on investments and interest on debt and how they affect the ability to build wealth over time.

## Special Education Course Offerings

The following Special Education Courses align with the High School Foundation Graduation Program. All students receiving special education services will have access to the general curriculum and to the Texas Essential Knowledge and Skills (TEKS). Curriculum may be accommodated, Basic, or reflect prerequisite skills (alternate standards) based upon the individual needs of the student as determined by the Admission, Review, and Dismissal committee. All special education courses taken earn credits toward meeting state requirements for high school completion.

<b>4 Year Basic Course Sequence</b>				
<b>Subject Area</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Basic English*</b>	English 1	English 2	English 3	English 4
<b>Basic Math*</b>	Algebra 1	Geometry	Algebraic Reasoning or Math Models	Algebra 2
<b>Basic Science**</b>	IPC	Biology	Advanced Science	Advanced Science
<b>Basic Social Studies**</b>	World Geography	World History	US History	Government/ Economics
<b>Fine Arts</b>	One credit of Fine Arts			
<b>World Language</b>	Two credits of the same world language or, substitutions may include two credits from Computer Science I, II, III, <i>or other allowable substitutions as allowed by 19 TAC §74.11 and determined by the ARD committee.</i>			
<b>Electives</b>	All students receiving Basic instruction in a core academic area* have access to all general education electives			
<b>Basic Electives</b>	Career Preparation Basic is taught by a SPED teacher.		Career Preparation I (VAC)	Career Preparation II (VAC)

**\*Courses offered as both resource and co-teach**

**\*\*Courses offered as co-teach only (based upon ARD committee decision)**

## ENGLISH

### English I Basic

**Course:** 1018

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

This course uses Basic English I content to meet the individual learning requirements of students as determined by the ARD committee. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and view representing. Students integrate correct language skills within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; and understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### English II Basic

**Course:** 1028

**Grade Placement:** 10

**Prerequisite:** English I, ARD decision

**Credit:** 1

This course uses Basic English II content to meet the individual learning requirements of students as determined by the ARD committee. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated to English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual needs of the students. **English II students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam to meet part of the graduation requirements.**

### English III Basic

**Course:** 1038

**Grade Placement:** 11

**Prerequisite:** English I & II, ARD decision

**Credit:** 1

This course uses Basic English III content to meet the individual learning requirements of students as determined by the ARD committee. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Instruction emphasizes all aspects of American Literature. Students read extensively in multiple genres from American literature and world literature, learn literary forms and terms, and interpret the possible influences of the historical

context on a literary work. Students write in a variety of forms, including expository, personal, literary, and persuasive texts. Students plan, draft, and complete a research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English as part of the writing process. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### English IV Basic

**Course:** 1048

**Grade Placement:** 12

**Prerequisite:** English I, II, III, ARD decision

**Credit:** 1

This course uses Basic English IV content to meet the individual learning requirements of students as determined by the ARD committee. The focus is on activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Intense instruction emphasizes an in-depth study of British literature. Composition work consists of a variety of forms with expository writing, argumentation, personal, literary and business. Students read extensively in multiple genres from British literature and world literature, learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Students plan, draft, and complete a research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English.

## MATHEMATICS

### Algebra I Basic

**Course:** 1218

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

Algebra I Basic is designed for students to learn the skills and application of Algebra 1 through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee. Students receiving instruction in Algebra 1 Basic build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new



functions through transformations. **Algebra I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) Algebra I exam to meet part of the graduation requirements.**

### **Geometry Basic**

**Course:** 1228

**Grade Placement:** 9-10

**Prerequisite:** Algebra I, ARD decision

**Credit:** 1

Geometry Basic is designed for students to learn the skills and application of geometry through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee. In Geometry Basic, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I, create formal constructions using a straight edge and compass, use deductive reasoning to justify, prove and apply theorems about geometric figures, use their proportional reasoning skills to prove and apply theorems and solve problems, and apply theorems about circles to determine relationships between special segments and angles in circles. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing post-secondary education.

### **Math Models with Applications Basic**

**Course:** 1241

**Grade Placement:** 10-11

**Prerequisite:** Algebra I and Geometry, ARD decision

**Credit:** 1

Mathematical Models with Applications Basic is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives;

technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

### **Algebraic Reasoning Basic**

**Course:** 1214

**Grade Placement:** 10-12

**Prerequisite:** Algebra I and Geometry, ARD decision

**Credit:** 1.0

Algebraic Reasoning Basic continues the development of mathematical reasoning related to algebraic understandings and processes and deepens the foundation for studies in subsequent math courses through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee. Students will build on knowledge and skills for mathematics through Algebra I. Algebraic Reasoning involves preparation for success in Algebra II as the basic for all units is the study of linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value and logarithmic functions. This course is for those students that have not completed Algebra II.

### **Algebra II Basic**

**Course:** 1238

**Grade Placement:** 10-12

**Prerequisite:** Algebra I, Geometry, ARD decision

**Credit:** 1

In Algebra II Basic, students build on the knowledge and skills for mathematics acquired in Kindergarten-Grade 8 and Algebra I. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

## **SCIENCE**

### **Biology Basic (Co-teach)**

**Course:** 1318

**Grade Placement:** 9-10

**Prerequisite:** ARD decision

**Credit:** 1

Biology Basic is the study of structure, growth, and function of the life systems of organisms. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, student learning encompasses a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and

organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the field and in the laboratory. **Biology students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) Biology exam to meet part of the graduation requirements.**

### **Integrated Physics and Chemistry Basic (Co-teach)**

**Course:** 1391

**Grade Placement:** 9-10

**Prerequisite:** ARD decision

**Credit:** 1

IPC Basic is recommended for students who need extra preparation to meet the rigors of physics and chemistry and integrates the two disciplines. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, instruction reflects a strong emphasis on calculation in the following topics: motion, waves, energy transformation, properties of matter, changes in matter, and solution chemistry. Students who take Integrated Physics and Chemistry (IPC) must also take biology, chemistry and physics in order to meet the requirements of the Foundation Plan.

### **Chemistry Basic (Co-teach)**

**Course:** 1328

**Grade Placement:** 10-12

**Prerequisite:** Biology and Algebra I, ARD decision

**Credit:** 1

Chemistry is a study of the structure, composition, and behavior of matter. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, the course is a laboratory oriented course that emphasizes the skills of gathering and analyzing both qualitative (observational) and quantitative (numerical) data. Students will cover nomenclature, chemical reactions, stoichiometry, the behavior of gases, atomic history and structure, chemical bonding, nuclear fission and fusion as well as acid-base theories. A conceptual approach will be coupled with mathematical skills necessary to solve fundamental chemistry problems. Students will investigate how chemistry is an integral part of our daily lives.

### **Physics Basic (Co-teach)**

**Course:** 1338

**Grade Placement:** 10-12

**Prerequisite:** (Algebra I, completion of second year of math recommended), ARD decision

**Credit:** 1

Physics is the study of matter and energy and their interactions. Through Basic and accommodated curriculum

to meet the individual learning requirements of students as determined by the ARD committee, this course of study will encompass fundamental concepts in the laws of motion, forces, energy and momentum, thermodynamics, waves, and nuclear phenomena. Student investigations emphasize accurate observations, collection of data, data analysis, and safe manipulation of laboratory apparatus. Students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with classmates, and develop critical thinking skills.

## **SOCIAL STUDIES**

### **World Geography Basic (Co-teach)**

**Course:** 1418

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

### **World History Basic (Co-teach)**

**Course:** 1428

**Grade Placement:** 10

**Prerequisite:** ARD decision

**Credit:** 1

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. Through Basic and accommodated curriculum to meet the individual

learning requirements of students as determined by the ARD committee, the major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

#### **United States History (Since 1877) Basic (Co-teach)**

**Course:** 1438

**Grade Placement:** 11

**Prerequisite:** ARD decision

**Credit:** 1

In United States History Studies Since 1877 Basic, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, the course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. **U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.**

#### **United States Government Basic (Co-teach)**

**Course:** 1448

**Grade Placement:** 12

**Prerequisite:** ARD decision

**Credit:** .5

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

#### **Economics with Emphasis on the Free Enterprise System and Its Benefits Basic (Co-teach)**

**Course:** 1468

**Grade Placement:** 12

**Prerequisite:** ARD decision

**Credit:** .5

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Through Basic and accommodated curriculum to meet the individual learning requirements of students as determined by the ARD committee, The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs/benefits of economic issues.

## ELECTIVES

### **Career Preparation I, II Basic (VAC)**

**Course:** 6630, 6640

**Grade Placement:** 11-12

**Prerequisite:** ARD decision

**Credit:** 2-3

Career Preparation I and II Basic provide opportunities for students participate in learning experience that combines classroom instruction with paid business and industry employment for implementation of the student's IEP as determined by the ARD committee. Students are taught employability skills which include job-specific skills applicable to their training station, job interview techniques, communication skills, and portfolio development. Students must be employed a minimum of 15 hours per week at an approved job site. Students must provide their own transportation and must be continuously employed to remain in the class. Failure to maintain employment will result in removal from class and placement in other elective classes to fill the student's schedule. Extenuating circumstances will be reviewed on an individual basis. Career preparation is a work period scheduled within the school day. **This course does not count as an advanced course for endorsements.**

**This course shall be selected only after the ARD committee considers and deems the school district's regular career and technology courses are not appropriate for meeting the individual needs of the student.**

### **Social Skills Basic**

**Course:** 6675

**Grade Placement:** 9-12

**Prerequisite:** ARD decision; BIP

**Credit:** 1

Social Skills Basic provides opportunities for students to develop and generalize the skills necessary to increase functional independence and interpersonal skills across school settings.

## 4 Year Alternate Course Sequence (Life Skills and Structured Instruction)

<b>Subject Area</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Alternate English</b>	English 1	English 2	English 3	English 4
<b>Alternate Math</b>	Algebra 1	Geometry	Math Models	Algebra 2
<b>Alternate Science</b>	IPC	Biology	Environ. Systems	Aquatic Science
<b>Alternate Social Studies</b>	World Geography	World History	US History	Government/ Economics
<b>PE/Languages Other Than English (LOTE)</b>	Foundations of Personal Fitness	Individual or Team Sports	General Employability Skills I	General Employability Skills II
<b>CTE</b>	Activities for Transition Success I	Activities for Transition Success II	Activities for Transition Success III	Activities for Transition Success IV
<b>Electives</b>	Fine Arts	Open Elective	Open Elective	Open Elective

## ENGLISH

### English I Alternate

**Course:** 1019

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English I TEKS. The focus is on prerequisite skills for integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. **English I Alternate students are required to participate in the State of Texas Assessments of Academic Readiness Alternate-II (STAAR-A) end-of-course (EOC) exam to meet part of the graduation requirements.**

### English II Alternate

**Course:** 1029

**Grade Placement:** 10

**Prerequisite:** English I Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English II TEKS. The focus is on prerequisite skills for integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. **English II Alternate students are required to participate in the State of Texas Assessments of Academic Readiness Alternate-II (STAAR-A) end-of-course (EOC) exam to meet part of the graduation requirements.**

### English III Alternate

**Course:** 1039

**Grade Placement:** 11

**Prerequisite:** English I & II Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English III TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays.

Students' present and critique oral communications and Graphic Design & Illustration products. Students continue to development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### English IV Alternate

**Course:** 1049

**Grade Placement:** 12

**Prerequisite:** English I, II, III Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English IV TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

## MATHEMATICS

### Algebra I Alternate

**Course:** 1219

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level Algebra I TEKS as determined by the ARD committee. Algebra I Alternate students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, and use exponential functions to model or solve problems using real-world data. **Algebra I Alternate students are required to participate in the State of Texas Assessments of Academic Readiness-Alternate-II (STAAR-A) exam to meet part of the graduation requirements.**

### Geometry Alternate

**Course:** 1229

**Grade Placement:** 9-10

**Prerequisite:** Algebra I Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level Geometry TEKS as determined by the ARD committee. Students develop facility with a broad range of ways of representing geometric ideas, including coordinates, networks, transformations, that will allow multiple

approaches to geometric problems and that connect geometric interpretations to other contexts. Students learn to recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry content strands of Geometric Structure, Geometric Patterns, Dimensionality and the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape.

### **Algebra II Alternate**

**Course:** 1239

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level Algebra 2 TEKS as determined by the ARD committee. Algebra 2 Alternate students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, and use exponential functions to model or solve problems using real-world data.

### **Math Models with Applications Alternate**

**Course:** 1242

**Grade Placement:** 10-11

**Prerequisite:** Algebra I and Geometry Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level Math Models with Applications TEKS as determined by the ARD committee. This course continues to build on the K-8 and Algebra 1 Alternate foundations to expand student understanding through individualized mathematical experiences. Students use mathematical methods to model and solve real-life application problems involving money, date, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

## **SCIENCE**

### **Biology Alternate**

**Course:** 1319

**Grade Placement:** 9-10

**Prerequisite:** ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level Biology TEKS as determined by the ARD committee. The course may cover cell structure and function of systems in organisms, scientific processes and basic concepts of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. **Biology Alternate**

**students are required to participate in the State of Texas Assessments of Academic Readiness Alternate-II (STAAR-A) end-of-course (EOC) exam to meet part of the graduation requirements.**

### **Integrated Physics and Chemistry Alternate**

**Course:** 1392

**Grade Placement:** 10-12

**Prerequisite:** ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level Integrated Physics and Chemistry (IPC) TEKS as determined by the ARD committee. In Integrated Physics and Chemistry Alternate, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry with the following topics: force, motion, energy, and matter.

### **Environmental Systems Alternate**

**Course:** 1396

**Grade Placement:** 11-12

**Prerequisite:** Biology Alt, IPC Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level Environmental Systems TEKS as determined by the ARD committee. Environmental Systems is a focus on the study of the environment with emphasis on ecology and natural resources. Topics include local environmental systems, source and energy flow, relationship between carrying capacity and changes in population and ecosystems; and environmental changes. Students will study a variety of current topics that revolve around people and society, including cultural perspectives and balance of nature.

### **Aquatic Science Alternate**

**Course:** 1387

**Grade Placement:** 11-12

**Prerequisite:** Biology Alt, IPC Alt., Environ. Science Alt, ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level Aquatic Science TEKS as determined by the ARD committee. Aquatic Science provides an understanding and awareness of fresh and salt water systems. Topics of study include aquatic systems and their habitats, cycles within an aquatic environment and adaptations of aquatic organisms, watersheds, geological phenomena and fluid dynamics. Students conduct field and laboratory investigations, gather data, and make conclusions based on data analysis. Students study a variety of current topics that revolve around societal questions and how humans have influenced aquatic environments.

## SOCIAL STUDIES

### World Geography Alternate

**Course:** 1419

**Grade Placement:** 9

**Prerequisite:** ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level World Geography TEKS as determined by the ARD committee. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### World History Alternate

**Course:** 1429

**Grade Placement:** 10

**Prerequisite:** World Geography Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level World History TEKS as determined by the ARD committee. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

### United States History (Since 1877) Alternate: 1439

**Grade Placement:** 11

**Prerequisite:** World History Alt., ARD decision

**Credit:** 1

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level U.S. History TEKS as determined by the ARD committee. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. U. S. History Alternate students are required to participate in the State of Texas Assessments of Academic Readiness Alternate-II (STAAR-A) end-of-course (EOC) exam to meet part of the graduation requirements.

### United States Government Alternate

**Course:** 1449

**Grade Placement:** 12

**Prerequisite:** U.S. History Alt., ARD decision

**Credit:** .5

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level Government TEKS as determined by the ARD committee. The course focuses on defining individual rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students learn how to be productive and safe in a variety of community situations including employment.

### Economics with Emphasis on the Free Enterprise System and Its Benefits Alternate

**Course:** 1469

**Grade Placement:** 12

**Prerequisite:** ARD decision

**Credit:** .5

This course meets the individual learning requirements of students by focusing on Prerequisite skills for grade-level Economics with Emphasis on the Free Enterprise System TEKS as determined by the ARD committee. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students also become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

## ALTERNATE ELECTIVES/CTE

### Social Skills Alternate

**Course:** 6676

**Grade Placement:** 9-12

**Prerequisite:** ARD decision; BIP

**Credit:** 1

Social Skills Alternate provides opportunities for students to develop and generalize the skills necessary to increase functional independence and interpersonal skills across school settings.

### Activities for Transition Success I, II, III, IV

**Course:** 6410, 6411, 6412, 6413

**Grade Placement:** 9-12

**Prerequisite:** ARD decision

**Credit:** 1

This course integrates domestic, recreation, leisure, school, and community domains. Students will learn and apply daily living skills through activities designed to promote successful transition to adulthood and increase independence. Students will study areas of cooking, safety, leisure, chores, duties, responsibilities, budget, time management, first-aid, and communication. Personal safety and responsibility will be examined as related to taking care of self, others, and/or pets. Health care, transportation, telephone skills, and recreation



activities are addressed in the context of developing skills to maximize participation in the school and community.

**Activities for Transition Success I:**

Focuses on the study of daily living experiences with emphasis on daily routines and schedules and community access in the school setting.

**Activities for Transition Success II:**

Focuses on the study of daily living experiences with emphasis on personal safety and responsibility and community access in the school setting.

**Activities for Transition Success III:**

Focuses on the study of daily living experiences with emphasis on domestic skills.

**Activities for Transition Success IV:**

Focuses on the study of daily living experiences with emphasis on life choices, needs, employment and community access in a variety of community settings.

## **P.E./Languages Other Than English (LOTE)**

### **Foundations of Personal Fitness Alternate**

**Course:** 6401

**Grade Placement:** 9

**Prerequisite:** None

**Credit:** 1

The purpose of this course is to motivate students to strive for lifetime personal fitness through alternate activities with an emphasis on the health-related components of physical fitness. Instructional units focus on prerequisite skills to basic conditioning, advantages of weight training, proper nutrition, and the appraisal of individual fitness levels.

### **Individual/Team Sports Alternate**

**Course:** 6402

**Grade Placement:** 10

**Prerequisite:** Foundations of Personal Fitness Alternate

**Credit:** 1

Students are expected to participate in a wide range of individual and team sports that can be pursued for a lifetime. In this course students develop health-related fitness and an appreciation for teamwork and fair play. Students learn skills, rules, and regulations for participation. The instructional focus of this course is on the benefits of participating in physical activities throughout a lifetime.

### **Aerobic Activities Alternate**

**Course:** 6403

**Grade Placement:** 10-12

**Prerequisite:** Indiv./Team Sports Alternate

**Credit:** 1

Aerobic activities target a variety of movements that promote and encourage health-related fitness. Students enrolled in this course will acquire skills and knowledge in a variety of alternate cardiovascular activities such as jogging, power walking, step aerobics, and circuit training.

### **General Employability Skills I Alternate**

**Course:** 6610

**Grade Placement:** 11

**Prerequisite:** ARD decision

**Credit:** 1

This course is designed to will provide students with opportunities to learn the pre-vocational skills necessary for employment. Students will have the opportunity for hands on experiences in the classroom setting, to develop work-related skills in the areas of working independently, tolerating work interruptions, receiving corrective feedback, sustaining attention, asking for help when needed, performing novel tasks, following instructions, adjusting to changes in routine, and correcting errors.

### **General Employability Skills II Alternate**

**Course:** 6620

**Grade Placement:** 12

**Prerequisite:** Gen. Employability Skills Alt. I, ARD decision

**Credit:** 1

This course is designed to provide students with opportunities to learn the pre-vocational skills necessary for employment. Students will have the opportunity for hands on experiences in the classroom, school, and community settings, to develop work-related skills in the areas of working independently, tolerating work interruptions, receiving corrective feedback, sustaining attention, asking for help when needed, performing novel tasks, following instructions, adjusting to changes in routine, and correcting errors. This course is designed to build upon skills learned in GESA-I. Students have the opportunity for hands-on experiences to practice skills related to potential employment in authentic settings.

## **ADULT TRANSITION (AIMS)**

**Students eligible to participate in the AIMS program must have completed requirements for high school completion under the High School Foundation Program and have a need for instruction in the area of postsecondary goals as documented in the IEP.**

### **Adult Transition (AIMS)**

**Course:** 6677

**Prerequisites:** High school completion, 18-21 years old, ARD decision

**Credit:** 0

Achieving Independence to Maximize Success (AIMS) is a program for adult students in need of transition programming to increase access to employment and the community either through the Community Path or the Career Path through individualized instruction as part of the IEP. Participants gain real-life experiences in simulated and authentic environments to develop skills to support attainment of post-secondary outcomes.

The AIMS program does not reflect a typical 7-hour school day. All participants have an individualized schedule based on the IEP and transition needs as determined by the ARD committee.

## Advancement Via Individual Determination (AVID)

Course Name	Credits	Grade Levels	Prerequisites
<b>AVID I</b>	<b>1</b>	<b>9</b>	<b>District Admissions Process</b>
<b>AVID II</b>	<b>1</b>	<b>10</b>	<b>District Admissions Process or AVID I</b>
<b>AVID III</b>	<b>1</b>	<b>11</b>	<b>AVID II</b>
<b>AVID IV</b>	<b>1</b>	<b>12</b>	<b>AVID III</b>

### **AVID I**

**Course:** 1830

**Grade Placement:** 9

**Prerequisite:** District Admissions Process

**Credit:** 1

Advancement Via Individual Determination (AVID) is a college preparatory elective course for college bound students that are traditionally underrepresented in higher education. AVID students must enroll in one rigorous course, Pre-AP or AP, in addition to the AVID elective. AVID students participate in inquiry-based tutorials to support their academic success in core content courses. Students gain confidence through their collaborative processes and further focus on time management, organization, goal setting, note taking and study skills. Students will visit a four-year University.

### **AVID II**

**Course:** 1840

**Grade Placement:** 10

**Prerequisite:** District Admissions Process or AVID I

**Credit:** 1

Advancement Via Individual Determination II (AVID II) is a college preparatory elective course for college bound students that are traditionally underrepresented in higher education. AVID students must enroll in one rigorous course, Pre-AP or AP, in addition to the AVID elective. AVID students participate in inquiry-based tutorials to support their academic success in core content courses. Students gain confidence through their collaborative processes and further focus on time management, organization, goal setting, note taking and study skills. Students will visit a four-year University.

### **AVID III**

**Course:** 1850

**Grade Placement:** 11

**Prerequisite:** District Admissions Process or AVID II

**Credit:** 1

Advancement Via Individual Determination III (AVID III) is a college preparatory elective course for college bound students that are traditionally underrepresented in higher education. AVID students must enroll in one rigorous course, Pre-AP, AP, Dual or Concurrent enrollment, in addition to the AVID elective. AVID students participate in inquiry-based tutorials to support their academic success in core content courses. The course focuses on college preparedness, writing and collaboration. Students will visit a four-year University.

### **AVID IV**

**Course:** 1860

**Grade Placement:** 12

**Prerequisite:** AVID III

**Credit:** 1

Advancement Via Individual Determination III (AVID III) is a college preparatory elective course for college bound students that are traditionally underrepresented in higher education. AVID students must enroll in one rigorous course, Pre-AP, AP, Dual or Concurrent enrollment, in addition to the AVID elective. AVID students participate in study groups to support their academic success in core content courses and college readiness. The course focuses on college preparedness, writing and collaboration. This course further focuses on assisting an supporting students in the completion of four-year college entrance requirements and the process.

## Athletics

Boys	Girls
<b>Baseball</b> (9 <sup>th</sup> -3101, 10 <sup>th</sup> -3102, 11 <sup>th</sup> - 3103, 12 <sup>th</sup> - 3104)	<b>Basketball</b> (9 <sup>th</sup> - 3041, 10 <sup>th</sup> - 3072, 11 <sup>th</sup> - 3073, 12 <sup>th</sup> - 3074)
<b>Basketball</b> (9 <sup>th</sup> - 3031, 10 <sup>th</sup> -3062, 11 <sup>th</sup> - 3063, 12 <sup>th</sup> - 3064)	<b>Cross Country</b> (9 <sup>th</sup> - 3201, 10 <sup>th</sup> - 3202, 11 <sup>th</sup> - 3203, 12 <sup>th</sup> - 3204)
<b>Cross Country</b> (9 <sup>th</sup> -3201, 10 <sup>th</sup> - 3202, 11 <sup>th</sup> - 3203, 12 <sup>th</sup> -3204)	<b>Golf</b> (9 <sup>th</sup> - 3191, 10 <sup>th</sup> - 3192, 11 <sup>th</sup> - 3193, 12 <sup>th</sup> - 3194)
<b>Football</b> (9 <sup>th</sup> -3031, 10 <sup>th</sup> -3052, 11 <sup>th</sup> -3053, 12 <sup>th</sup> -3054)	<b>Gymnastics</b> (9 <sup>th</sup> -3151, 10 <sup>th</sup> - 3152, 11 <sup>th</sup> -3153, 12 <sup>th</sup> -3154)
<b>Golf</b> (9 <sup>th</sup> -3191, 10 <sup>th</sup> -3192, 11 <sup>th</sup> -3193, 12 <sup>th</sup> -3194)	<b>Soccer</b> (9 <sup>th</sup> - 3091, 10 <sup>th</sup> - 3092, 11 <sup>th</sup> - 3093, 12 <sup>th</sup> - 3094)
<b>Gymnastics</b> (9 <sup>th</sup> -3141, 10 <sup>th</sup> - 3142, 11 <sup>th</sup> -3143, 12 <sup>th</sup> -3144)	<b>Softball</b> (9 <sup>th</sup> - 3111, 10 <sup>th</sup> - 3112, 11 <sup>th</sup> - 3113, 12 <sup>th</sup> - 3114)
<b>Soccer</b> (9 <sup>th</sup> -3081, 10 <sup>th</sup> -3082, 11 <sup>th</sup> - 3083, 12 <sup>th</sup> - 3084)	<b>Swimming</b> (9 <sup>th</sup> - 3211, 10 <sup>th</sup> -3212, 11 <sup>th</sup> - 3213, 12 <sup>th</sup> - 3214)
<b>Swimming</b> (9 <sup>th</sup> - 3211, 10 <sup>th</sup> -3212, 11 <sup>th</sup> - 3213, 12 <sup>th</sup> - 3214)	<b>Tennis</b> (9 <sup>th</sup> - 3121, 10 <sup>th</sup> - 3122, 11 <sup>th</sup> - 3123, 12 <sup>th</sup> - 3124)
<b>Tennis</b> (9 <sup>th</sup> - 3121, 10 <sup>th</sup> - 3122, 11 <sup>th</sup> -3123, 12 <sup>th</sup> - 3124)	<b>Track</b> (9 <sup>th</sup> -3201, 10 <sup>th</sup> - 3202, 11 <sup>th</sup> - 3203, 12 <sup>th</sup> -3204)
<b>Track</b> (9 <sup>th</sup> -3201, 10 <sup>th</sup> - 3202, 11 <sup>th</sup> - 3203, 12 <sup>th</sup> -3204)	<b>Volleyball</b> (9 <sup>th</sup> - 3041, 10 <sup>th</sup> - 3072, 11 <sup>th</sup> - 3073, 12 <sup>th</sup> - 3074)
<b>Wrestling</b> (9 <sup>th</sup> -3221, 10 <sup>th</sup> -3222, 11 <sup>th</sup> -3223, 12 <sup>th</sup> - 3224)	<b>Wrestling</b> (9 <sup>th</sup> -3221, 10 <sup>th</sup> -3222, 11 <sup>th</sup> -3223, 12 <sup>th</sup> - 3224)
<b>Trainer</b> (9 <sup>th</sup> - 3230, 10 <sup>th</sup> - 3231, 11 <sup>th</sup> - 3232, 12 <sup>th</sup> - 3233)	<b>Trainer</b> (9 <sup>th</sup> - 3230, 10 <sup>th</sup> - 3231, 11 <sup>th</sup> - 3232, 12 <sup>th</sup> - 3233)

### High School Athletics

**Grade Placement:** 9-12

**Course:** Various (see your counselor)

**Prerequisite:** Coach Approval

**Credit:** .5 per semester

Athletics provide students with the opportunity to fine tune their athletic abilities and compete against students from other schools. Participation in athletics develops self-discipline, cooperation, leadership, responsibility, self-control and selflessness of participation in team sports. A physical examination is required to be on file before participation. **Students may earn up to 4 credits for participation in athletics.**

**Students who do not make a team must remain in that scheduled athletics course until the end of the semester.**

**All change requests must be made within the first 10 days of the course.**

**FOR MORE INFORMATION  
REGARDING PHYSICAL  
EDUCATION SUBSTITUTIONS AND  
CREDITS PLEASE REFER TO  
PAGES 13-14 OF THIS GUIDE.**

**Ninth grade athletics** is the introduction of UIL Competition Athletics at the high school level. Our objectives are to teach the proper attitude, improve the athletic ability of each student and to use Athletics to enhance academics. Students in the class period work to become better people and better athletes and practice individual sport skills after school. **Students may earn up to 4 credits for participation in athletics.**

Requirements to enroll: All necessary paperwork must be completed and turned in prior to end of school in the student's eighth grade year. A physical examination is required to be on file before participation.

### Supplementary Athletic Events

District High Schools participate in competitive Power Lifting.

Power lifting is not offered as a class during the school day. Students practice before and/or after school.

**Contact the Athletic Department for additional information.**



*Are you interested in wildlife, animals, parks or forestry? Have you always wanted to take care of an animal but didn't have the space at home? Are you curious about the physical world and concerned about the environment? Are you interested in horticulture? If you answered "yes" to most of these questions, this may be the career path for you!*

## Career and Technical Education: Agriculture, Food, and Natural Resources

Course Name	Credits	Grade Levels	Prerequisites
<b>Principles of Agriculture, Food, and Natural Resources</b>	<b>1</b>	<b>9-12</b>	None
<b>Agricultural Mechanics and Metal Technologies</b>	<b>1</b>	<b>9-12</b>	None
<b>Equine Science</b>	<b>.5</b>	<b>9-12</b>	<b>Principles of Agriculture, Food, and Natural Resources (rec)</b>
<b>Floral Design</b>	<b>1</b>	<b>9-12</b>	None
<b>Livestock Production</b>	<b>1</b>	<b>9-12</b>	<b>Principles of Agriculture, Food, and Natural Resources (rec)</b>
<b>Mathematical Applications in Agriculture, Food, and Natural Resources</b>	<b>1</b>	<b>10-11</b>	<b>Algebra I (Geometry Recommended)</b>
<b>Small Animal Management</b>	<b>.5</b>	<b>9-12</b>	<b>Principles of Agriculture, Food, and Natural Resources (rec)</b>
<b>Wildlife Fisheries &amp; Ecology Management</b>	<b>1</b>	<b>9-12</b>	<b>Principles of Agriculture, Food, and Natural Resources (rec)</b>

### **Principles of Agriculture, Food, and Natural Resources**

**Course:** 5211

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course is designed to prepare students for careers in agriculture, food, and natural resources. This course introduces the basics of global agriculture.

### **Agricultural Mechanics and Metal Technologies**

**Course:** 5212

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal welding techniques.

### **Floral Design**

**Course:** 5295

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

Exposes students to the basic techniques of floral design. The class is project based with many large and small projects used to evaluate the progress of the student. There are lots of hands on activities to involve the students in techniques required in the floral industry. This course fulfills the fine arts graduation requirement.

**Mathematical Applications in Agriculture, Food, and Natural Resources**

**Course:** 5298

**Grade Placement:** 10-11

**Prerequisite:** Algebra (Geometry Recommended)

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

*\*(approved by State Board of Education for math credit – see Recommended Graduation).*

In this course, students will apply academic skills in mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply and transfer their knowledge and skills related to mathematics in a variety of contexts.

**Small Animal Management**

**Course:** 5234

**Grade Placement:** 9-12

**Prerequisite:** Principles of Agriculture, Food, and Natural Resources

**Credit:** .5

**Site:** BHS, SHS, CTHS

This course prepares students for careers in the field of animal science, students learn the importance of responsible care and management requirements for a variety of small animals. The students learn safe practices and techniques for working with small animals.

**Wildlife Fisheries & Ecology Management**

**Course:** 5251

**Grade Placement:** 9-12

**Prerequisite:** Principles of Agriculture, Food, and Natural Resources

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course examines the management of game and non-game wildlife species, fish and aqua crops, and their ecological needs as related to current agricultural practices. It discusses the importance of wildlife and outdoor recreation with an emphasis on using wildlife and natural resources.

**Equine Science**

**Course:** 5240

**Grade Placement:** 9-12

**Prerequisite:** Principles of Agriculture, Food, and Natural Resources

**Credit:** .5

**Site:** BHS, SHS, CTHS

This course is designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health and management of horses, donkeys, and mules

**Livestock Production**

**Course:** 5231

**Grade Placement:** 9-12

**Prerequisite:** Principles of Agriculture, Food, and Natural Resources

**Credit:** 1

**Site:** BHS, SHS, CTHS

This course is designed to prepare for careers in the field of animal science. Animal species to be addressed in this course may include but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.



*Do you like to work with your hands? Do you like to draw on a computer? Do you enjoy problem solving and creative thinking? Are you curious about how things work? If the answer to most of these questions is “yes,” this may be the career path for you!*

## Career and Technical Education: Architecture and Construction

Course Name	Credits	Grade Levels	Prerequisites
Principles of Architecture	1	9-12	None
Architectural Design 1	1	10-12	Principles of Architecture, Algebra 1, and English 1
Architectural Design 2	2	11-12	Architectural Design 1
Principles of Construction	1	10-12	None
Construction Technology 1	2	11-12	Principles of Construction

### Principles of Architecture

**Course:** 5561

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** .5

**Site:** BHS, SHS, CTHS

This course is a project-based course that will explore house design through computer aided design (CAD) and model building. The investigation will include the basic structure of a house, the layout of a house and interior design.

### Architectural Design 1

**Course:** 5562

**Grade Placement:** 10-12

**Prerequisite:** Principles of Architecture, Alg. 1 and Eng. 1

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course is a project based course that will explore house design through computer aided design (CAD) and model building. This course will expand the CAD software used in class. The investigation will include the basic structure of a house, the layout of a house, interior design, exterior aesthetics, and exploration of integration of architectural styling.

### Architectural Design 2

**Course:** 5563

**Grade Placement:** 11-12

**Prerequisite:** Architectural Design 1; fee required

**Credit:** 2.0

**Site:** HCTC

In Architectural Design 2, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design and landscape architecture. Architectural Design 2 includes the advanced knowledge of the design, design history, techniques and tolls related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

### Principles of Construction

**Course:** 5564

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course will provide an introduction for students interested in construction or crafted skill area. Emphasis will consist of construction safety and proper usage of hand and power tools. Communication and employability skills necessary to obtain jobs will also be an area of focus.

**Construction Technology 1****Course:** 5531**Grade Placement:** 11-12**Prerequisite:** Principles of Construction**Credit:** 2.0**Site:** CTHS

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.





*Do you enjoy working with other people? Do other people think of you as being creative? Do you like to draw, paint or visually depict what you see or imagine? Are you good at writing and/or speaking? Do you enjoy working with technology, especially in creating multimedia productions? If so, Arts, A/V Technology & Communications may be the career pathway for you.*

## Career and Technical Education: Arts, A/V Technology, & Communication

Course Name	Credits	Grade Levels	Prerequisites
Professional Communications	.5	9-12	None
Digital Media	1	9-12	None
Principles of Audio/Video Production	1	9-12	None
Video Production 1 and Lab	2	11-12	Principles of Audio/Video Production; Fee
Video Production 2 and Lab	2	12	Video Production 1 & Lab; Fee
Digital Audio Technology	2	11-12	Principles of Audio/Video Production
Audio Production and Lab	2	12	Digital Audio Technology
Animation 1 and Lab	2	11-12	Art 1 (recommended), Digital Media
Animation 2 and Lab	2	12	Animation 1 and Lab
Graphic Design and Illustration 1 and Lab	2	11-12	Art 1 (recommended), Digital Media
Graphic Design and Illustration 2 and Lab	2	12	Graphic Design and Illustration 1 and Lab

### Professional Communications

**Course:** 5088

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** .5

**Site:** BHS, SHS, CTHS

Professional Communications blends written, oral and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

**\*Students planning to continue in the AVID program should not register for the Professional Communications course. Students in AVID II will receive their Professional Communications credit at the end of the second semester upon successful completion of the course.**

### Digital Media

**Course:** 5041

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

In this course, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment.

### Principles of Audio/Video Production

**Course:** 5078

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

In the Principles of Audio/Video Production course, students will obtain the introductory skills of audio/video production. Through team and individual projects, students will improve knowledge and skills in these areas as well as their communication, interpersonal, and presentation skills.

**Video Production 1 and Lab****Course:** 5081**Grade Placement:** 11-12**Prerequisite:** Principles of Audio/Video Production; fee required**Credit:** 2.0**Site:** HCTC

Students will learn the technology to create and manage professional-level video presentations. Pre-production planning (script-writing, storyboarding, shot preparation, and tools), production (cameras, lighting, sets, and direction) and post-production (editing, master creation and delivery) will be emphasized using short documentaries and exercises as the basis for mastery.

**Video Production 2 and Lab****Course:** 5082**Grade Placement:** 12**Prerequisite:** Video Production 1 and Lab; fee required**Credit:** 2.0**Site:** HCTC

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production and post-production audio and video activities.

**Digital Audio Technology****Course:** 5083 and 5084**Grade Placement:** 11-12**Prerequisite:** Principles of Audio/Video Production; fee required**Credit:** 2.0**Site:** HCTC

Digital Audio Technology is designed to provide students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, and additional opportunities and skill sets.

**Animation 1 and Lab****Course:** 5085**Grade Placement:** 11-12**Prerequisite:** Art 1 (recommended), Digital Media; fee required**Credit:** 2.0**Animation 2 and Lab****Course:** 5086**Grade Placement:** 12**Prerequisite:** Animation 1 and Lab; fee required**Credit:** 2.0**Site:** HCTC

Do you love to draw and make art? Do Pixar movies and console video games inspire you? The animation program at the Hollenstein Career and Technology Center is the

perfect place for talented artists and storytellers to get a jumpstart on their college or professional careers. You will learn traditional animation methods using digital tablets and professional software, then advance to 3D modeling and animation using the same programs used at major film and game studios. You can even gain certification in Adobe and Autodesk programs, which can give you an advantage on your resume when you graduate. Enroll in animation and get ready to create!

**Audio Production and Lab****Course:** 5077**Grade Placement:** 12**Prerequisite:** Digital Audio Tech 1 and 2; fee required**Credit:** 2.0**Site:** HCTC

The Audio Production course focuses on advanced techniques in audio mixing and editing. Students will develop strategies by successfully navigating through production scenarios common in music and sound for media.

**Graphic Design and Illustration 1 and Lab****Course:** 5087**Grade Placement:** 11-12**Prerequisite:** Art 1 (recommended), Digital Media; fee required**Credit:** 2.0**Graphic Design and Illustration 2 and Lab****Course:** 5094**Grade Placement:** 12**Prerequisite:** Graphic Design and Illustration 1 and Lab; fee required**Credit:** 2.0**Site:** HCTC

Do you love to draw and make art? Do you see yourself as a designer or photographer someday? Graphic Design and Illustration class at the Hollenstein Career and Technology Center will give you a jumpstart on your creative career. Learn how to design with the latest high end software from Adobe, including Photoshop, Illustrator InDesign and After Effects. Practice model or product photography in our photo studio, and learn how to retouch like the pros. When the work is done, you can print poster size images on one of our wide format printers. You can even gain certification in any of the Adobe programs, which can give you an advantage on your resume when you graduate. Enroll in the graphic design and illustration class and get ready to create!



*Do you enjoy being a leader, organizing people, planning activities for others and talking with people? Do you like carrying through with an idea and seeing an end product? Are you interested in a fast-paced job leading to management? If the answer to these questions is “yes,” this may be the career path for you.*

## Career and Technical Education: Business Management and Administration

Course Name	Credits	Grade Levels	Prerequisites
<b>Principles of Business, Marketing, and Finance</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
<b>Business Information Management I</b>	<b>1</b>	<b>9-12</b>	<b>Principles of Business, Marketing, and Finance (rec)</b>
<b>Business Information Management II Dual Credit (BCIS 1405)</b>	<b>1</b>	<b>10-12</b>	<b>Business Information Management I</b>
<b>Business Management</b>	<b>1</b>	<b>10-12</b>	<b>Principles of Business, Marketing, and Finance (rec)</b>
<b>Business Law</b>	<b>1</b>	<b>11-12</b>	<b>Principles of Business, Marketing, and Finance (rec)</b>
<b>Career Preparation I</b>	<b>2-3</b>	<b>12</b>	<b>None</b>

### **Principles of Business, Marketing, and Finance**

**Course:** 5111

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

**Site:** BHS, SHS, CTHS

This is an introductory course where students will gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

### **Business Information Management I**

**Course:** 5141

**Grade Placement:** 9-12

**Prerequisite:** Principles of Business, Marketing and Finance (rec)

**Credit:** 1

**Site:** BHS, SHS, CTHS

Business Information Management develops technology skills with applications to personal or business situations focusing on: word processing, spreadsheets, data bases, telecommunication, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate-level skills.

### **Business Information Management II Dual Credit (BCIS 1405)**

**Course:** 5142

**Grade Placement:** 10-12

**Prerequisite:** Business Information Management I

**Credit:** 1

**Site:** BHS, SHS, CTHS

BIM II provides advanced technology skills required in the business environment; includes workplace technology standards in applications of word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies and develops advanced level skills. The Microsoft Office Specialist Examinations in Word, Excel and Power Point are possible upon successful completion of this course.

### **Business Management**

**Course:** 5161

**Grade Placement:** 10-12

**Prerequisite:** Principles of Business, Marketing and Finance (rec)

**Credit:** 1

**Site:** BHS, SHS, CTHS

This course will allow students to analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing, or leading and controlling. Students will develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent managers, employees and entrepreneurs.

**Business Law****Course:** 5190**Grade Placement:** 11-12**Prerequisite:** Principles of Business, Marketing and Finance (rec)**Credit:** 1**Site:** BHS, SHS, CTHS

Students will analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency, and employment and real property.

**Career Preparation I****Course:** 5721 (2 credits); 5723 (3 credits)**Grade Placement:** 12**Prerequisite:** None**Credit:** 2-3**Site:** HCTC

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment. Students are taught employability skills which include job-specific skills applicable to their training station, job interview techniques, communication skills, and portfolio development. Students must be employed a minimum of 15 hours per week at an approved job site. Students must provide their own transportation and must be continuously employed to remain in the class. Failure to maintain employment will result in removal from class and placement in other elective classes to fill the student's schedule. Extenuating circumstances will be reviewed on an individual basis. **This course does not count as an advanced course for endorsements.**



*Are you friendly, open, outgoing, understanding and cooperative? Do you like to work with people to solve problems? Are you interested in teaching, coaching and education? Is it important to you to do something that makes a difference? If you answered "yes" to these questions then Education and Training may be the career path for you.*

## Career and Technical Education: Education and Training

Course Name	Credits	Grade Levels	Prerequisites
Principles of Education and Training	1	9-12	None
Human Growth and Development	1	10-12	Principles of Education and Training (rec)
Instructional Practices	2	11-12	Principles of Education and Training
Practicum in Education and Training	2	12	Instructional Practices in Education and Training

### Principles of Education and Training

**Course:** 5331

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

Students are introduced to careers available within the education and training career cluster, such as teaching, coaching, director, trainer, educational counseling, and educational administration. Students will create an educational/career plan for working within this career cluster and will begin building a career portfolio that will be developed throughout the education and training course path.

### Human Growth and Development

**Course:** 5282

**Grade Placement:** 10-12

**Prerequisite:** Principles of Education and Training (rec)

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

### Instructional Practices

**Course:** 5332

**Grade Placement:** 11-12

**Prerequisite:** Principles of Education & Training; Human Growth and Development (recommended)

**Credit:** 2.0

**Site:** HCTC

Students will develop knowledge, skills and experiences needed to work within the education and training career cluster. These may include child development theories, learning activities, program management, curriculum planning, teaching, and leadership. Students gain field experience at cooperative schools during assigned class time; placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas and ability groups. Students continue to build a career portfolio that will be developed throughout the education and training course path. Uniform fee may apply of no more than \$25.00.

### Practicum in Education and Training

**Course:** 5333

**Grade Placement:** 12

**Prerequisite:** Inst. Practices, approved application, and provide own transportation

**Credit:** 2.0

**Site:** BHS, CTHS, SHS, HCTC (plus assigned elementary/middle school)

This is the final course in the education and training career cluster. Students are assigned to a field-based internship which provides students with the opportunity to apply the knowledge and skills learned in previous courses in an assigned elementary/middle school classroom. Students will plan and direct student instruction as well as work cooperatively with assigned teacher four days a week. Uniform fee may apply of no more than \$25.00.



*Are you good with money? Do you like to work with numbers or ideas? Are you interested in personal money management? Are you good at mathematics? Do you pay attention to sequence and detail? Do you enjoy seeing an end product? This may be the career path for you!*

## Career and Technical Education: Finance

Course Name	Credits	Grade Levels	Prerequisites
Money Matters	.5	9-12	Principles of Business, Marketing & Finance (rec)
Principles of Business, Marketing, and Finance	1	9-12	None
Accounting I	1	10-12	Principles of Business, Marketing & Finance (rec)
Accounting II	1	11-12	Accounting I

### Principles of Business, Marketing, and Finance

**Course:** 5111

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

**Site:** BHS, SHS, CTHS

This is an introductory course where students will gain knowledge and skills in economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

### Money Matters

**Course:** 5152

**Grade Placement:** 9-12

**Prerequisite:** Principles of Business, Marketing & Finance (recommended)

**Credit:** 1

**Site:** BHS, SHS, CTHS

Money Matters will promote financial responsibility among teens by building their basic money management skills. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals through investment, tax planning, asset allocation, and risk management. Special emphasis is placed on bank record management, use of credit, investing, insurance, and budgets. In addition, students are introduced to financial market and securities analysis. Current economic events indicate that it is never too early for students to gain an awareness of factors that will impact their short-term and long-term financial plans.

### Accounting I

**Course:** 5121

**Grade Placement:** 10-12

**Prerequisite:** Principles of Business, Marketing & Finance (recommended)

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

Course curriculum is designed to provide students a strong foundation in accounting principles. Students will learn what business transactions are and how accountants use a double-entry system (debits and credits) to keep track of these transactions. Next students will study the complete accounting cycle of recording transactions, preparing financial statements, and “closing the books” for small, single-owner service and merchandising businesses. This course prepares students for post-secondary accounting courses.

### Accounting II

**Course:** 5131

**Grade Placement:** 11-12

**Prerequisite:** Accounting I

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

Accounting II provides for review and further development of fundamental accounting principles with extensive use of technology. Examines characteristics of corporate organization and ownership, including investments and distribution of earnings; includes adjustments to bad debts, depreciation, depletion of fixed assets, adjusted and accrued income, various methods of inventory control, preparation of business budgets and notes receivable and payable; provides experience in initiating and maintaining an accounting system and in analyzing, interpreting and synthesizing managerial problems using accounting information as a tool.



*Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and how the body works? Can you pay attention to detail? If something puzzles you, do you seek more information? Are you conscientious and dependable? If "yes," then Health Science might be the career path for you.*

## Career and Technical Education: Health Science

Course Name	Credits	Grade Levels	Prerequisites
Principles of Health Science	1	9-12	None
Medical Terminology	1	10-12	Biology; Principles of Health Science
Anatomy and Physiology	1	11-12	Biology and a second science credit
Pathophysiology	1	11-12	Biology and Chemistry
Health Science Theory Clinical Rotations	2	11-12	Principles of Health Science and Biology; Must provide own transportation to clinical sites, Enrollment Form Required
Sports Medicine	2	11-12	Principles of Health Science; Medical Terminology or Anatomy (rec)
Patient Care Technician (PCT)	2	12	Principles of Health Science; Medical Terminology or Anatomy (rec); fee
Emergency Medical Technician (EMT-B)	2	12	Principles of Health Science <i>and</i> must meet TCC admission standards; fee
Pharmacy Technician	2	12	Principles of Health Science; Upper level Math and Chemistry (rec); fee
Electrocardiogram (ECG)/Phlebotomy	2	12	Principles of Health Science; Medical Terminology or Anatomy (rec); fee

### Principles of Health Science

**Course:** 5861

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course provides an overview of therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. To pursue a career in the health science industry, students should learn to think critically, solve problems, and communicate effectively. Students will learn that the five pathways function independently and collaboratively to provide health care.

### Medical Terminology

**Course:** 5811

**Grade Placement:** 10-12

**Prerequisite:** Biology, Prin. of Health Science

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course is designed to introduce students to the study of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to

achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

### Anatomy and Physiology

**Course:** 1371

**Grade Placement:** 11-12

**Prerequisite:** Biology and a second science credit

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

Anatomy and Physiology is a comprehensive study of the structures and functions of the human body. This course will include dissections and the study of the organization of organs and organ systems. Students will utilize critical thinking skills and scientific problem solving as they conduct lab investigations. This course fulfills one of the graduation science credits.

**Pathophysiology****Course:** 5851**Grade Placement:** 11-12**Prerequisite:** Biology and Chemistry**Credit:** 1.0**Site:** BHS, SHS, CTHS

In this course students conduct laboratory investigations and fieldwork, use scientific methods and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology.

**Health Science Theory****Health Science Theory and Clinical Rotation****Course:** 5862**Grade Placement:** 11**Prerequisite:** Principles of Health Science, Biology, Transportation to sites and Enrollment Form Required; uniform required**Credit:** 2.0**Site:** HCTC

This class is designed to build on the concepts learned from the Principles of Health Science class that is offered at the campus level. The focus is learning about different healthcare fields, employability skills, basic healthcare skills and the opportunity to go to clinical sites to see first-hand the skills needed to work in those types of settings. Students interested in the healthcare field would benefit from this class so that they can experience different types of settings and build a knowledge base that may enable them to pursue a career in the healthcare field. \*Students must provide their own transportation to the clinic sites. Students must purchase their own HCTC scrubs (approx. \$80) and have a TB test before going to clinical sites. All shot records must be up to date.

**Sports Medicine****Course:** 5872**Grade Placement:** 11-12**Prerequisite:** Principles of Health Science; Anatomy and Physiology (recommended)**Credit:** 2.0**Site:** HCTC

This class is designed to learn the prevention, recognition, treatment and rehabilitation of athletic injuries and illnesses. Students will learn various taping techniques, bracing, splinting, and First Aid/CPR. This course is for 11-12 grade students who have NOT completed Health Science Theory Clinical Rotations (5862).

**Patient Care Technician (PCT)****Course:** 5868**Grade Placement:** 12**Prerequisite:** Principles of Health Science and Anatomy and Physiology (recommended); fee and uniform required**Credit:** 2.0**Site:** HCTC

The Patient Care Technician (PCT) program prepares students to work alongside doctors, nurses, and other health care professionals to provide direct patient care in a variety of health care environments. During the PCT program students will develop a wide range of skills and knowledge to provide quality assessment and care for the patients. These skills will include patient care, comfort, and safety, electrocardiography (running EKGs), obtaining lab samples, and phlebotomy (drawing blood). Students enrolled in PCT are **required** to take the PCT certification exam. (2 pairs of scrubs \$80 and additional fees for text and test are \$200+ approx.). Students will be **required** to sit for two of the three certification exams offered through this course. This course is for 12th grade students who have NOT completed Health Science Theory Clinical Rotations (5862) or Health Science Theory Sports Medicine (5872).



**Emergency Medical Technician-Basic (EMT-B);****Articulated Credit with TCC****Course:** 5869 (TCC Course #EMSP 1001-24025)**Grade Placement:** 12**Prerequisite:** Principles of Health Science *and* TCC Admission Standards, Medical Terminology or Anatomy and Physiology (rec); fee and uniform required.**Credit:** 2.0**Site:** HCTC

Through the EMT course, students will learn the fundamentals of emergency prehospital care. Students will master normal anatomical conditions so that they will be able to determine what is abnormal in the sick and injured. Students will be challenged to think on their feet and develop both strong leadership and teambuilding skills. Upon successful completion of the didactic portion, the top 15 students who qualify based on grades, attendance, and behavior will have the option to be enrolled in the TCC spring clinical portion, which consists of ride outs with 911 responding ambulances and emergency department shifts. Successful completion of the entire course will enable any student who graduates and is 18yro to sit for the National Registry exam to become an EMT. \*Students must be enrolled in TCC for this course (~\$265 initial registration and \$50 for clinical portion); Textbook is approximately \$150 due at the beginning of the semester; an additional \$200 for students who are eligible to sit for the national exam and clinical rotations will be due at the end of the semester. All prices are subject to change. This course is for 12th grade students who have NOT completed Health Science Theory Clinical Rotations (5862) or Health Science Theory Sports Medicine (5872).

**Pharmacy Technician****Course:** 5870**Grade Placement:** 12**Prerequisite:** Principles of Health Science; upper level math and chemistry (recommended); fee required ~\$100**Credit:** 2.0**Site:** HCTC

The objective of the Pharmacy Technician program is to equip students with knowledge, technical skills, and work habits required for an entry-level position in the pharmacy field or related area. Our teaching techniques encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. A strong emphasis is placed on ethics, accountability, professionalism, and the individual's commitment to pursue lifelong personal and professional development. Upon completion of this course, students are eligible to sit for the PTCE exam to become a Certified Pharmacy Technician. Students interested in becoming a Pharm. Tech., Pharmacist, Clinical Researchers, Pharmaceutical Rep., and other pharmacology based occupations, would greatly benefit from this class. This course is for 12th grade students who have NOT completed Health Science Theory and Clinical Rotations (5862).

**Electrocardiogram (ECG)/Phlebotomy****Course:** 5871**Grade Placement:** 12**Prerequisite:** Principles of Health Science; fee required**Credit:** 2.0**Site:** HCTC

This course provides instruction in operating and troubleshooting an ECG unit, placing leads utilizing 12 lead IKG and the use of ECG Grid paper; recognizing normal and abnormal ECG patterns in all 12 leads and plotting ECG axis; defining medical terminology and integrating structures and functions in anatomy and physiology, ethics and legalities. Upon successful completion of this course students will be eligible to sit for the Certified ECG Technician (CET) exam.

Our comprehensive Phlebotomy course is a complete educational program designed to provide instruction in blood draw and venipuncture. Students will be trained to perform a variety of blood collection methods using proper techniques and safety precautions. Emphasis will be placed on infection prevention, patient identification, and quality assurance. Students interested in a certification in phlebotomy must complete the required national program guidelines and sit for the comprehensive exam. Students will need to purchase the HCTC scrubs for this class. (2 pairs of scrubs \$80 and additional fees for text and test are \$140 approx.) Students will be **required** to sit for one of the two certification exams offered through this course. This course is for 12th grade students who have NOT completed Health Science Theory and Clinical Rotations (5862).

## Practicum

### **Sports Medicine**

**Course:** 5866

**Grade Placement:** 12

**Prerequisite:** Health Science Theory Clinical Rotations and Anatomy and Physiology (recommended);

**Credit:** 2.0

**Site:** HCTC

This class is designed to learn the prevention, recognition, treatment and rehabilitation of athletic injuries and illnesses. Students will learn various taping techniques, bracing, splinting, and First Aid/CPR. This course is for 12th grade students who have completed Health Science Theory Clinical Rotations (5862).

### **Patient Care Technician (PCT)**

**Course:** 5863 and 5863L

**Grade Placement:** 12

**Prerequisite:** Health Science Theory Clinical Rotations or Health Science Theory Sports Medicine; Anatomy and Physiology (recommended), fee and uniform required

**Credit:** 2.0

**Site:** HCTC

The Patient Care Technician (PCT) program prepares students to work alongside doctors, nurses, and other health care professionals to provide direct patient care in a variety of health care environments. During the PCT program students will develop a wide range of skills and knowledge to provide quality assessment and care for the patients. These skills will include patient care, comfort, and safety, electrocardiography (running EKGs), obtaining lab samples, and phlebotomy (drawing blood). Students enrolled in PCT are **required** to take the PCT certification exam. (2 pairs of scrubs \$80 and additional fees for text and test are \$200+ approx.). Students will be **required** to sit for two of the three certification exams offered through this course. This course is for 12th grade students who have completed Health Science Theory Clinical Rotations (5862) or Health Science Theory Sports Medicine (5872)

### **Emergency Medical Technician-Basic (EMT-B); Articulated Credit**

**Course:** 5864 (TCC Course #EMSP 1001-24025)

**Grade Placement:** 12

**Prerequisite:** Health Science Theory Clinical Rotations or Health Science Theory Sports Medicine; TCC Admission Standards, Medical Terminology or Anatomy and Physiology (rec); fee and uniform required.

**Credit:** 2.0

**Site:** HCTC

Through the EMT course, students will learn the fundamentals of emergency prehospital care. Students will master normal anatomical conditions so that they will be able to determine what is abnormal in the sick and injured. Students will be challenged to think on their feet and develop both strong leadership and teambuilding skills. Upon successful completion of the didactic portion, the top 15 students who qualify based on grades, attendance, and behavior will have the option to be enrolled in the TCC spring clinical portion, which consists of ride outs with 911 responding ambulances and emergency department shifts. Successful completion of the entire course will enable any student who graduates and is 18yro to sit for the National Registry exam to become an EMT. \*Students must be enrolled in TCC for this course (~\$265 initial registration and \$50 for clinical portion); Textbook is approximately \$150 due at the beginning of the semester; an additional \$200 for students who are eligible to sit for the national exam and clinical rotations will be due at the end of the semester. All prices are subject to change. This course is for 12th grade students who have **NOT** completed Health Science Theory Clinical Rotations (5862) or Health Science Theory Sports Medicine (5872).

**Pharmacy Technician****Course:** 5865**Grade Placement:** 12**Prerequisite:** Health Science Theory Clinical Rotations or Health Science Theory Sports Medicine; upper level math and chemistry (recommended); fee required ~\$100**Credit:** 2.0**Site:** HCTC

The objective of the Pharmacy Technician program is to equip students with knowledge, technical skills, and work habits required for an entry-level position in the pharmacy field or related area. This course encourages active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. An emphasis is placed on ethics, accountability, professionalism, and the individual's commitment to pursue lifelong personal and professional development. Upon completion of this course, students are eligible to sit for the PTCE exam to become a Certified Pharmacy Technician. Students interested in becoming a Pharm. Tech., Pharmacist, Clinical Researchers, Pharmaceutical Rep., and other pharmacology based occupations, would greatly benefit from this class. This course is for 12th graders who have completed Health Science Theory and Clinical Rotations (5862).

**Electrocardiogram (ECG)/Phlebotomy****Course:** 5867**Grade Placement:** 12**Prerequisite:** Health Science Theory Clinical Rotations or Health Science Theory Sports Medicine; Anatomy and Physiology (recommended); fee required**Credit:** 2.0**Site:** HCTC

This course provides instruction in operating and troubleshooting an ECG unit, placing leads utilizing 12 lead IKG and the use of ECG Grid paper; recognizing normal and abnormal ECG patterns in all 12 leads and plotting ECG axis; defining medical terminology and integrating structures and functions in anatomy and physiology, ethics and legalities. Upon successful completion of this course students will be eligible to sit for the Certified ECG Technician (CET) exam.

Our comprehensive Phlebotomy course is a complete educational program designed to provide instruction in blood draw and venipuncture. Students will be trained to perform a variety of blood collection methods using proper techniques and safety precautions. Emphasis will be placed on infection prevention, patient identification, and quality assurance. Students interested in a certification in phlebotomy must complete the required national program guidelines and sit for the comprehensive exam. Students will need to purchase the HCTC scrubs for this class. (2 pairs of scrubs \$80 and additional fees for text and test are \$140 approx.) Students will be **required** to sit for one of the two certification exams offered through this course. This course is for 12th grade students who have completed Health Science Theory and Clinical Rotations (5862).



*Hospitality & Tourism* Do you like to cook? Know your way around a kitchen? Or want to learn? Do you enjoy serving others? Dream of opening a restaurant or bed and breakfast someday? If yes, then Hospitality and Tourism may be the right career path for you.

## Career and Technical Education: Hospitality and Tourism

Course Name	Credits	Grade Levels	Prerequisites
Introduction to Culinary Arts	1	9-12	None
Culinary Arts	2	11-12	Introduction to Culinary Arts; fee and uniform required
Advanced Culinary Arts	2	12	Culinary Arts; fee and uniform required

### Introduction to Culinary Arts

**Course:** 5375

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course will allow students to gain introductory knowledge in the food industry focusing on planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Other areas of focus will be on teamwork and career opportunities.

### Culinary Arts

**Course:** 5374

**Grade Placement:** 11-12

**Prerequisite:** Introduction to Culinary Arts; uniform and fee required

**Credit:** 2.0

**Site:** HCTC

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking. This includes hospitality management, production skills and an introduction to the history of culinary. Culinary Arts class teaches students basic techniques of the professional kitchen and “from scratch” cooking. Students will pursue a Texas and National safety and sanitation certification, a requirement to work in any professional kitchen. A foundation of work ethic, professionalism, and teamwork is a focus for the continuation of the program.

### Advanced Culinary Arts

**Course:** 5376

**Grade Placement:** 12

**Prerequisite:** Culinary Arts; uniform and fee required

**Credit:** 2.0

**Site:** HCTC

Practicum of Culinary Arts continues the academic education of culinary methods and vocabulary with a focus on advanced technique and banquet style production. This class will demonstrate a real world simulation and provide knowledge of business acumen regarding The Bistro and on site caterings. An emphasis on team work, planning, and preparation are key components to the success of the culinary student.



*Do you have good interpersonal skills? Do you enjoy helping others? Do you enjoy working with a variety of people? Do you believe it is important for individuals to provide services and support for others? Do you find the following things fun and interesting? Hair? Makeup? Nails? Facials? If “yes”, then Human Services might be the career path for you!*

## Career and Technical Education: Human Services

Course Name	Credits	Grade Levels	Prerequisites
Principles of Human Services	1	8-12	None
Interpersonal Studies	.5	9-12	Principles of Human Services (rec)
Lifetime Nutrition and Wellness	.5	9-12	Principles of Human Services (rec)
Human Growth and Development	1	10-12	Principles of Human Services (rec)
Counseling and Mental Health	1	10-12	Principles of Human Services (rec)
Cosmetology I	3	11	Principles of Human Services <i>and</i> provide own transportation; supply and TDLR fee
Cosmetology II	3	12	Cosmetology I <i>and</i> provide own transportation; Lab and supply fee

### Principles of Human Services

**Course:** 5371

**Grade Placement:** 8-12

**Prerequisite:** None

**Credit:** 1

**Site:** BHS, SHS, CTHS, CMS, EWMS, HMS, PVMS, WMS

This course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.

### Interpersonal Studies

**Course:** 5405

**Grade Placement:** 9-12

**Prerequisite:** Principles of Human Services (rec)

**Credit:** .5

**Site:** BHS, SHS, CTHS

This course examines how relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

### Counseling and Mental Health

**Course:** 5281

**Grade Placement:** 10-12

**Prerequisite:** Principles of Human Services (rec)

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course is designed for students to model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Course content includes a focus on career opportunities in counseling and mental health, effective communication techniques, characteristics of various mental illnesses, and use of technology in the profession. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implication of their actions.

**Lifetime Nutrition & Wellness****Course:** 5373**Grade Placement:** 9-12**Prerequisite:** Principles of Human Services (rec)**Credit:** .5**Site:** BHS, SHS, CTHS

This laboratory course allows students to use principles of lifetime nutrition and wellness to help them make informed choices that promote wellness as well as pursue careers related to hospitality, human services and health sciences. Laboratory experiences will focus on the integration of nutrition and wellness knowledge with basic food preparation and management skills. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Human Growth and Development****Course:** 5282**Grade Placement:** 10-12**Prerequisite:** Principles of Human Services (rec)**Credit:** 1.0**Site:** BHS, SHS, CTHS

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

**Cosmetology I****Course:** 5611**Grade Placement:** 11**Prerequisite:** Principles of Human Services *and* must provide their own transportation; supply fee and Texas Department of Licensing and Regulation (TDLR) fee; uniform required**Credit:** 3.0**Site:** HCTC

This two year licensing program provides students with career specific training necessary for entry-level employment in cosmetology careers. This includes hair color, hair cutting, shampooing, hairstyling, makeup application, facials, permanent waving, chemical relaxing, manicures and pedicures while observing all state safety and sanitation requirements.

**Cosmetology II****Course:** 5621**Grade Placement:** 12**Prerequisite:** Cosmetology I *and* must provide their own transportation; Lab and state exam fee; uniform required**Credit:** 3.0**Site:** HCTC

In the second year this program continues with a focus on the information and skills necessary to prepare for a career in cosmetology and to pass the Texas State Licensing Board of Cosmetology exam. Students will be **required** to sit for the Cosmetology state certification exam.



*Do you enjoy working with technology? Do most people think of you as analytical? Do you like figuring out what makes things work? Do you enjoy learning new software and technology? If you answered these questions affirmatively, this pathway may be the best one for you.*

## Career and Technical Education: Information Technology

Course Name	Credits	Grade Levels	Prerequisites
Principles of Information Technology	1	9-12	None
Computer Technician Practicum	2	11-12	Principles of Information Technology; fee
Networking and Lab	2	12	Computer Technician Practicum and provide own transportation to sites; fee

### Principles of Information Technology

**Course:** 5096

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

**Site:** BHS, SHS, CTHS

In this course students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will explore a variety of careers in IT, such as Computer Technician, Software Engineer, and Network Administrator. Hands on labs will include building a computer, install Windows and networking computers. In addition students will learn interpersonal skills to prepare for a rapidly evolving workplace environment.

### Networking and Lab

**Course:** 5092

**Grade Placement:** 12

**Prerequisite:** Computer Technician Practicum and transportation to sites; fee required

**Credit:** 2.0

**Site:** HCTC

This course continues the study of networking technologies. This high-tech learning environment provides students the knowledge and experience to enter the workforce and/or further their education and training in the computer-networking field. Students work in a lab to prepare for industry certifications.

### Computer Technician Practicum

**Course:** 5097

**Grade Placement:** 11-12

**Prerequisite:** Principles of Information Technology; fee required

**Credit:** 2.0

**Site:** HCTC

In this course students will gain knowledge and skills in the area of computer technologies including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service and repair of computer-based technology systems. The course prepares students for the A+ certification.



*Is it important to you to help others? Do you enjoy working with a variety of people? Do you like to work with people to help solve problems? Do you think protecting individuals and their possessions is important? If you answered "yes," to many of these questions you might consider Law and Public Safety as your career path.*

## Career and Technical Education: Law, Public Safety, Corrections, and Security

Course Name	Credits	Grade Levels	Prerequisites
Principles of Law, Public Safety, Corrections and Security	1	9-12	None
Fire Fighter I Dual Credit (Fall: FIRT 1301/1315) (Spring: FIRT 1307/1305)	2	11-12	Principles of Health Science <i>or</i> Principles of Law, Public Safety, Corrections, & Security, <i>and</i> Transportation <i>and</i> TCC admissions
Fire Fighter II Dual Credit (Fall: FIRT 1338/1329) (Spring: 1311/1309)	3	12	Fire Fighter I, Transportation <i>and</i> TCC admission
Forensic Science (take with HCTC course)	1	11-12	Biology, Chemistry, <i>and</i> Enrollment in other class held at HCTC
Forensic Science-Accelerated	1	11-12	Biology, Chemistry, <i>and</i> ability to have two consecutive class periods
Law Enforcement I and Correctional Services	2	11-12	Principles of Law, Public Safety, Corrections and Security; fee
Law Enforcement II & Federal Law Enforcement and Protective Services	2	12	Law Enforcement I; fee
Court Systems and Practices & Intro to American Law	2	11-12	Principles of Law, Public Safety, Corrections and Security; fee
Practicum in Law, Public Safety, Corrections and Security- Dual Credit	2	12	Court Systems and Practices & Intro to American Law; fee

### Principles of Law, Public Safety, Corrections, and Security

**Course:** 5910

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

**Site:** BHS, SHS, CTHS

The students will be introduced to professions in law enforcement, security, corrections and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills and knowledge, such as ethics, origins of law, constitutionality, jurisdiction, courtroom procedures, and responsibilities of first responders necessary for careers in law enforcement, fire service, security and corrections.

### Fire Fighter I Dual Credit

**Course:** 5918 / (Fall- FIRT 1301 & 1315)

(Spring- FIRT 1307 & 1305)

**Grade Placement:** 11-12

**Prerequisite:** Principles of Health Science *or* Principles of Law, Public Safety, Corrections & Security *and* Transportation *and* TCC admissions

**Credit:** 2.0

**Site:** TCC

Fire Fighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulation, proper incident reporting and records, proper use of personal protections equipment and the principles of fire safety. **Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**



### **Fire Fighter II Dual Credit**

**Course:** 5919 / (Fall- FIRT 1338 & 1329)

(Spring- FIRT 1311 & 1309)

**Grade Placement:** 12

**Prerequisite:** Fire Fighter I, Transportation *and* TCC admissions

**Credit:** 3.0

**Site:** TCC

Fire Fighter II is the second in a series for students studying fire fighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protection equipment, and the principles of fire safety. Students will learn the proper procedures for the use of fire extinguishers, ladders, firehose, and water supply apparatus. Completion of this course gives them priority status for admission to the Fire Academy at TCC. This course is offered through Tarrant County College and all fees will be determined by them. This course completes an endorsement for graduation. **Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

### **Forensic Science (taken w/HCTC course)**

**Course:** 5912

**Grade Placement:** 11-12

**Prerequisite:** Biology, Chemistry, *and* enrollment in other class held at HCTC

**Credit:** 1.0

**Site:** HCTC

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. *(Only students that will be at the HCTC for 2 periods may take this course.)* **Students may fulfill their 4th science requirement by taking Forensic Science**

### **Forensic Science-Accelerated**

**Course:** 5911

**Grade Placement:** 11-12

**Prerequisite:** Biology and Chemistry

**Credit:** 1.0 (two consecutive class periods)

**Site:** HCTC

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

**\*This course meets for 2 periods a day. Students will complete the yearlong course in one semester.** Students may fulfill their 4th science requirement by taking Forensic Science

### **Law Enforcement I and Correctional Services**

**Course:** 5913 and 5913L

**Grade Placement:** 11-12

**Prerequisite:** Principles of Law, Public Safety, Corrections and Security; fee and uniform required

**Credit:** 2.0

**Site:** HCTC

This course is an overview of the history, organization and functions of local, state and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and classification and elements of crime.

### **Law Enforcement II & Federal Law Enforcement and Protective Services**

**Course:** 5914 and 5914L

**Grade Placement:** 12

**Prerequisite:** Law Enforcement I and Correctional Services; fee and uniform required

**Credit:** 2.0

**Site:** HCTC

This course provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. This course prepares students for multiple law enforcement certifications.

### **Court Systems and Practices & Intro to American Law**

**Course:** 5915 and 5915L

**Grade Placement:** 11-12

**Prerequisite:** Principles of Law, Public Safety, Corrections & Security; fee required

**Credit:** 2.0

**Site:** HCTC

This course is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial through sentencing and appeals, and examines the types and rules of evidence. Emphasis is placed on trial advocacy and on practical courtroom procedures.

### **Practicum in Law, Public Safety, Corrections and Security- Dual Credit**

**Course:** 5916 / (Fall: CRIJ 1310) (Spring: CRIJ 1306)

**Grade Placement:** 12

**Prerequisite:** Court Systems & Practices and Intro to American Law, TCC admissions; fee required

**Credit:** 2.0

**Site:** HCTC

This course is a continuation of the Court Systems and Practices class, with special emphasis on Texas State Courts and on Trial Advocacy. Students will participate in a Mock Trial Workshop and a Mock Trial Competition. The course is designed for students interested in a career in the legal field. This course is offered through Tarrant County College and students must complete all TCC registration requirements and pay all additional fees.



*Do you like to work with your hands? Do you like to work with people and things? Do you enjoy problem solving and creative thinking? Are you curious about how things work? Do you like to repair or make things? Can you apply math and science concepts? If "yes," this may be the career pathway for you.*

## Career and Technical Education: Manufacturing

Course Name	Credits	Grade Levels	Prerequisites
Engineering Design and Presentation 1	1	9-12	Algebra 1
Precision Metal Engineering	2	11-12	Engineering Design and Presentation 1, Algebra 1, and Geometry; fee
Manufacturing Engineering	2	12	Precision Metal Engineering; fee
Agricultural Mechanics and Metal Technologies	1	9-12	None
Welding 1	2	11-12	Agricultural Mechanics and Metal Technologies; Algebra 1 (rec)fee
Welding 2	2	12	Welding 1 and completion of AWS Level 1 certification; fee

### Engineering Design and Presentation 1

**Course:** 5552

**Grade Placement:** 9-12

**Prerequisite:** Algebra 1

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course continues to explore CAD and 3-D modeling using several different CAD programs. This will be done in conjunction with designing and building various projects. Students will investigate and conduct various aspects of a project that engineers conduct in the engineering setting.

### Agricultural Mechanics and Metal Technologies

**Course:** 5212

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal welding techniques.

### Precision Metal Engineering

**Course:** 5522

**Grade Placement:** 11-12

**Prerequisite:** Engineering Design and Presentation 1, Algebra 1, and Geometry (course may be taken concurrently); fee and uniform required

**Credit:** 2.0

**Site:** HCTC

The students will gain knowledge and skills in the application, design, production and assessment of products, services and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of Manufacturing Engineering, the design of technology, efficient manufacturing technology, and the assessment of the effects of production technology prepare students for success in the global economy.

### Manufacturing Engineering

**Course:** 5526 & 5526B

**Grade Placement:** 12

**Prerequisite:** Precision Metal Engineering; fee and uniform required

**Credit:** 2.0

**Site:** HCTC

Knowledge and skills in the proper application of Manufacturing Engineering, the design of technology, efficient manufacturing technology and the assessment of the global economy. Advanced students will pursue NIMS (National Institute of Metalworking Skills) certification.

**Welding 1****Course:** 5524**Grade Placement:** 11-12**Prerequisite:** Agricultural Mechanics and Metal Technologies; Algebra 1 (rec) fee and uniform required**Credit:** 2.0**Site:** HCTC

Welding provides the knowledge, skills and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. This course prepares students for the American Welding Society level one certification.

**Welding 2****Course:** 5525**Grade Placement:** 12**Prerequisite:** Welding 1 and successful completion of American Welding Society (AWS) Level 1 certification; fee and uniform required**Credit:** 2.0**Site:** HCTC

Welding 2 builds on knowledge and skills developed in Welding 1. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course prepares students for the American Welding Society level 2 certification.



*Do you enjoy being a leader, organizing people, planning activities and talking with people? Do you enjoy selling an idea or product? Do you like to work with numbers or ideas? Do you like to make new ideas work? Do you often show initiative? If you answered “yes,” to these questions, this may be the career path for you!*

## Career and Technical Education: Marketing

Course Name	Credits	Grade Levels	Prerequisites
<b>Principles of Business, Marketing, and Finance</b>	<b>1</b>	<b>9-12</b>	None
<b>Advertising</b>	<b>.5</b>	<b>10-12</b>	<b>Principles of Business, Marketing &amp; Finance (rec)</b>
<b>Fashion Marketing</b>	<b>.5</b>	<b>10-12</b>	<b>Principles of Business, Marketing &amp; Finance (rec)</b>
<b>Sports &amp; Entertainment</b>	<b>.5</b>	<b>10-12</b>	<b>Principles of Business, Marketing &amp; Finance (rec)</b>
<b>Entrepreneurship</b>	<b>1</b>	<b>11-12</b>	<b>Principles of Business, Marketing &amp; Finance</b>

### **Principles of Business, Marketing, and Finance**

**Course:** 5111

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This is an introductory course where students will gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

### **Advertising**

**Course:** 5156

**Grade Placement:** 10-12

**Prerequisite:** Principles of Business, Marketing and Finance (rec)

**Credit:** .5

**Site:** BHS, SHS, CTHS

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print broadcast media. The course explores the social, ethical, and legal issues of advertising, historical influences, strategies and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

### **Fashion Marketing**

**Course:** 5361

**Grade Placement:** 10-12

**Prerequisite:** Principles of Business, Marketing and Finance (rec)

**Credit:** .5

**Site:** BHS, SHS, CTHS

This course is designed to provide students with the knowledge of functions in the fashion industry. Students will gain a working knowledge of promotion, textiles, merchandising, selling, visual merchandising, and career opportunities.

### **Sports and Entertainment**

**Course:** 5112

**Grade Placement:** 10-12

**Prerequisite:** Principles of Business, Marketing and Finance (rec)

**Credit:** .5

**Site:** BHS, SHS, CTHS

Sports and Entertainment marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. This course will develop critical thinking, decision making and communication skills through real world applications. Students will be prepared to handle specific tasks associated with either industry. This course offers students an edge in pursuing marketing or sports management degrees on the collegiate level. Guest speakers, case studies, field trips, and computer integrated activities will be incorporated into the class.

**Entrepreneurship****Course:** 5113**Grade Placement:** 11-12**Prerequisite:** Principles of Business, Marketing & Finance**Credit:** 1.0**Site:** BHS, SHS, CTHS

In this course you will learn the basics needed to plan and launch your own business. Do you have what it takes to start a new business? Do you have an idea for a business but need the tools to get started? This course will provide you with the core skills you need to become successful. In this course you will study the characteristics of successful entrepreneurs. You will also learn about self-employment and basic economic concepts related to small businesses, such as competition and production. This course will also walk you through the steps of setting up a business, including developing a business plan, a mission and a vision, attracting investors, and marketing your company.



*Do you like math and science classes? Do most people see you as analytical? Do you like to figure out what makes things work? Do you like to use your hands to build things or work with materials? Are you interested in a career in the sciences? If the answer to these questions is “yes,” this may be the career pathway for you!*

## Career and Technical Education: Science, Technology, Engineering, and Mathematics (STEM)

Course Name	Credits	Grade Levels	Prerequisites
Principles of Applied Engineering	1	8-12	None
Engineering Design and Presentation 1	1	9-12	Algebra 1
Aeroscience 1: Scientific Research & Design; Engineering Design & Problem Solving	2	11-12	Principles of Applied Engineering, Algebra II (recommended), Chemistry, Physics, Biology or IPC; fee
Aeroscience 2: Principles of Technology and Engineering Science	2	12	Aeroscience 1, Algebra II (rec), Chemistry, Physics, Biology or IPC; fee required
Robotics 1 and Robotics 2	2	11-12	Principles of Applied Engineering, Biology, Chemistry, IPC or Physics; fee

### Principles of Applied Engineering

**Course:** 5551

**Grade Placement:** 8-12

**Prerequisite:** None

**Credit:** 1

**Site:** BHS, SHS, CTHS, CMS, EWMS, HMS, PVMS, WMS

This course is an introductory course in the engineering program. The course exposes students to technical drawing including computer aided design (CAD) programs, design concepts and processes, and the building of a product. The course is project-based incorporating basic building skills as a means to investigate design, structure, electricity, aerodynamics, etc.

### Engineering Design and Presentation 1

**Course:** 5552

**Grade Placement:** 9-12

**Prerequisite:** Algebra 1

**Credit:** 1.0

**Site:** BHS, SHS, CTHS

This course continues to explore CAD and 3-D modeling using several different CAD programs. This will be done in conjunction with designing and building various projects. Students will investigate and conduct various aspects of a project that engineers conduct in the engineering setting.

### Aeroscience 1: Scientific Research and Design; Engineering Design and Problem Solving

**Course:** 5921/5922

**Grade Placement:** 11-12

**Prerequisite:** Principles of Applied Engineering, Algebra II (rec), Chemistry, Physics, Biology or IPC; fee required

**Credit:** 2.0

**Site:** HCTC

Students learn the engineering required for current aerospace needs. Students may design, build and operate unmanned aerial vehicles such as hypersonic boost gliders, high performance rockets reaching up to 5 miles altitude at 970mph, and have the opportunity to earn their Federal Aviation Agency license as a commercial Small Unmanned Aerial System (sUAS) pilot.

Students receive one credit of Scientific Research and Design and one credit of Engineering Design and Problem Solving (may fulfill 4th science credit).

### Aeroscience 2: Principles of Technology and Engineering Science

**Course:** 5923/5924

**Grade Placement:** 11-12

**Prerequisite:** Aeroscience 1; fee required

**Credit:** 2.0

**Site:** HCTC

Students learn the engineering for concurrent aerospace needs. Students design, build and operate rockets up to 1200 lbs., 70 miles altitude, 2300mph, and may earn their Federal Aviation Agency license as a commercial Small Unmanned Aerial System (sUAS) pilot.

**Robotics 1 and Robotics 2****Course:** 5554A and 5554B**Grade Placement:** 11-12**Prerequisite:** Principles of Applied Engineering, Biology, Chemistry, IPC or Physics; fee required**Credit:** 2.0**Site:** HCTC

This advanced course helps students learn the engineering skills to design robots for commercial and personal needs. Through the design process, students transfer advanced academic skills in using software and hardware to build prototypes and test their designs.



*Do you like working with your hands? Do you like to manage and schedule people and activities? Are you curious about how things work? Do you like to repair or make things? Do you enjoy working on cars, trucks, airplanes, engines or machines? Can you see a problem through to its solution? If “yes,” this may be your career path!*

## Career and Technical Education: Transportation, Distribution, and Logistics

Course Name	Credits	Grade Levels	Prerequisites
<b>Introduction to Transportation Technology</b>	<b>.5</b>	<b>9-12</b>	<b>None</b>
<b>Automotive Technology 1</b>	<b>2</b>	<b>11-12</b>	<b>Introduction to Transportation Technology; fee</b>
<b>Automotive Technology 2</b>	<b>2</b>	<b>12</b>	<b>Automotive Technology 1; fee</b>
<b>Introduction to Aircraft Technology and Aircraft Airframe Technology Dual Credit</b> <i><u>First year students</u></i> (AERM 1310 & 1314-Fall) (AERM 1303 & 1315-Spring)	<b>3</b>	<b>11-12</b>	<b>Introduction to Aircraft Technology; TCC Admission Standards; Course is located at Tarrant County College Alliance Airport</b>
<b>Practicum TDL-Aircraft Technology/Aircraft Mechanic Dual Credit</b> <i><u>Second year students</u></i> (Course numbers TBD by TCC)	<b>3</b>	<b>12</b>	<b>Intro to Aircraft Tech and Aircraft Airframe Tech; TCC Admission Standards; Course is located Tarrant County College Alliance Airport</b>

### **Introduction to Transportation Technology**

**Course:** 5631

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** .5

**Site:** BHS, SHS, CTHS

This course will explore the automobile, alternate forms of transportation, and the infrastructure of transportation. Models, simulations, and computer aided design (CAD) will be used to investigate transportation in various forms of transportation. Much of the course will be project-based investigations.

### **Automotive Technology 1: Maintenance & Light Repair**

**Course:** 5633

**Grade Placement:** 11-12

**Prerequisite:** Introduction to Transportation Technology; uniform and class fee required

**Credit:** 2.0

Automotive Technology courses introduce the knowledge and skills necessary in the repair, maintenance, and diagnosis of motor vehicles. The primary goal of this program is to prepare students to successfully take the A.S.E. (Automotive Service Excellence) certification exams and to gain entry level employment in the automotive field. Students will also learn life skills that will help them succeed at graduation

### **Automotive Technology 2: Automotive Service**

**Course:** 5634

**Grade Placement:** 12

**Prerequisite:** Automotive Technology 1; uniform and class fee required

**Credit:** 2.0

**Site:** HCTC

Automotive Technology courses introduce the knowledge and skills necessary in the repair, maintenance, and diagnosis of motor vehicles. The primary goal of this program is to prepare students to successfully take the A.S.E. (Automotive Service Excellence) certification exams and to gain entry level employment in the automotive field. Students will also learn life skills that will help them succeed at graduation.



**Introduction to Aircraft Technology and Aircraft Airframe Technology - Dual Credit**

**First year students in the Aircraft program will take the following courses.**

(AERM 1310 & 1314 Fall) (AERM 1303 & 1315 Spring)

**Course:** 5635

**Grade Placement:** 11-12

**Prerequisite:** TCC Admission Standards, Introduction to Transportation Technology *and* must provide own transportation to TCC Northwest Campus/Alliance Airport

**Credit:** 3.0

**Site:** TCC Northwest/Alliance Airport

Advanced Aircraft Technology is designed to provide job-specific training for entry-level employment in the highly technical career field of aircraft mechanics. Instruction includes aircraft electrical and electronic systems, service and repair of hydraulic systems, engines, airframes, and rigging. This is a dual credit course offered at the Tarrant County College Northwest campus. Successful completion of both semesters will result in the awarding of 12 hours of college credit. **Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

**Aircraft Powerplant Technology and Advanced Transportation Systems Laboratory - Dual Credit**

**Second year students in the Aircraft program will take the following courses.**

(AERM 1345 & 1349 Fall) (AERM 1357 & 1351 Spring)

**Course:** 5636

**Grade Placement:** 12

**Prerequisite:** - Intro to Aircraft Technology and Aircraft Airframes Technology, TCC Admission Standards *and* must provide own transportation to Tarrant County College Northwest Campus/Alliance Airport

**Credit:** 3.0

**Site:** TCC Northwest/Alliance Airport

**Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.**

## Communications

Course Name	Credits	Grade Levels	Prerequisites
Professional Communications	.5	9-12	None
Debate I	1	9-12	None
Debate II	1	10-12	Debate I
Debate III	1	11-12	Debate II
Oral Interpretation I	1	10-12	Teacher Approval
Oral Interpretation II	1	10-12	Oral Interpretation I <i>and</i> Teacher Approval
Oral Interpretation III	1	11-12	Oral Interpretation II <i>and</i> Teacher Approval

### Professional Communications

**Course:** 5088

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** .5

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

### Debate I

**Course:** 1101

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

This course concentrates on argumentation and debate strategies. The current national topic and various other social issues will be debated. Organization, thinking and performance under pressure are skills that will be developed. The accrued abilities of reading, writing, listening, speaking and analyzing may be tested through competitive debate. Students should have strong reading and writing skills. Participation in individual speaking and debate contests is strongly encouraged.

### Debate II

**Course:** 1102

**Grade Placement:** 10-12

**Prerequisite:** Debate I

**Credit:** 1

This course develops further the topics covered in Debate I. Students will study specific formats and forums for debate, the processes of logic and critical thinking. Competitive debate will provide practice of written and oral argument, listening, speaking and analyzing. Participation in individual speaking and debate contests is required.

### Debate III

**Course:** 1103

**Grade Placement:** 11-12

**Prerequisite:** Debate II

**Credit:** 1

This course continues the development of topics studied in Debate II. Students will have the opportunity to specialize in a specific debate format, to continue studying the processes of logic and critical thinking, and to explore a variety of popular philosophies. Participation in individual speaking and debate contests is required.

**Oral Interpretation I****Course:** 1120**Grade Placement:** 9-12**Prerequisite:** Teacher Approval/Audition**Credit:** 1**Oral Interpretation II****Course:** 1121**Grade Placement:** 10-12**Prerequisite:** Oral Interpretation I *and* Teacher Approval/Audition**Credit:** 1**Oral Interpretation III****Course:** 1122**Grade Placement:** 11-12**Prerequisite:** Oral Interpretation I *and* Teacher Approval/Audition**Credit:** 1

In this course, students study the oral reading or performance of a literary text as a form of communication art. Students select, research, analyze, adapt, interpret, and perform literary texts and focus on the intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. Competitive events require time outside of school

## Fine Arts: Art

Course Name	Credits	Grade Levels	Prerequisites
Art I	1	8-12	None
Art I Pre-AP	1	9-11	Teacher Recommendation
Art II Drawing	1	9-12	Successful Completion of Art I
Art II Drawing Pre-AP	1	9-12	Successful Completion of Art I Pre-AP <i>or</i> Teacher Recommendation
Art II Photography	1	9-12	Successful Completion of Art I
Art II Sculpture	1	9-12	Successful Completion of Art I
Art III Drawing Pre-AP	1	10-12	Successful completion of Pre-AP Art I <i>and</i> Pre-AP Art II, Portfolio, <i>and/or</i> Teacher Recommendation
Art III Graphic Design Pre-AP	1	10-12	Art II Pre-AP <i>or</i> Teacher Recommendation
Art III Photography Pre-AP	1	10-12	Successful Completion of Art II Photography, Portfolio, <i>and/or</i> Teacher Recommendation
Art III Sculpture Pre-AP	1	10-12	Successful Completion of Art II Sculpture, Portfolio, <i>and/or</i> Teacher Recommendation
Art History AP	1	11-12	None
Art IV Studio Art-Drawing Portfolio AP	1	11-12	Successful Completion of Art III Drawing Pre-AP <i>and/or</i> Teacher Recommendation
Art IV 2-D Design Portfolio AP	1	11-12	Successful Completion of Art III Drawing Pre-AP <i>and/or</i> Teacher Recommendation
Art IV Studio Art 3D Design AP	1	11-12	Successful Completion of Art II Sculpture <i>and</i> PreAP Art III Sculpture

### Art I

**Course:** 2010

**Grade Placement:** 8-12

**Prerequisite:** None

**Credit:** 1

The first semester of Art I will introduce the student to drawing and color study using the elements and principles of design. Drawing will consist of sequential learning steps with emphasis on developing value skills. Color studies will include but not be restricted to using water base paint. The second semester, which builds on first semester skills, will include the study of painting, printmaking, sculpture, and ceramics. Printmaking will involve relief printing; sculpture will include additive construction; and ceramics will consist of hand building methods of pinch, coil, and slab. During both semesters art past and contemporary masterpieces will be part of most units.

*students wishing to take Art II or higher level courses must have successfully completed Art I.*

### Art I Pre-AP

**Course:** 2015

**Grade Placement:** 9-11

**Prerequisite:** Teacher Recommendation

**Credit:** 1

The Art Pre-AP curriculum will follow the College Board directives of the Advanced Placement General and Drawing Portfolio requirements. Art I Pre-AP provides learning opportunities for 9<sup>th</sup> and 10<sup>th</sup> grade students beyond those available in the regular Art I class by extending the state essential knowledge and skills through drawing and color study (first semester). Students also learn what will be expected of them for the AP Portfolio Examination. The second semester focuses on painting, printmaking, sculpture, and ceramics.

*\*Art I is basic to all other art courses. Therefore, all*

## **Art II Drawing**

**Course:** 2020

**Grade Placement:** 9-12

**Prerequisite:** Successful Completion of Art I

**Credit:** 1

The first semester of Art II Drawing is designed to continue a sequential study of drawing and colored media. Formal compositions will be completed in realistic, abstract, and non-objective styles. Art history/appreciation will be part of each study. Second semester, which builds on first semester skills, will include painting, printmaking techniques, and three-dimensional studies. Students will build upon skills learned in Art I in sculpture and ceramics. Art history/appreciation also will be linked to each unit.

## **Art II Drawing Pre-AP**

**Course:** 2025

**Grade Placement:** 9-12

**Prerequisite:** Successful Completion of Art I Pre-AP or Teacher Recommendation

**Credit:** 1

The Art II Drawing Pre-AP curriculum is designed to spiral and expand the Art I or Art I Pre-AP curriculum. The Art II Pre-AP course work follows College Board outlines for Advanced Placement General and Drawing Portfolios. Students will apply the elements and principles of art in all compositions to a greater proficiency than other Art II students as well as connect art history and criticism to those productions. Students will develop skills in drawing and color theory application beyond the average Art II student as they continue reviewing requirements of the AP examination. Second semester extends learning through higher expectations in painting, printmaking, sculpture, and ceramics. **Art II Pre-AP is an honors credit class recommended for students seriously looking at a visual art career.**

## **Art II Photography**

**Course:** 2050

**Grade Placement:** 9-12

**Prerequisite:** Successful Completion of Art I

**Credit:** 1

In this course students will strengthen art skills through the study of design and composition. The focus of this course is photography, both film and digital. Students will learn to compose photographs in an artistic manner, develop film and print photographs. Artistic awareness, critical thinking, imaginative expression, appreciation of art culture and aesthetic judgment are emphasized.

## **Art II Sculpture**

**Course:** 2071

**Grade Placement:** 9-12

**Prerequisite:** Successful Completion of Art I

**Credit:** 1

Sculpture II includes objective and nonobjective three-dimensional assignments. Construction skills and classical techniques are an integral part of each assignment. Students will use various medias including wood and clay.

## **Art III Drawing Pre-AP**

**Course:** 2035

**Grade Placement:** 10-12

**Prerequisite:** Successful completion of Pre-AP Art I and Pre-AP Art II, Portfolio, and/or Teacher Recommendation

**Credit:** 1

Art III Pre-AP is an advanced studio course for the college-bound and career-oriented student. It is designed for talented art students who wish to pursue college level studies while in high school. Emphasis will be on advanced drawing and painting styles, 2-D and 3-D design, and color study. Computer manipulated works are incorporated into the curriculum. Students will compile portfolios that fulfill current College Board requirements.

## **Art III Graphic Design Pre-AP**

**Course:** 2053

**Grade Placement:** 10-12

**Prerequisite:** Art II Pre-AP or Teacher Recommendation

**Credit:** 1

This is a course to begin addressing a very broad interpretation of two-dimensional design issues. This course is intended to prepare students to develop specific design skills that could be used to help them develop as AP Design Portfolio. Students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking.

## **Art III Photography Pre-AP**

**Course:** 2055

**Grade Placement:** 10-12

**Prerequisite:** Successful Completion of Art II Photography

**Credit:** 1

In this course students will further develop art skills through the study of design and composition in photography. Artistic awareness, critical thinking, imaginative expression, appreciation of art culture and aesthetic judgment are emphasized.

### **Art III Sculpture Pre-AP**

**Course:** 2075

**Grade Placement:** 10-12

**Prerequisite:** Successful Completion of Art II Sculpture

**Credit:** 1

This third-year course is an in-depth study of sculpture and will challenge the students with problems on an advanced level. Students will develop a personal style and demonstrate effective use of selected sculptural media in solving special three-dimensional problems and assignments.

### **Art History AP**

**Course:** 2085

**Grade Placement:** 11-12

**Prerequisite:** None

**Credit:** 1

Advanced Placement Art History is the equivalent to an introductory course in university level art history. An exam will be administered and assessed by the College Board in May. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Exam.

**Students are expected to take the Advanced Placement Exam in the Spring.**

### **Art IV Studio Art-Drawing Portfolio AP**

**Course:** 2045

**Grade Placement:** 11-12

**Prerequisite:** Successful completion of Pre-AP Art III Drawing *and/or* Teacher Approval

**Credit:** 1

In this course students will address a very broad interpretation of drawing issues and media. Students will explore drawing issues such as light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth through a variety of two-dimensional media. **All students are expected to submit a portfolio for Advanced Placement review.**

### **Art IV 2-D Design Portfolio AP**

**Course:** 2065

**Grade Placement:** 11-12

**Prerequisite:** Successful completion of Pre-AP Art III Drawing *and/or* Teacher Approval

**Credit:** 1

In this course students will address two-dimensional design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Students are expected to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. **All students are expected to submit a portfolio for Advanced Placement review.**

### **Art IV Studio Art 3-D Design AP**

**Course:** 2076

**Grade Placement:** 11-12

**Prerequisite:** Successful completion of Art II Sculpture and Pre-AP Art III Sculpture *and/or* Teacher Approval

**Credit:** 1

In AP Studio Art 3D Design students will address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. Students are expected to demonstrate mastery of 3-D design through any three-dimensional approach, including but not limited to figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. All students are expected to submit a portfolio for Advanced Placement review.

## Fine Arts: Dance

Course Name	Credits	Grade Levels	Prerequisites
Dance I/Aerobic Activities	2	9-12	None
Dance II	1	10-12	Dance I <i>and</i> Teacher Approval
Dance/Drill Team I-IV	1	9-12	Competitive Tryout
Dance Composition/Improvisation I, II	1		Successful completion of Dance II

### Dance I/Aerobic Activities

**Course:** 3310

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 2

Dance I will explore various styles of dance including ballet, lyrical, jazz, hip hop, and others. In addition to learning a variety of routines and combinations, students will cover the fundamentals, technique, vocabulary, and history of each dance style. Creativity and expression will be encouraged through student choreography, both individually and as a group. The class will consist of both physical and written activities.

**Beginning in the 2011-2012 school year, the Texas Essential Knowledge and Skills for aerobic activities is embedded in the Dance I course to allow students to earn physical education credit upon successful completion of each semester. A grade of "P" (Passing) will be recorded on a student's transcript for Aerobic Activities.**

★ *Awarding of the aerobic activities credit is dependent upon teacher certification in both physical education and fine arts and is subject to change.*

### Dance II

**Course:** 3320

**Grade Placement:** 10-12

**Prerequisite:** Dance I *and* Teacher Approval

**Credit:** 1

Dance II refines skills acquired in Dance I, while introducing students to new and challenging elements and skills. Dance II is an intermediate to advanced level dance class. Students have prior knowledge of dance elements, theory, technique and terminology.

### Dance/Drill Team

**Course:** 3331

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**Grade Placement:** 9-12

**Prerequisite:** Competitive Tryout

**Credit:** 1 each

Dance Team is a precision dance/drill team that performs at athletic events and school and community functions. Dance Team specializes in jazz, high kick, precision pom, hip hop, lyrical, and modern dance styles. The Dance Team travels and competes at the regional, state, and national level. Membership is determined through auditions in the spring.

**Students in dance/drill team also receive .5 credit PE Substitution Drill Team in the fall up to 1 credit for participation in extracurricular (after school) activity.**

### Dance Composition/Improvisation

**Course:** 2500

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**Grade Placement:** 11-12

**Prerequisite:** Successful completion of Dance II

**Credit:** 1

Dance Composition/Improvisation is designed to give students a broad introduction to dance composition and choreography. Students will learn to generate and manipulate movement through exercises and improvisation, and will expand those skills into creating dances.

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## Fine Arts: Music (Choral /Instrumental)

Course Name	Credits	Grade Levels	Prerequisites
<b>Choir I</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
<b>Choir II-IV</b>	<b>1 each</b>	<b>10-12</b>	<b>Audition Only</b>
<b>Vocal Ensemble I-IV</b>	<b>1 each</b>	<b>9-12</b>	<b>Concurrent Enrollment in a Choir Course, Audition <i>and</i> Director Approval</b>
<b>Band I-IV</b>	<b>1 each</b>	<b>9-12</b>	<b>Previous Year's Band Experience</b>
<b>Jazz Ensemble I-IV</b>	<b>1 each</b>	<b>9-12</b>	<b>Concurrent Enrollment in a Band Course, Audition, <i>or</i> Director Approval</b>
<b>Music Theory AP</b>	<b>1</b>	<b>11-12</b>	<b>Strong Background in Music Theory Concurrent Enrollment in Band, Choir <i>or</i> Outside Instrumental Music Classes</b>

### Choral Music

#### Choir I

**Course:** 2210

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

A training choir for students with little to no choral experience. Basics of choral singing, basic theory and music fundamentals will be studied. Students will be encouraged to participate in auditions for a performing choir at the end of the course.

#### Choir II

**Course:** 2242

#### Choir III

**Course:** 2243

#### Choir IV

**Course:** 2244

**Grade Placement:** 10-12

**Prerequisite:** Audition Only

**Credit:** 1 each

These choir classes emphasize choral singing, music theory, listening and performance. Repertoire includes: traditional choral music and music of all style periods and genres. 9th, 10th, 11th and 12th grade students will comprise various classes according to achievement levels checked by audition. The classes may be composed of all males or all females, or they may be mixed according to number and distribution of voices available. The performing groups include Treble Choir, Men's Choir, Select Women's Choir, and Varsity Mixed Choir. These groups may participate in UIL competition. Concert performances are required.

#### Vocal Ensemble I

**Course:** 2251

#### Vocal Ensemble II

**Course:** 2252

#### Vocal Ensemble III

**Course:** 2253

#### Vocal Ensemble IV

**Course:** 2254

**Grade Placement:** 9-12

**Prerequisite:** Concurrent Enrollment in a Choir Course, Audition *and* Director Approval

**Credit:** 1 each

These choir classes emphasize choral singing, music theory, listening and performance. Repertoire includes: traditional choral music and music of all style periods and genres. 9th, 10th, 11th and 12th grade students will comprise various classes according to achievement levels checked by audition. The classes may be composed of all males or all females, or they may be mixed according to number and distribution of voices available. The performing groups include Treble Choir, Men's Choir, Select Women's Choir, and Varsity Mixed Choir. These groups may participate in UIL competition. Concert performances are required.



# Instrumental Music

## Band I

**Course:** 2311

## Band II

**Course:** 2312

## Band III

**Course:** 2313

## Band IV

**Course:** 2314

**Grade Placement:** 9-12

**Prerequisite:** Previous Year's Band Experience

**Credit:** 1 each

Students in band have the opportunity to further their fundamental skills on an instrument and enhance their musical understanding, while also preparing specific musical programs throughout the year. Enrollment in band also promotes: mental and physical discipline, good citizenship through group endeavor, cultural growth, and an enhanced ability to form musical value judgments through critical listening. Students will participate in both the marching band **AND** a concert band ensemble as assigned by the Director of Bands. Students enrolling in band should have been enrolled in band at their respective school in the previous year. Attendance is mandatory at all rehearsals and performances.

**Students in marching band also receive .5 credit PE Substitution Marching Band in the fall up to 1 credit for participation in extracurricular (after school) activity.**

## Jazz Ensemble I

**Course:** 2351

## Jazz Ensemble II

**Course:** 2352

## Jazz Ensemble III

**Course:** 2353

## Jazz Ensemble IV

**Course:** 2354

**Grade Placement:** 9-12

**Prerequisite:** Concurrent Enrollment in a Band Course *or* Teacher Approval

**Credit:** 1 each

Students in Jazz Ensemble perform a variety of jazz literature including traditional swing, Latin, and rock/funk styles. Students will be exposed to and perform elementary improvisation both individually and in the ensemble. The Jazz Ensemble gives several concerts, performs in competition, and plays civic concerts throughout the year. Attendance is required at all rehearsals and performances. Membership requires a high degree of musical skill and personal discipline. Students performing on a traditional instrument (Saxophone, Trumpet, Trombone, and Percussion) must be enrolled in a Band class *in addition* to the Jazz

Ensemble course. Students performing non-traditional instruments (Piano, Guitar, and Bass) must receive director approval before enrolling.

## Music Theory AP

**Course:** 2375

**Grade Placement:** 11-12

**Prerequisite:** Strong Background in Music Theory; Concurrent Enrollment in Band or Choir.

**Credit:** 1

Students will learn and understand the essential components and function of written music. The content of this course comprises knowledge of the basic musical elements, principles of melody writing, functions of harmony, exposure to different musical textures, and how each of these aspects are connected to form what we know as music. This course is designed to prepare students for the music theory curriculum of an undergraduate music degree, while also giving students the opportunity for producing, understanding, and enhancing their own musical compositions. Students should have a basic knowledge of reading music and have acquired basic performance skills in voice or an instrument prior to enrolling in the course. **Students who take Music Theory AP are expected to take the Advanced Placement Exam.**

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## Fine Arts: Theatre

Course Name	Credits	Grade Levels	Prerequisites
Theatre Arts I	1	9-12	None
Theatre Arts II	1	10-12	Theatre Arts I and Teacher Approval
Theatre Arts III-IV	1 each	11-12	Theatre Arts II and Teacher Approval
Technical Theatre I	1	9-12	Teacher Approval
Technical Theatre II-IV	1 each	10-12	Teacher Approval
Theatre Production I-IV	1 each	9-12	Theatre Arts I and Teacher Approval
Musical Theatre I-III	1	9-12	Instructor Approval

### Theatre Arts I

**Course:** 2110

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

This course is an introductory class for beginning theatre students. The course offers the student a chance to explore the world of theatre through units in theatre history, voice and diction, pantomime, improvisation, and play structure. This student is given opportunities to analyze scripts, write original monologues, perform in duet scenes, and learn basic characterization techniques and become familiar with important stage terminology.

**Students who were in Theatre in 8th grade and who have auditioned/interviewed will be placed in Theatre Arts I Select upon teacher approval.**

### Theatre Arts II

**Course:** 2120

**Grade Placement:** 9-12

**Prerequisite:** Theatre Arts I *and* Teacher Approval

**Credit:** 1

This intermediate course extends on the student's training in Theatre I by offering more advanced studies in script analysis, acting theories, play writing, and directing skills. The class also explores advanced characterization in both classical and contemporary styles.

### Theatre Arts III

**Course:** 2140

**Theatre Arts IV**

**Course:** 2150

**Grade Placement:** 9-12

**Prerequisite:** Theatre Arts II *and* Teacher Approval

**Credit:** 1

This class is offered to the dedicated theatre student who wishes to take his/her acting skills to the next level. The course is designed for those advanced students who are seeking to work in a university theatre program, community theatre, or even a career in theatre, Radio/ TV or Film. These students are offered an opportunity to utilize the acting theories used in many colleges and universities, a chance to perform their own productions, and a unit designed to improve college audition skills and portfolios.

### Technical Theatre I

**Course:** 2131

**Grade Placement:** 9-12

**Prerequisite:** Teacher Approval

**Credit:** 1

Students in this elective course will focus on concepts and skills in theatre production. Topics to be covered include properties, lighting, costumes, makeup, sound, and stage craft skills. Aesthetic growth through appreciation of theatrical events is also stressed. Students will construct sets and handle the technical aspects of dramatic and musical performance at the school. Attendance at some evening events is required.

**Technical Theatre II****Course:** 2132**Technical Theatre III****Course:** 2133**Technical Theatre IV****Course:** 2134**Grade Placement:** 9-12**Prerequisite:** Teacher Approval**Credit:** 1

This course is for those theatre students wishing to work behind the scenes of a production. "Hands on" training is offered in areas of set design and construction, set painting, stage lighting and design, stage make-up techniques, prop construction, house management, publicity design, set design, and stage management. This class is responsible for the technical elements that go into all of the Boswell theatre productions as well as those of other performance groups on campus as well as the community.

**Theatre Production I****Course:** 2161**Theatre Production II****Course:** 2162**Theatre Production III****Course:** 2163**Grade Placement:** 9-12**Prerequisite:** Teacher Approval**Credit:** 1**Theatre Production IV****Course:** 2164**Grade Placement:** 9-12**Prerequisite:** Theatre Arts I *or* Choir *and* Teacher Approval**Credit:** 1

Students may earn credit for Theater Production by participating in theatrical productions, such as but not limited to; the fall play, the annual musical, and UIL-OAP competition. Students must provide their own transportation and after school and evening rehearsals are required. Participation in public performance is required!

**Musical Theatre I****Course:** 2165**Musical Theatre II****Course:** 2166**Musical Theatre III****Course:** 2167**Grade Placement:** 9-12**Prerequisite:** Teacher Approval**Credit:** 1

In this course the student will develop skills necessary to become a triple threat performer, which is a proficiency in singing, acting and dancing. The students will gain a comprehensive understanding of the process involved in creating a musical production from the inception to performances. The student will also recognize the importance of all aspects of the history of American musical theatre and musical theatre productions. After school rehearsal is a requirement during productions. The opportunity will also be extended to perform for the elementary and middle schools. This course combines and builds upon skills learned in theatre classes as well as choral music classes.

## Health/Physical Education

Course Name	Credits	Grade Levels	Prerequisites
Health Education	.5	8-12	None
Dance I / Aerobic Activities	2	9-12	Students Must Register for Dance I
Cheerleading (Gymnastics)	1	9-12	Competitive Tryouts
Foundations of Personal Fitness (Boy's or Girl's)	1	9-12	None
Adventure/Outdoor Education	1	9-12	(Foundations of Personal Fitness Recommended)
Individual/Team Sports	1	10-12	(Foundations of Personal Fitness Recommended)

### Health Education

**Course:** 1810

**Grade Placement:** 8-12

**Prerequisite:** None

**Credit:** .5

The course enables each student to develop an understanding of the attitudes and habits that are conducive to healthful living. The Health education class will help students develop skills that will make them health-literate adults. Students will use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

### Dance I / Aerobic Activities

**Course:** 3310

**Grade Placement:** 9-12

**Prerequisite:** Students Must Register for Dance I

**Credit:** 2 (1 Physical Education + 1 Fine Art)

Students in Dance I also receive aerobic activities credit. Aerobic activities target a variety of movements that promote and encourage health-related fitness. Students enrolled in this course will acquire skills and knowledge in a variety of cardiovascular activities such as jogging, power walking, step aerobics, and circuit training.

### Cheerleading (PE Substitution)

**Course:** 3241

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**Grade Placement:** 9-12

**Prerequisite:** Competitive Tryouts

**Credit:** 1 each

The cheerleaders perform at athletic events and other school and community functions as well as represent their school at regional and national cheer competitions. Cheer class is designed to improve the technical and performance skills of the high school cheerleaders both individually and as a group.

### Foundations of Personal Fitness (Boy's or Girl's)

**Course:** 3011 or 3021

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. Instructional units focus on basic conditioning, advantages of weight training, proper nutrition, and the appraisal of individual fitness levels.

**Adventure/Outdoor Education**

**Course:** 3014

**Grade Placement:** 9-12

**Prerequisite:** Foundations of Personal Fitness  
Recommended

**Credit:** 1

This course will apply movement principles in order to demonstrate competency in two or more outdoor activities, such as hiking, camping, fishing, and orienteering. The student will also develop new motor skills and understand that lifelong activities promote good health.

**Individual/Team Sports**

**Course:** 3012

**Grade Placement:** 10-12

**Prerequisite:** Foundations of Personal Fitness  
Recommended

**Credit:** 1

Students are expected to participate in a wide range of individual and team sports that can be pursued for a lifetime. In this course students develop health-related fitness and an appreciation for teamwork and fair play. Students learn skills, rules, and regulations for participation. The instructional focus of this course is on the benefits of participating in physical activities throughout a lifetime.

**Reserve Officer Training Corps I**

**Course:** 3380

**Prerequisite:** None

**Grade Placement:** 9-12

**Credit:** 1

**Site:** SHS

This course is designed to acquaint the student with the historical development of flight and the role of the military in history. Over half of the course describes the makeup of the aerospace community and the United States Air Force. Many of the sixty hours dedicated to leadership studies relate directly to the academic subject matter, with study habits and time management.

Wearing of the uniform, customs and courtesies and basic drill skills are introduced. **Students enrolled in this course receive physical education substitution credit.**

**Private or Commercially Sponsored  
Physical Activity**

Students may be awarded up to 4 physical education credits upon documentation of 80 hours of approved private or commercially-sponsored programs conducted on or off campus. Eighty documented hours of supervised participation must be submitted by an approved, trained instructor for a maximum of .5 credit per semester.

**Prior permission is required.**

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## Journalism

Course Name	Credits	Grade Levels	Prerequisites
<b>Journalism</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
<b>Advanced Journalism-Publications I-III</b>	<b>1 each</b>	<b>10-12</b>	<b>Journalism</b>
<b>Photojournalism</b>	<b>.5</b>	<b>9-12</b>	<b>None</b>

### Journalism

**Course:** 1130

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

This course provides an introduction to the history and basics of journalism to include editing, layout and publishing. Areas of study will focus on general news writing, including both newsletters and newspapers.

### Advanced Journalism -Publications I-III

**Course:** 1146

1147

1148

**Grade Placement:** 10-12

**Prerequisite:** Journalism *and* Teacher Approval

**Credit:** 1

This course explores the methods and processes of journalistic products, including both the school yearbook and newspaper. By specializing in one area or combining a variety of roles, students have the opportunity to develop or refine skills as writers, photographers, layout editors, copy editors, and/or managing editors. Students are expected to enter class with the knowledge of how to write in the journalistic style, basic photography experience, and a basic understanding of computers.

### Photojournalism

**Course:** 1160

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** .5

Students in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. Students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. Students will study the laws and ethical considerations that impact photography. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students will refine and enhance their journalistic skills and produce photographs for a journalistic publication.

## Languages Other Than English

Course Name	Credits	Grade Levels	Prerequisites
French I	1	9-12	None
French II	1	9-12	French I
French II Pre-AP	1	9-12	French I
French III Pre-AP	1	11-12	French II See Suggested Guidelines
French IV AP	1	12	French III See Suggested Guidelines
German I	1	9-12	None
German II	1	9-12	German I
German II Pre-AP	1	9-12	German I
German III Pre-AP	1	11-12	German II See Suggested Guidelines
German IV AP	1	12	German III See Suggested Guidelines
Spanish I	1	8-12	None
Spanish II	1	9-12	Spanish I
Spanish II Pre-AP	1	9-12	Spanish I
Spanish III Pre-AP	1	10-12	Spanish II See Suggested Guidelines
Spanish for Native Speakers I & II	2	9-10	Placement Exam
Spanish IV AP	1	11-12	Spanish III See Suggested Guidelines
Spanish V Pre-AP Spanish Literature for Spanish Speakers	1	9	8th Grade Spanish IV AP /Heritage Speaker
Spanish V AP	1	10-12	Spanish IV AP
Special Topics in Language and Culture	1	10-12	Placement by LOTE Exit Committee

### Suggested Guidelines for Pre-Advanced Placement and Advanced Placement Languages Other Than English

- Successful completion of language courses taken previously with an average of 80 or above
- Students encouraged to seek teacher advisement
- Student should have passed STAAR

These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.

#### French I

**Course:** 1610

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

This course is designed as an introduction to the basic structure and vocabulary of the French language. Pronunciation, speaking, and grammar are emphasized through oral and written exercises. Emphasis is placed on the development of basic vocabulary. French culture will also be introduced.

#### French II

**Course:** 1620

**Grade Placement:** 10-12

**Prerequisite:** French I

**Credit:** 1

This course builds on the skills acquired in French I. Basic structure and vocabulary from the first level will be reviewed. Students will continue to develop skills in

speaking, listening, reading, and writing as their knowledge of the language increases. Linguistic practice is conducted in a cultural context.

#### **French II Pre-AP**

**Course:** 1625

**Grade Placement:** 9-12

**Prerequisite:** French I

**Credit:** 1

This course includes thematic vocabulary and expanded grammar concepts in a cultural and contextualized environment. This course builds on the skills acquired in French I as students continue to develop speaking, listening, reading, and writing. This course prepares students for French III Pre-AP as students are introduced to AP writing and literature.

#### **French III Pre-AP**

**Course:** 1635

**Grade Placement:** 11-12

**Prerequisite:** French II See Suggested Guidelines

**Credit:** 1

This course builds on the skills acquired in French I and II. Structure and vocabulary from the previous courses will be reviewed. Students will develop more advanced skills in speaking, listening, reading, and writing through the use of the language in the classroom. Students are introduced to French literature, and communicative skills are emphasized. **Students who excel in this course may seek advanced placement testing for the possibility of earning college credit.**

#### **French IV AP**

**Course:** 1645

**Grade Placement:** 12

**Prerequisite:** French III (See Suggested Guidelines)

**Credit:** 1

The French Language and Culture AP course is designed to provide students with a learning experience equivalent to that of an introductory college course. The course provides opportunities for students to demonstrate their proficiency in French across six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives include Spoken Interpersonal Communication, Written Interpersonal Communication, Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentational Communication, and Written Presentational Communication. Students increase their knowledge of cultures through the study of history, literature, art, music, and current events, make comparisons between languages and between cultures, and use French in real-life settings. French is spoken almost exclusively in the French Language and Culture AP

course. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take French Language and Culture AP are expected to take the Advanced Placement Exam in the spring.**

#### **German I**

**Course:** 1710

**Grade Placement:** 9-12

**Prerequisite:** None

**Credit:** 1

This course is designed as an introduction to the basic structure and vocabulary of the German language. Pronunciation, speaking, and grammar are emphasized through oral and written exercises. Emphasis is placed on the development of basic vocabulary. German culture will also be introduced.

#### **German II**

**Course:** 1720

**Grade Placement:** 10-12

**Prerequisite:** German I

**Credit:** 1

This course builds on the skills acquired in German I. Basic structure and vocabulary from the first level will be reviewed. Students will continue to develop skills in speaking, listening, reading, and writing as their knowledge of the language increases. Linguistic practice is conducted in a cultural context.

#### **German II Pre-AP**

**Course:** 1725

**Grade Placement:** 9-12

**Prerequisite:** German I

**Credit:** 1

This course includes thematic vocabulary and expanded grammar concepts in a cultural and contextualized environment. This course builds on the skills acquired in German I as students continue to develop speaking, listening, reading, and writing. This course prepares students for German III Pre-AP as students are introduced to AP writing and literature.

#### **German III Pre-AP**

**Course:** 1735

**Grade Placement:** 11-12

**Prerequisite:** German II (See Suggested Guidelines)

**Credit:** 1

This course builds on the skills acquired in German I and II. Structure and vocabulary from the first courses will be reviewed. Students will develop more advanced skills in speaking, listening, reading, and writing through use of the language in the classroom. Students are introduced to



German literature, and communicative skills are emphasized. **Students who excel in this course may seek advanced placement testing for the possibility of earning college credit.**

#### **German IV AP**

**Course:** 1745

**Grade Placement:** 12

**Prerequisite:** German III (See Suggested Guidelines)

**Credit:** 1

The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP German Language and Culture course. The AP German Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives to promote both fluency and accuracy in language use. The course is taught in the target language. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take German Language and Culture AP are expected to take the Advanced Placement Exam in the spring.**

#### **Spanish I**

**Course:** 1510

**Grade Placement:** 8-12

**Prerequisite:** None

**Credit:** 1

This course is designed as an introduction to the basic structure and vocabulary of the Spanish language. Pronunciation, speaking, and grammar are emphasized through oral and written exercises. Emphasis is placed on the development of basic vocabulary. Hispanic culture will also be introduced.

#### **Spanish II**

**Course:** 1520

**Grade Placement:** 9-12

**Prerequisite:** Spanish I

**Credit:** 1

This course builds on the skills acquired in Spanish I. Basic structure and vocabulary from the first level will be reviewed. Students will continue to develop skills in

speaking, listening, reading, and writing as their knowledge of the language increases. Linguistic practice is conducted in a cultural context.

#### **Spanish II Pre-AP**

**Course:** 1525

**Grade Placement:** 9-12

**Prerequisite:** Spanish I

**Credit:** 1

This course includes thematic vocabulary and expanded grammar concepts in a cultural and contextualized environment. This course builds on the skills acquired in Spanish I as students continue to develop speaking, listening, reading, and writing. This course prepares students for Spanish III Pre-AP as students are introduced to AP writing and literature.

#### **Spanish III Pre AP**

**Course:** 1535

**Grade Placement:** 10-12

**Prerequisites:** Spanish II (See Suggested Guidelines)

**Credit:** 1

This course builds on the skills acquired in Spanish I and II. Structure and vocabulary from the first courses will be reviewed. Students will develop more advanced skills in speaking, listening, reading, and writing through use of the language in the classroom. Students are introduced to Spanish literature, and communicative skills are emphasized. **Students who excel in this course may seek advanced placement testing for the possibility of earning college credit.**

#### **Spanish for Native Speakers I & II**

**Course:** 1561 and 1562

**Grade Placement:** 9-10

**Prerequisite:** Placement Exam

**Credit:** 2

This course is designed for students who demonstrate, through a placement test, skills in understanding and speaking Spanish but who need to give greater attention to reading, writing, and conventions of the language. The course is conducted almost entirely in Spanish.

#### **Spanish IV AP**

**Course:** 1545

**Grade Placement:** 11-12

**Prerequisite:** Spanish III (See Suggested Guidelines)

**Credit:** 1

The Spanish Language and Culture AP course is designed to provide students with a learning experience equivalent to that of an introductory college course. The course provides opportunities for students to demonstrate their proficiency in Spanish across six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives include Spoken Interpersonal Communication, Written Interpersonal Communication,

Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentational Communication, and Written Presentational Communication. Students increase their knowledge of the cultures of the Spanish speaking world through the study of history, literature, art, music, and current events to make connections between their learning in the Spanish classroom setting, their learning in other disciplines, and their daily lives. Spanish is spoken almost exclusively in the Spanish Language and Culture AP course. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Spanish Language and Culture AP are expected to take the Advanced Placement Exam in the spring.**

### **Spanish V Pre-AP Spanish Literature for Spanish Speakers**

**Course:** 1565

**Grade Placement:** 9

**Prerequisite:** 8th Grade Spanish IV AP See Suggested Guidelines

**Credit:** 1

Spanish V Pre-AP is an accelerated course for heritage speakers. This is an introductory course to the Spanish V AP Literature course. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts. Additionally, students will further explore the five C's - communication, culture, connections, comparisons, and communities - at the advanced proficiency level. Students will acquire additional vocabulary and sophistication in their use of the target language through projects, literature, intensified oral practice, and the study of grammatical constructions all within the context of a real-world setting.

### **Spanish V AP**

**Course:** 1555

**Grade Placement:** 10-12

**Prerequisite:** Spanish IV AP See Suggested Guidelines

**Credit:** 1

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching

aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills with special attention to critical reading and analytical writing and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. **Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Spanish Literature and Culture AP are expected to take the Advanced Placement Exam in the spring.**

### **Special Topics in Language and Culture**

**Course:** 1505

**Grade Placement:** 10-12

**Prerequisite:** Placement by LOTE Exit Committee

**Credit:** 1

**Description:** Students will demonstrate novice level communication skills required in a LOTE level 1 course. They will also develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities.

## Military Science

Course Name	Credits	Grade Levels	Prerequisites
Junior Reserve Officer Training Corps I	1	9-12	None
Junior Reserve Officer Training Corps II	1	10-12	JROTC I
Junior Reserve Officer Training Corps III	1	11-12	JROTC II
Junior Reserve Officer Training Corps IV	1	12	JROTC III

### Junior Reserve Officer Training Corps I

**Course:** 3380

**Prerequisite:** None

**Grade Placement:** 9-12

**Credit:** 1

**Site:** SHS

JROTC I is the introductory course for all new cadets. Students will focus on becoming effective cadet followers as they learn basic Air Force JROTC customs and courtesies, dress and appearance standards, and drill fundamentals. *See SY 16-17 JROTC Curriculum for a detailed description for each subject.* **Students enrolled in this course receive physical education substitution credit.**

### Junior Reserve Officer Training Corps II

**Course:** 8012

**Prerequisite:** JROTC I

**Grade Placement:** 10-12

**Credit:** 1

**Site:** SHS

JROTC II is designed for second year cadets. These students will generally help train new cadets, lead smaller extracurricular teams or clubs, or manage a specific functional area within the cadet corps. *See SY 16-17 JROTC Curriculum for a detailed description for each subject.*

### Junior Reserve Officer Training Corps III

**Course:** 8013

**Prerequisite:** ROTC II

**Grade Placement:** 11-12

**Credit:** 1

**Site:** SHS

JROTC III is intended for third year students. These junior and senior cadets will focus on leading larger groups of cadets and managing larger programs affecting the entire Cadet Group. *See SY 16-17 JROTC Curriculum for a detailed description for each subject.*

### Junior Reserve Officer Training Corps IV

**Course:** 8014

**Prerequisite:** ROTC III

**Grade Placement:** 12

**Credit:** 1

**Site:** SHS

JROTC IV is intended for fourth year students. These senior cadets have experienced the entire JROTC program and are generally responsible for running all cadet programs. Fourth year cadets may also be assigned special corps projects or a position as an instructor's aide. *See SY 16-17 JROTC Curriculum for a detailed description for each subject.*

### Junior Reserve Officer Training Corps (JROTC) Program Overview

Air Force JROTC (AFJROTC) offers a one to four-year elective course of study designed to “**develop citizens of character dedicated to serving their nation and community.**” This program uses traditional classroom instruction along with military-style training techniques to help students (referred to as “cadets”) grow in the areas of personal responsibility, self-discipline, and leadership. Although students do not incur a military service commitment for taking JROTC, they can earn early promotions if they enlist after graduation.

Cadets of all grades are required to wear AFJROTC uniforms once a week. Uniforms are loaned to cadets once they demonstrate the ability to meet basic Air Force grooming standards (haircuts, shave, and cosmetics). AFJROTC dress and appearance requirements are outlined in Air Force Instruction 36-2903 ([www.af.mil/shared/media/epubs/afi36-2903.pdf](http://www.af.mil/shared/media/epubs/afi36-2903.pdf)). Failure to maintain these standards will result in failing grades and dismissal from the program.

Although the specific topic of study rotates each year, cadets will learn about Aerospace Science, Leadership Education, and wellness each semester and each week. Aerospace Science (AS) subjects include history of flight, exploring space, and global cultural studies. Leadership Education (LE) focuses on building better citizens through lessons on Air Force traditions and customs, drill and ceremony (marching), and life/career skills. The wellness component of each semester consists of weekly physical training (PT)

which is designed to motivate cadets to lead an active, healthy lifestyle. **Students enrolled in JROTC I receive physical education substitution credit.**

The rotation of subject matter ensures students can take JROTC classes all four years without repeating a course of study (*See SY 16-17 JROTC Curriculum for a detailed description for each subject*). This also allows for mixed classes of freshman through seniors where more experienced cadets can practice leadership skills learned from past years. The key distinction between JROTC I, II, III, and IV comes from these additional leadership requirements levied on students as they progress through the program. The program's goal is to establish a cadet-run "corps" which serves the cadets, the school, and the community.

## Other Electives

Course Name	Credits	Grade Levels	Prerequisites
Peer Assistance and Leadership I (PAL 1)	1	11-12	None
Peer Assistance and Leadership II (PAL 2)	1	11-12	None

### Peer Assistance & Leadership I (PAL 1)

**Course:** 1825

**Grade Placement:** 11-12

**Prerequisite:** None

**Credit:** 1 (Double Block Class)

This course provides selected students with an opportunity to be trained to work as a peer facilitator with younger students on their own campus or from feeder middle and/or elementary schools. PAL students will learn skills which will enable them to help younger students have a positive and productive school experience.

### Peer Assistance & Leadership II (PAL 2)

**Course:** 1826

**Grade Placement:** 11-12

**Prerequisite:** None

**Credit:** 1 (Double Block Class)

This course provides selected students the opportunity to continue to develop their skills working as a peer facilitator with younger students on their own campus or from feeder middle and/or elementary schools. PAL 2 students will expand their skills learned in PAL 1. Using these skills, they will be able to continue to help younger students have a positive and productive school experience.

## Technology Applications

Course Name	Credits	Grade Levels	Prerequisites
<b>Computer Science Pre-AP</b>	<b>1</b>	<b>9-12</b>	<b>Algebra I</b>
<b>Computer Science AP</b>	<b>1</b>	<b>10-12</b>	<b>Computer Science Pre-AP <i>and</i> Algebra I</b>
<b>Computer Science Principles AP</b>	<b>1</b>	<b>9-12</b>	<b>Algebra I</b>
<b>Digital Design and Media Production</b>	<b>1</b>	<b>9-12</b>	<b>Business Information Management</b>

### **Computer Science Pre-AP**

**Course:** 5070

**Grade Placement:** 9-12

**Prerequisite:** Algebra I

**Credit:** 1

This beginning programming course emphasizes technical writing, critical thinking, and problem solving and logic skills. Students will design, implement (code), debug, document and test small programs to solve a wide range of common programming problems. Students create solutions to stated problems in the Visual Basic.NET programming language. The Java programming language is introduced.

### **Computer Science AP**

**Course:** 5075

**Grade Placement:** 10-12

**Prerequisite:** Computer Science Pre-AP *and* Algebra I

**Credit:** 1

This college level computer science course is designed to prepare students for the “An” Advanced Placement Computer Science Examination and is recommended for college bound students who wish to major in computer science or an analytical field. This course includes the study of advanced programming techniques, file management, data structures and an introduction to Object-Oriented Programming. Java is the language used for completing program assignments. The District’s expectation is that the student will take the appropriate AP test. This course may be used as a mathematics credit and will count in GPA calculation.

### **Computer Science Principles AP**

**Course:** 5072

**Grade Placement:** 9-12

**Prerequisite:** Algebra I

**Credit:** 1

Course is designed to be equivalent to a first-semester introductory college computing course. Students are introduced to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. Students will develop a range of skills and develop effective communication and collaboration skills. Technology topics covered include creativity, abstraction, data and information, algorithms, programming, internet, and global impact.

### **Digital Design and Media Production**

**Course:** 5030

**Grade Placement:** 9-12

**Prerequisite:** BIM

**Credit:** 1

The student will develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. Students will incorporate journalistic principles in design and layout of publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively.



**EAGLE MOUNTAIN-SAGINAW ISD**

*Fostering a Culture of Excellence*