

RANDOLPH  
HIGH SCHOOL  
COURSE CATALOG  
2018-2019



Revised October, 2018

# Course Catalog

## Randolph High School

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### Message to Students and Parents

The information provided in this publication is designed to help students and parents in planning and making appropriate choices. Randolph Field ISD graduation requirements, as well as post-secondary plans, should be considered as you select your courses. Since many students follow a college-preparatory plan, they should consult catalogs of specific colleges before making course selections, paying particular attention to foreign language, science and mathematics requirements. Colleges that have large numbers of applicants will often use rigorous course schedules as selection criteria even if their catalog states a lesser minimum requirement.

The Randolph Field ISD Board of Trustees, administrators, counselors and teachers want your high school experience to be both fruitful and enjoyable. Occasionally, changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required; otherwise, you will graduate with the course requirements in place when you enter your freshman (9th grade) year. Please choose carefully since schedule changes may be limited.

*The development of the course catalog is a collaborative process. Final course offerings are based on staffing, student interest and facilities.*

*Please refer to the Randolph Field ISD Secondary Student Handbook for any topics not addressed in this catalog.*

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# EARNING COLLEGE CREDIT

There are multiple opportunities to earn college credit while enrolled at Randolph High School. Below is a table that compares the methods of earning college credit. Each method of credit opportunity is explained in the following sections.

<b>COLLEGE CREDIT COURSE OFFERING OPTIONS</b>				
<b>Course Option</b>	<b>Explanation</b>	<b>Credit Awarded</b>	<b>Eligibility</b>	<b>Other Considerations</b>
<b>Univ. of Texas Onramps (UT)</b>	Dual Enrollment at UT and at Randolph HS. The curriculum is provided by the University of Texas. If a student's test average for the year is sufficient, they will receive college credit as reflected on a UT transcript	High School credit is awarded for successfully completing the course. College credit through UT is awarded if the student meets the criteria set by UT Austin.	Open enrollment	If a student does not score well enough on the first semester exams, they will not be dual enrolled at UT, but can still earn HS credit for the course.
<b>Advanced Placement (AP)</b>	College Board approved courses designed to prepare students for success on the AP exams (college level content).	High school graduation credit is awarded. College credit may be awarded if the AP exam score is sufficient and accepted by the college or university.	Open enrollment for AP courses.	The AP course syllabus for each teacher must be approved by the College Board.



<p><b>Academic Dual Credit (DC)</b></p>	<p>Courses that cover course TEKS as well as curriculum for the accompanying college courses. Academic dual credits linked to a Texas college common course number transfer to any Texas public college or university.</p>	<p>High school graduation credit is awarded. College credit is awarded based on the student's performance in the course per the college or university's grading guidelines with which there is a Memorandum of Understanding (MOU).</p>	<p>Students must qualify for admission to the college or university and register by the deadline. Students may take courses in 9<sup>th</sup> – 12<sup>th</sup> grade if they meet the course prerequisites. If students wish to take more than two DC courses per semester, the student will be responsible for the cost of the additional DC courses.</p>	<p>High school courses taught by high school teachers who also qualify as adjunct faculty (masters degree with at least 18 hours in the content area) at the college or university with which the district has a MOU or a professor may be provided by the college or university in person or in an online format.</p>
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## **ADVANCED PLACEMENT COURSES**

Advanced Placement (AP) courses are offered in many content areas. These courses are extremely rigorous as they are college level courses which follow a college curriculum approved by the College Board. Students taking these courses are expected to take the AP tests offered in the spring. These tests may have additional fees paid by the students. The district may provide a reduced fee for these tests when funding is available. Students scoring a 3, 4, or 5 on one or more of these tests may gain some college credit. In the state of Texas, every public university must award some type of college credit if a student scores a 3 or higher on the AP exam. Students should consult specific colleges/universities to verify accepted AP scores and exams.

Any student may enroll in AP courses, and are strongly encouraged to take as many AP courses as possible, as long as the student and the parents are willing to commit to the program. When making the decision to take AP courses, consider the demands of academic and extracurricular involvement. Students and parents need to decide how much stress can be tolerated and how strong the student's time management skills are. Students who choose to enroll in one or more of the AP courses must complete an Advanced Level Course Agreement form and turn in the completed form as directed by the campus. Students enrolled in AP English have a required summer reading assignment.

Descriptions for the following AP courses can be found in this course guide:

<b>English/Language Arts</b>	<b>Math</b>	<b>Science</b>
English III English IV <b>See UT Courses</b>	Calculus <b>See UT Courses</b>	Biology <b>See UT and DC courses</b>
<b>Social Studies</b>	<b>Fine Arts</b>	<b>Language other than English</b>
Human Geography Macroeconomics Psychology U. S. Government & Politics World History <b>See UT Courses</b>	Studio Art: 2-D Design Studio Art: 3-D Design Studios Art: Drawing Music Theory	Spanish IV
		<b>Technology</b>
		Computer Science

## **ADVANCED LEVEL COURSE AGREEMENT – SAMPLE FORM**

Advanced Placement courses challenge and enrich motivated students to expand their education beyond the typical high school program. Success requires the student's commitment to the expectations of the Advanced Level Course program(s).

### **Students will be expected to:**

- Analyze, synthesize and manipulate knowledge and skills; think critically
- Budget time effectively and efficiently, develop successful study skills
- Commit to a daily academic action plan
- Attend tutoring regularly if needed; come to school early and/or stay late in order to attend tutoring
- Engage in technology-assisted research and/or communications; increase advanced content area vocabulary; build portfolios, if applicable
- Utilize community and industry as resources in research projects, if applicable
- Sign this agreement supporting the AP programs and expectations

**PLACEMENT REVIEW:** The teacher may recommend that a student be changed to a regular class if that student is encountering great difficulty with the rigorous course content or data indicates the student lacks the prerequisite skills to achieve success. The teacher will expect a positive attitude about scholarship and assignments. **A recommended change will only occur at one of the following times: between the 4th-6th weeks of school or at the end of the 1st semester.** Parent-teacher-counselor communication is required prior to withdrawal from the course. Students must also have attended tutoring on a regular basis.

**HONOR CODE:** All students will be expected to do their own work and exhibit academic honesty.

**TEST PARTICIPATION:** Students are expected to take the AP Exams at the end of year for all enrolled AP courses. Students must pay designated AP exam fees not covered by the district. It is critical that students consult their individual college choices for acceptance of AP credit.

### **SUCCESS REQUIRES SUPPORT FROM ALL STAKEHOLDERS: STUDENTS, PARENTS, AND TEACHERS.**

**STUDENT:** I agree to organize my time and effort to successfully complete the rigorous work in the course(s). I have read the course description(s) and agree to the college level requirements of the class(es). I understand that I may need to regularly attend before and/or after-school tutoring.

**PARENT(S):** I understand the rigorous course requirements and agree to help my son/daughter organize study time in support of class assignments and requirements. I will notify the teacher immediately of any concern I have relating to the AP class(es). I understand that my son/daughter may need to regularly attend tutoring.

**TEACHER(S):** The teacher will conduct the AP course(s) at a college level as approved by the College Board and RFISD curricula. Students and parents will be notified in a timely fashion if student work and/or assessments are unsatisfactory. The teacher will be available for tutoring. The course(s) listed below are ones to which the student and parent agree to commit. The student may enroll in any AP course(s) provided the student and parent agree to the commitment on this form and prerequisites have been met.

<b>AP Course Title</b>	3.
1.	4.
2.	5.

**I agree to commit the time and effort required for the rigorous courses. I understand that I may need to attend tutoring on a regular basis.**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Parent's Signature**

\_\_\_\_\_  
**Date**

For questions about this agreement, call the counselor

## **ACADEMIC DUAL CREDIT COURSES**

Academic Dual Credit courses allow students to earn college credit while attending high school. These courses fulfill high school course requirements, appear on the high school transcript and are used in calculating grade point averages. These courses are taught by RFISD teachers through the Alamo Colleges, usually through Palo Alto, or may be taught by the college if there is not a qualified RFISD teacher. Dual Credit allows students to pursue both options for college credit and high school credit (some Universities will not accept Dual Credit Courses from a community college – please confer with the college or university the student plans to attend to determine if courses will be accepted). The first two Dual Credit courses are free of charge. Students may purchase the course textbook independently if they wish to mark in it. Students 9th through 12th grade may take DC courses, but the district will only pay for two Dual Credit courses per semester. The college credit is awarded through the provided college or university, not through RFISD; therefore, **the STUDENT must request that a college transcript** be sent to the college/university that the student will attend for the college credit to be evaluated and the college credit(s) awarded.

Students must:

- Apply to appropriate college(s) (Palo Alto, UTPB)
- Take and submit qualifying entrance scores to the college
- Present the required documents by the advertised deadline

The following courses are **proposed courses** for Academic Dual Credit for 2017-2018. Students must maintain a “C” or better average during the first semester in order to continue in the course the second semester. In addition, failing to maintain a “C” or better will disqualify the student from taking further Dual Credit courses at Randolph. RFISD reserves the right to cancel, at any time, a potential Dual Credit course for any reason, such as adjunct faculty availability, lack of agreement with college, or curriculum alignment.

<b>ACADEMIC DUAL CREDIT COURSE TITLE</b> (Palo Alto College)	<b>RFISD COURSE TITLE</b>
Biology 1108 and 1308	AP/DC Biology (1/2 credit)
Biology 1109 and 1309	AP/DC Biology (1/2 credit)
English 1301 Freshman Composition I	DC English III (1/2 credit)
English 1302 Freshman Composition II	DC English III (1/2 credit)
Music 1306 Music Appreciation	AP/DC Music Theory (1/2 credit)
Music 1311 Music Theory	AP/DC Music Theory (1/2 credit)
GOVT 2305	DC Government
ECON 2301	DC Economics
SOCI 1301	DC Sociology

# **UNIVERSITY OF TEXAS ONRAMPS**

The OnRamps program provides students the opportunity to be dual enrolled at Randolph High School and at the University of Texas.

OnRamps' innovative dual-enrollment program brings rigorous courses aligned with the high standards and expectations of The University of Texas at Austin to Randolph HS. Using best-in-class resources, materials, and instructional strategies OnRamps also provides intensive, yearlong professional development and support that improves teaching quality in our classrooms.

The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students and their families. In addition, earning transferable college credit while in high school accelerates degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In OnRamps students learn first-hand all that it takes to succeed in college before they get there.

Credit from The University of Texas at Austin is earned through the University Extension (UEX) within the TEXAS Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. A university faculty member serves as the Instructor of Record and evaluates students' progress in each college course.

## **Key Benefits:**

1. OnRamps dual-enrollment courses are designed by the university faculty and offer students the opportunity to earn three hours of core college credit within their own high school.
2. Students qualify to participate through rigorous, college-level coursework and college-ready standards set by the university or through the Texas Success Initiative (TSI). (Students may qualify using either standard)
3. Randolph HS teachers offer UT courses and receive extensive training and ongoing, 1:1 support from faculty and staff at the university.
4. All OnRamps courses are part of the university's core curriculum, guaranteed to transfer to any other public college or university in Texas.

## **Process:**

1. Students are enrolled in a yearlong course taught by their high school teacher for high school credit.
2. During the fall semester OnRamps students must complete a series of required assignments that are designated by an Instructor of Record at The University of Texas at Austin and earn a grade of 75% or better on the required assignments to be eligible to be dually enrolled in the university course offered during the spring semester.
3. During the Spring semester, OnRamps students must complete a series of additional required assignments that are designated by the university's Instructor of Record to determine successful completion of the college course.
4. The university's Instructor of Record will award students the appropriate grade based on their performance for the college course. The high school teacher will separately award

credit for the grade earned in the high school course, which may differ from that for the college course.

<b>UT OnRamps Courses Offered at Randolph HS</b>
College Algebra
Chemistry
English III – (up to 6 hours of college credit – Eng Comp.)
Physics I
Physics II
Pre-Calculus
Statistics
United States History – (up to 6 hours of college credit)

### **CORRESPONDENCE COURSES**

Prior to enrollment in a correspondence or distance-learning course, a student must make a written request to his/her counselor for approval to enroll in the course. If approval is not granted prior to enrollment, the student may not be awarded credit toward graduation. If the correspondence course is for high school graduation requirements, and not eligible for exemption as an advanced class, grades for the course must be submitted to the school at the scheduled high school grading periods and, if failing, will have an impact on academic eligibility. The grade reported at the scheduled high school grading periods could be simply a pass/fail indication of the student's progress at the time.

### **TEXAS VIRTUAL SCHOOL NETWORK (TXVSN) AND ONLINE DUAL CREDIT COURSES**

The Texas Virtual School Network (TXVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or similar course. If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TXVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

The courses for grades 9-12 are aligned with the Texas Essential Knowledge and Skills (TEKS) as well as the National Standards of Quality for Online Courses (iNACOL). All courses offered through the TXVSN are provided by public school districts, open-enrollment charter schools, institutions of higher education, or education service centers. All high school courses are taught by an instructor that is Texas-certified in the course subject area and grade level. In addition, instructors have completed a TXVSN approved professional development on effective online instruction. Students interested in learning more about online course offerings through TXVSN should visit the following web site prior to contacting the school counselor: [www.txvsn.org](http://www.txvsn.org).

# GENERAL INFORMATION

## PROMOTION STANDARDS

Classification	Credits	Additional Requirements
Freshman	0	Promotion from 8th grade and Pass 8th STAAR Reading & Math
Sophomore	6	
Junior	13	
Senior	19	Student is able to enroll in all courses needed to graduate
Graduation	22 min	See Graduation Requirements

## SCHEDULE INFORMATION

The development of a student's class schedule is a deliberate and lengthy process. It is very important that students and parents give careful consideration to selecting courses. The choices students make on the course selection sheet determine the master schedule of course offerings available. The master schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflicts. Student schedules **will not** be changed to select specific teachers. Once a class schedule is formulated, the student is expected to follow that schedule.

**Schedule changes will be granted for AP courses only at one of the following times: between the 4th – 6th weeks of school or at the end of the first semester.**

Students who are failing an AP course will be removed from the course at the semester. When a student transfers from one level to another level of a course, except at semester; i.e. AP to regular, grades earned in the original class will be transferred as earned without alteration. Since parents are involved in the initial selection of courses, requests for changes in schedules should be signed by parents.

***Initial confirmation of requested courses occurs after the registration process is completed for all grade levels. Final confirmation of student course requests will be sent home prior to June 1 to be reviewed by the student and his/her parents. Course changes must be made prior to June 15.***



# ***STATE ASSESSMENT PROGRAM***

## **State of Texas Assessments of Academic Readiness - STAAR**

Students entering high school for the first time in 2011-2012 and, modified by House Bill 5, are required to take end-of-course (EOC) examinations as a graduation requirement. The courses which include an EOC include: Algebra I, English I, English II, Biology, and U.S. History.

Students failing any EOC assessment will be assigned accelerated instruction and potentially a specifically designed elective in that subject area to better prepare them for the next assessment administration. A Personal Graduation Plan will be developed by the counseling department for any student who has failed any part of the state's assessment program.

## TEXAS SUCCESS INITIATIVE

The **Texas Success Initiative** is a state-legislated program designed to improve student success in college. Students entering college must meet the **College Readiness Standards** to be eligible for college-level courses in Math, Reading, and Writing. Students must take developmental courses when they enter college in any subject(s) where they do not meet the standard as defined below.

TEST	Math Exemption	Reading Exemption	Writing Exemption
<b>STATE ASSESSMENT</b> <b>STAAR</b> ELA III ALG II	Algebra II – Level 2 or better	English III – Level 2 or better	
<b>Old SAT</b> (Prior to March 2016 <i>Note: The SAT Composite is the total of Math and Reading</i> )	500 Math & Composite 1070	500 Reading & Composite 1070	
<b>New SAT</b> (On or after March 2016)	530	480	Not considered
<b>ACT</b>	19 Math & Composite 23	19 English & Composite 23	
<b>AP</b>	AP Calculus $\geq 3$	AP Eng. Lang/Lit $\geq 3$	AP Eng. Lang/Lit $> 3$

\*All tests used for the Texas Success Initiative assess a student's ability to write, and all tests have a written essay and a multiple choice section. Students with an essay score of 6 or higher pass the writing test regardless of their score on the multiple choice section of the writing test. Students with a score of 4 or lower on the essay fail the writing test regardless of their score on the multiple choice section. If the essay score is 5, then the equivalent of 70 percent of the multiple choice questions must be answered correctly in order to pass the writing section. A score of 5 with less than 70 percent of the multiple choice questions answered correctly is not passing. With this in mind, it is important for the examinee to know that they must do their best to produce a good essay, but to not ignore the multiple choice section because those answers may help them to pass the writing section if their writing skills are marginal.

### Notes:

- **Using Multiple Tests:** Students can use scores from different tests for exemption. (examples include SAT and ACT)
- **Composite Score Explanation:** To use SAT or ACT scores, students must meet the composite score on ACT or SAT first, AND THEN consider the skill area.
- **Section Exemptions:** Students are required to take only the sections of the test for which they have not met college readiness standards.
- **An institution may require higher standards.**

# GRADUATION REQUIREMENTS

## 9<sup>th</sup> GRADE PRIOR TO 2014-2015

The default graduation plan for ALL RFISD students entering 9th grade prior to 2014-2015 is the Recommended High School Program.

### RFISD Students Entering 9th Grade prior to 2014-2015:

<b>Courses</b>	<b>Minimum*</b>	<b>Recommended</b>	<b>Distinguished***</b>
<b>English Language Arts</b>	4 credits	4 credits	4 credits
<b>Mathematics</b>	3 credits	4 credits	4 credits
<b>Science</b>	2 credits <sup>^</sup>	4 credits	4 credits
<b>Social Studies</b>	3 credits <sup>^</sup>	4 credits	4 credits
<b>Languages Other Than English</b>	None	2 credits	3 credits
<b>Fine Arts</b>	1 credit	1 credit	1 credit
<b>Physical Education</b>	1 credit	1 credit	1 credit
<b>Speech</b>	½ credit	½ credit	½ credit
<b>Academic Elective<sup>^</sup></b>	1 credit	None	None
<b>Additional State Electives</b>	6 ½ credits	5 ½ credits	4 ½ credits
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>	<b>26 credits</b>

\*In order to opt into the Minimum HSP students must: (1) be at least 16 years of age, or (2) have completed two credits required for graduation in each subject of the foundation curriculum; or (3) have failed to be promoted to the tenth grade one or more times. SBOE rule also allows special education students to be placed in the Minimum program if their Admission, Review, and Dismissal (ARD) committee places the student “on a modified curriculum in a subject area.” Minimum HSP graduates are not eligible to attend a Texas public four-year college upon graduation from high school.

\*\*\*Four advanced measures are required to graduate on the DAP: National recognition on the PSAT (1 measure maximum); original research/project (2 measures maximum); and performance on AP exams or grades in college credit courses (4 measures maximum). See your counselor for specific requirements.

<sup>^</sup>One academic elective credit from any of the following:

- World Geography Studies
- World History Studies
- Any science course approved by the State Board of Education (if substituting Chemistry or Physics for IPC, the student must use the other course as an academic elective credit here.)

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

## 9<sup>th</sup> GRADE AFTER 2014-2015

The default graduation plan for ALL RFISD students entering 9th grade on or after 2014-2015 is the Foundation Graduation Plan with at least one Endorsement, which is a 26 credit program.

Foundation Graduation Requirements – 22 credits (26 with endorsement)			
<b>English Language Arts</b> <b>Four credits:</b> <ul style="list-style-type: none"> <li>- English I</li> <li>- English II</li> <li>- English III</li> <li>- An advanced English course (1 credit course or two .5 credit courses) [see list below]</li> </ul>	<b>Mathematics</b> <b>Three credits:</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• An advanced math course [see list below]</li> </ul>	<b>Science</b> <b>Three credits:</b> <ul style="list-style-type: none"> <li>• Biology or AP Biology</li> <li>• A laboratory based science course               <ul style="list-style-type: none"> <li>➢ IPC</li> <li>➢ Chemistry</li> <li>➢ AP Chemistry</li> <li>➢ Physics</li> <li>➢ AP Physics 1: Algebra-Based</li> </ul> </li> <li>• An advanced science course [see list below]</li> </ul>	<b>Social Studies</b> <b>Three credits</b> <ul style="list-style-type: none"> <li>• World History or World Geography</li> <li>• U.S. History</li> <li>• U.S. Government (one-half credit)</li> <li>• Economics (one-half credit)</li> </ul>
<b>Physical Education</b> <b>One credit</b> <u>Select from:</u> Athletics Band (marching) Cheerleading Dance Team PE ROTC	<b>Languages Other Than English</b> <b>Two credits in the same language</b> Spanish I* Spanish II*	<b>Fine Arts</b> <b>One credit</b> <u>Select from:</u> Art Theatre Arts Band (concert) Choir Digital Art and Animation	<b>Speech</b> <b>One-half credit</b> <ul style="list-style-type: none"> <li>• Professional Communications</li> </ul> <b>CTE</b> <b>One-half credit</b> <ul style="list-style-type: none"> <li>• Dollars and Sense</li> </ul> (local requirement for 9 <sup>th</sup> graders – not for graduation)
<b>Electives</b> <b>Five credits (see Speech and CTE above)</b> Can include any class that prerequisites have been met and not used to meet Foundation Graduation requirements.	<b>Distinguished Achievement</b> A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics to include Algebra II.		
Advanced Courses			
<b>Advanced English Courses *</b> English IV (1 credit) Creative Writing – Poetry (.5 credits) Creative Writing – Fiction (.5 credits) Research and Technical Writing (.5 credits) Humanities (.5 credits) Independent Study in Journalism – Yearbook (1 credit); UT Onramps English Advanced Placement (AP) English Literature and Composition (1 credit) Independent Study in English: (.5 credits) College Prep. English (1 credit)	<b>Advanced Mathematics Courses *</b> Mathematical Models with Applications; Algebra II; UT College Algebra Pre-calculus; UT Pre-calculus Advanced Quantitative Reasoning; Statistics UT Statistics; AP Calculus AB College Prep Mathematics	<b>Advanced Science Courses *</b> Chemistry Physics Earth and Space Science AP Biology DC Biology UT Chemistry UT Physics I UT Physics II Anatomy and Physiology	

\* Offered at Randolph HS

Parents of students who entered the 9<sup>th</sup> grade prior to 2014-2015 may elect to move to the Foundation Graduation Plan. A written request must be given to the counselor. For additional details please contact your child's counselor.

All students who entered 9<sup>th</sup> grade after 2014-2015 must have a Personal Graduation Plan (PGP) signed by parents and on file at the school. The PGP must include at least one Endorsement.

A parent may opt out of an endorsement after the student's 10<sup>th</sup> grade year after meeting with the counselor and making a written request.

## Endorsements Offered at RFISD

Graduating with an Endorsement – 26 credits min. (includes 22 Foundation credits)

### Endorsements

**A student may earn an endorsement by successfully completing:**

- curriculum requirements for the endorsement
- **A fourth credit in mathematics**
- **An additional credit in science**
- **Two additional elective credits**

<p><b>STEM</b> Includes courses related to:</p> <ul style="list-style-type: none"> <li>• science</li> <li>• advanced math</li> <li>• computer science</li> </ul>	<p><b>Business and Industry</b> Includes courses related to:</p> <ul style="list-style-type: none"> <li>• database management</li> <li>• accounting</li> <li>• finance</li> <li>• marketing</li> <li>• graphic design</li> </ul> <p>All Areas require Professional Communication and Dollars and Sense</p>	<p><b>Public services</b> Includes courses related to:</p> <ul style="list-style-type: none"> <li>- health sciences</li> <li>- JROTC</li> </ul>	<p><b>Arts and Humanities</b> Includes courses related to:</p> <ul style="list-style-type: none"> <li>• political science</li> <li>• world languages</li> <li>• cultural studies</li> <li>• English literature</li> <li>• history</li> <li>• fine arts</li> </ul>	<p><b>Multidisciplinary Studies</b> Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement</p>
<p><b>Computer Science:</b> Algebra II, Chemistry, Physics and</p> <ul style="list-style-type: none"> <li>- Computer Science I</li> <li>- Computer Science II</li> <li>- Comp. Science III</li> <li>- Game Programming and Design</li> </ul>	<p><b>Video Production:</b></p> <ul style="list-style-type: none"> <li>- Principles of Art, AV Tech, and Communication</li> <li>- Audio Video Production</li> <li>- Audio Video Production II</li> </ul>	<p><b>Health Science:</b> Professional Communication (.5 credits) Dollars and Sense (.5 credits) Principles of Health Science (1 credit) Health Science (1 credit) Medical Terminology (1 credit) and Medical Microbiology (1 credit) OR Anatomy and Physiology (1 credit) Practicum in Health Science (2 credits)</p>	<p><b>Social Studies:</b> Five Social Studies credits</p>	<p><b>4x4</b> Four credits in <u>each</u> of the four foundation subject areas to include English IV and chemistry and/or physics</p>
<p><b>Mathematics:</b> Algebra II, Chemistry, Physics and two additional mathematics courses from:</p> <ul style="list-style-type: none"> <li>- Pre-Calculus</li> <li>- UT Pre-Cal,</li> <li>- Advanced Quantitative Reasoning</li> <li>- Statistics</li> <li>- UT Statistics</li> <li>- AP Statistics</li> <li>- AP Calculus AB</li> </ul>	<p><b>Graphic Design/ Illustration</b></p> <ul style="list-style-type: none"> <li>- Principles of Art, AV Tech, and Communication</li> <li>- Graphic Design and Illustration</li> <li>- Graphic Design and Illustration II</li> </ul>	<p><b>JROTC:</b></p> <ul style="list-style-type: none"> <li>- JROTC 1</li> <li>- JROTC 2</li> <li>- JROTC 3</li> <li>- JROTC 4</li> </ul>	<p><b>Language:</b> Four levels of the same language in a language other than English: - Spanish I - Spanish II - Spanish III - Spanish IV or - Spanish IV AP</p>	<p><b>AP/DC/UT</b> four credits in Advanced Placement or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts</p>
<p><b>Science:</b> Algebra II, Chemistry, Physics and two additional advanced science courses from:</p> <ul style="list-style-type: none"> <li>- Earth and Space Science</li> <li>- AP Biology</li> <li>- AP Chemistry</li> <li>- AP Physics</li> <li>- UT Physics I</li> <li>- UT Physics II</li> </ul>	<p><b>Commercial Photography:</b></p> <ul style="list-style-type: none"> <li>- Graphic Design and Illustration</li> <li>- Commercial Photography</li> <li>- Commercial Photography II</li> </ul> <p><b>Management:</b></p> <ul style="list-style-type: none"> <li>- Principles of Business, Marketing, and Finance</li> </ul>	<p><b>Fine Arts:</b> Any four levels of fine art courses (can only be from two areas) :</p> <ul style="list-style-type: none"> <li>- Art I,II,III,IV or AP</li> <li>- Band I, II, III, IV (can include DC Music Theory)</li> <li>- Choir I, II, III, IV (can include DC Music Theory)</li> <li>- Theatre I, II, III, IV</li> </ul>		

<ul style="list-style-type: none"> <li>- Anatomy and Physiology</li> <li>- Medical Microbiology</li> </ul>	<ul style="list-style-type: none"> <li>- Business Info Management I</li> <li>- Business Info Management II</li> </ul>		<p><b>English</b> four English elective credits by selecting from the following:</p> <ul style="list-style-type: none"> <li>- English IV;</li> <li>- Independent Study in English;</li> <li>- Creative Writing;</li> <li>- Research and Technical Writing;</li> <li>- Humanities;</li> <li>- UT English</li> <li>- AP English Literature and Composition</li> </ul>	
<p><b>Math/Science:</b> Algebra II, Chemistry, Physics, and a coherent sequence of three additional credits from CTE strands or a combination of three additional math and science courses</p>	<p><b>Accounting:</b></p> <ul style="list-style-type: none"> <li>- Principles of Business, Marketing, and Finance</li> <li>- Accounting I</li> <li>- Accounting II</li> </ul>			

# ENGLISH/LANGUAGE ARTS

## **ENGLISH I**

This course concentrates on the fundamental language skills of reading, writing, conventions of written and oral language, research, and listening/speaking in an effort to build a foundation for student success in advanced high school English classes. Students practice both reading and writing as a process and perform an array of reading strategies as they work to become proficient in understanding and responding appropriately to a variety of texts. Students refine their reading comprehension skills through the study of fiction, literary nonfiction, poetry, drama, and informational text throughout the year. Students write for varied audiences and purposes and work to develop ideas, voice, word choice, fluency, and organization in their writing while applying conventions of the English language.

**Credit: 1      Grade Placement: 9**

## **ENGLISH II**

This course emphasizes continuing development of oral language and composition skills. Included within the study are the identification of literary themes and forms, use of effective reading strategies, and development of speaking/listening skills. Students write for varied audiences and purposes and work to apply effective ideas, voice, word choice, fluency, organization, and conventions in their writing. Reading selections for this level include poetry, drama, fiction, literary nonfiction, and informational texts.

**Credit: 1      Grade Placement: 10      Prerequisite: English I**

## **ENGLISH III**

This course presents advanced work in composition and reading. Students practice both reading and writing as a process. The course provides an overview of American literature from the Colonial Period to the Contemporary Period, allowing students to examine samples of traditional, classic, and multi-ethnic selections that represent this country's cultural diversity. Selections include poetry, drama, fiction, literary nonfiction, and informational texts. As students read, they are asked to focus on comprehension, analysis, and evaluation. As they write for varied audiences and purposes, students work to develop their ideas and apply effective voice, word choice, fluency, logical organization of material, and appropriate conventions of language. In addition to process pieces, students produce in-class writings. The skills of listening/speaking are addressed in the fabric of the course.

**Credit: 1      Grade Placement: 11      Prerequisite: English II**



### **UT – ENGLISH III**

Reading and Writing: In this first-year college course, students learn and practice well-established principles of rhetoric and argumentation in order to become more effective in analyzing and producing arguments. In particular, students examine arguments about American identity and identity formation, both personal and cultural. Students analyze and produce arguments concerning gender, race, ethnicity, and consider how these aspects of ourselves relate to our identities as Americans. The goal is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own, an ability that will contribute meaningfully to their academic, professional, personal, and civic lives. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. This course can satisfy the requirement for English III or English IV. **Summer reading is required.**

**Credit: 1      Grade Placement: 11-12      Prerequisite: English II**

### **ENGLISH IV**

This course continues an emphasis on advanced reading strategies and composition techniques integrated with a study of selected British and other world literature. Selections include fiction, poetry, drama, literary nonfiction, and informational texts. Using the writing process, students work on refining their skills in composition and developing mature grammatical and stylistic features. In addition, students are expected to demonstrate proficiency in writing for varied audiences and purposes. Multiple in-class writings require students to practice their thinking, organizational strategies, and communication skills. Opportunities to practice listening and speaking are inherent in the course.

**Credit: 1      Grade Placement: 12      Prerequisite: English III**

### **ENGLISH IV AP (English Literature and Composition)**

English IV AP engages students in close reading and written analysis of literature. Students become adept at identifying and analyzing varied literary techniques as these techniques contribute to the purpose and meaning of a selection. Selected writings from the literature of other countries, with an emphasis on British literature from various time periods, serve as the basis for reading and for writing literary analysis. Selections include fiction, poetry, drama, literary nonfiction, and informational texts. Fused with the study of these selections is the continued refinement of composition skills, usage skills, and research skills. Students also have many opportunities to practice listening and speaking. This course of study is equivalent to an introductory college English course and is available to the student interested in taking the Advanced Placement Examination in English Literature and Composition. **Summer reading is required. Students are expected to complete the AP exam.**

**Credit: 1      Grade Placement: 12      Prerequisite: English III**

### **ANALYSIS OF VISUAL MEDIA**

Students enrolled in Analysis of Visual Media will interpret various media forms (print, television, film, etc.) for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others.

**Credit: 0.5      Grade Placement: 9-12**

## **CREATIVE WRITING (POETRY, FICTION)**

This study of creative writing allows high school students to develop increased skill, creativity, and versatility as writers. In the class, students will be provided the time to write independently and to share and critique their writings with others. In their efforts to perfect selected pieces of work, students will be expected to demonstrate an understanding of the recursive nature of the writing process, applying the conventions of usage and the mechanics of written English. Throughout the year, students will study and create a variety of genres such as essays, short stories, poetry, and drama. As a means of extending their knowledge of effective techniques and forms of writing, students will critically examine models of various types written by professional authors.

**Credit: 0.5    Grade Placement: 10-12    Prerequisite: English I**

## **JOURNALISM I**

Students learn the fundamentals of journalism, including standards and functions of the press, news values, interview techniques, and copy preparation. Concentration is on writing news features and editorials, and students use computers for assignments to learn yearbook and newspaper production.

**Credit: 1    Grade Placement: 9-12**

## **JOURNALISM II-IV (Yearbook Production)**

Journalism II Yearbook Production concentrates on the publication of the yearbook. Emphasis is placed on improving skills learned in Journalism I while actually producing the publication. Specialized writing and layouts will be assigned with emphasis placed on meeting deadlines required to get the publication finished on time.

**Credit: 1    Grade Placement: 10-12    Prerequisites: English I, Journalism 1, and teacher approval**

## **HUMANITIES**

This course includes the study of philosophy, literature and the fine arts – painting, sculpture, music, dance and drama. These are the basis of most activities and investigations as students attempt to understand the growth and development of great periods in western civilization. Students are encouraged to understand, appreciate, and enjoy the processes and products of their own creativity and that of others.

**Credit: 0.5    Grade Placement: 10-12    Prerequisites: English I**

## **RESEARCH AND TECHNICAL WRITING**

Technical Writing allows students to learn and practice skills in "marketplace" language. These skills include writing technical reports for business and industry, writing resumes, and completing forms that pertain to presentation in the business world.

**Credit: 0.5    Grade Placement: 10-12    Prerequisites: English I**

### **COLLEGE PREP ENGLISH/LANGUAGE ARTS**

In this college-preparatory course, students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions. **Target Students:** Students who have not demonstrated college readiness, this course is not appropriate for students who have already reached college readiness.

**Credit: 1.0    Grade Placement: 12    Prerequisites: English III**

### **INDEPENDENT STUDY IN ENGLISH**

Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

The student inquires through reading literature and researching self-selected and assigned topics. Students will generate relevant, interesting, and researchable questions with instructor guidance and approval; and draw relevant questions for further study from the research findings or conclusions.

**Credit: 1    Grade Placement: 12    Prerequisites: English III and teacher approval**

# MATHEMATICS

## ALGEBRA 1

Algebra I is the study of mathematical functions. Functions are used to represent the systematic dependence of one quantity on another. Taking this course requires students to manipulate symbols and solve problems. Key topics include patterns; linear functions, equations, and graphing; systems of linear equations and inequalities; exponents; polynomials; quadratics; and other non-linear functions. Technology is used to enhance the modeling of real-life data, as well as a form of communication.

**Credit: 1      Grade Placement: 9**

## GEOMETRY

Geometry is the study of the shapes and solids in our world, two-dimensional as well as three dimensional. Topics include points, lines, planes, and angles; parallel and perpendicular lines; congruent triangles; quadrilaterals; proportion and similarity; right triangles and trigonometry; circles; polygons; and solids. This course emphasizes logical reasoning. Postulates and theorems will be foundational in the learning sequence.

**Credit: 1      Grade Placement: 9-10      Prerequisites: Algebra I**

## MATHEMATICAL MODELS WITH APPLICATIONS

Mathematical Models with Applications is designed to support student acquisition of necessary skills allowing successful completion of Algebra II and successive math courses. Topics include developing strategies to solve routine and non-routine problems; graphical and numerical techniques to study patterns and data; functional relationships related to personal income, credit, and financial planning; algebraic and geometric models to describe, solve, and represent patterns and structures.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Algebra I or Counselor Placement**

## UT COLLEGE ALGEBRA

Subjects include a brief review of elementary algebra; linear, quadratic, exponential, and logarithmic functions; polynomials; systems of linear equations; applications. This course is a dual enrollment course with credit earned locally at the high school level and a potential to earn college credit through the University of Texas at Austin. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Geometry and Algebra I**

## **ALGEBRA II**

Algebra II requires students to use properties and attributes of functions and apply them in problem situations. A review of algebraic skills required to simplify algebraic expressions and solve equations and inequalities will be incorporated. Topics include formation of systems of equations and inequalities; algebraic and geometric representations of functions; conic sections; quadratic functions, square root functions, exponential functions, logarithmic functions, rational functions; parameter changes and the effects of translations.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Geometry and Algebra I**

## **ADVANCED QUANTITATIVE REASONING**

Advanced Quantitative Reasoning is a mathematics course designed to follow Algebra I, Geometry, and Algebra II. The course advances a student's ability to apply mathematics in real world situations and contexts and deepens a student's understanding of mathematical processes and techniques. Advanced Quantitative Reasoning emphasizes statistics and financial applications, employing algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Algebra I and Geometry**

## **PRE-CALCULUS**

Pre-calculus is an extension of Algebra II with the emphasis in trigonometry, limits, and introductory calculus topics. Topics include problem solving with equations, functions, polynomials, exponential functions, logarithmic functions, trigonometric functions, law of sines, law of cosines, trigonometric identities and equations, systems of equations and inequalities, conic sections, sequences and series, mathematical induction, the binomial theorem, and limits and continuity. This is an upper-level course, equivalent to similar college course, with the ultimate goal to prepare the student for the study of calculus.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Algebra 2**

## **UT - PRE-CALCULUS**

In Pre-calculus, students will deepen and extend their knowledge of functions, graphs, and equations from their algebra and geometry courses so they can successfully work with concepts in a rigorous university-level Calculus course. This course is designed to push students well beyond "drill and kill" type exercise, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. The course is divided into seven units, each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Algebra 2**

## **STATISTICS**

Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections to actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistics.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Geometry or concurrent**

## **UT - STATISTICS**

This is a college level data analysis course that helps students develop quantitative reasoning skills and habits of mind necessary to succeed in the higher education environment. The course will target conceptual understanding and hone highly-relevant mathematical skills through scaffolded introduction to statistical methodologies, informal game play and strategic lab exercises that engage students in hands-on analysis of real data. Valuable programming and coding skills are acquired as a means to conducting this analysis. Team-based problem-solving is highly valued, and assessments will guide students through self-reflective analyses of their own preparedness and depth of understanding. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Geometry, Algebra 2 or concurrent preferred**

## **AP CALCULUS AB**

AP Calculus AB is designed to provide advanced math students with an understanding of differential and integral calculus. Functions are represented graphically, numerically, analytically and verbally. The connections between these representations are emphasized. The curriculum includes comprehensive treatments of limits, the derivatives of functions, integrations, and applications. Topics of study are outlined by The College Board <http://www.collegeboard.org/>, and the pace is accelerated. Students will use a college textbook and graphing technology and will be expected to complete the AP Exam in May. The goal is to prepare students for the further study of mathematics in college. **Students are expected to complete the AP exam.**

**Credit: 1      Grade Placement: 12      Prerequisite: Pre-Calculus**

## **INDEPENDENT STUDY IN MATHEMATICS**

This is a two-part course consisting of Dual-Credit College Algebra and Dual-Credit Statistics. Successfully completing each part of the course will result in 6 hours of college credit being awarded to the student.

**Credit: 1      Grade Placement: 10-12      Prerequisites: Meeting Dual-Credit requirements**

## **COLLEGE PREP MATHEMATICS**

Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations and an introduction to functions. Emphasis is placed on algebraic techniques, in order to successfully complete Math 1314 College Algebra or entry-level college mathematics. TARGET AUDIENCE: Students who have not demonstrated college readiness, this course is not appropriate for students who have met college readiness standards.

**Credit: 0.5 OR 1.0    Grade Placement: 12    Prerequisites: Geometry**

# SCIENCE

## **BIOLOGY**

Biology students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students also study 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; and ecosystems and the environment.

**Credit: 1      Grade Placement: 9**

## **AP/DC BIOLOGY**

AP/DC Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course is designed by The College Board, <http://www.collegeboard.org/>. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics include biological molecules, cells, heredity, evolution, organisms, and populations. **AP students must complete the AP exam. Dual Credit students must complete a final.**

**Credit: 1      Grade Placement: 11-12      Prerequisites: Biology, Chemistry, and meet Dual-Credit Requirements**

## **INTEGRATED PHYSICS AND CHEMISTRY (IPC)**

Integrated Physics and Chemistry students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

**Credit: 1      Grade Placement: 10-11      Prerequisite: Biology**

## **CHEMISTRY**

Chemistry students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Biology and Algebra I**



## **UT CHEMISTRY**

An introduction to descriptive inorganic chemistry and atomic-molecular structure, including such fundamental concepts as the periodic system of elements, valency, chemical bonding, reactions and reaction mechanisms, stoichiometry, equilibria, acids and bases, thermochemistry, molecular-kinetic theory, and states of matter. Students will experience high quality and challenging curriculum designed by the faculty at The University of Texas at Austin.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Chemistry and Algebra II (or concurrent)**

## **ANATOMY AND PHYSIOLOGY**

Anatomy and Physiology topics include the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students will conduct laboratory investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Chemistry (can be concurrent)**

## **MEDICAL MICROBIOLOGY**

In this course students will study important microorganisms found in our environment, with special attention given to those that parasitize humans and animals. Topics include structure, metabolic activities, control and host response to infection. Laboratory provides supporting study of all groups, with emphasis on the culture, identification and metabolic activities of bacteria. In this course, health-related topics are emphasized.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Biology**

## **PHYSICS**

Physics students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Algebra I and Biology**

## **UT - PHYSICS I**

This is a college level course. The course serves as an introduction to the mechanics of solids and fluids, heat, and waves. Students will gain an understanding and appreciation of how the scientific method is used to reveal the fundamental principles by which the universe operates, and will observe how knowledge of these principles is applied to the invention of new technologies and has helped shape the modern world. Topics include Mechanics, Heat, and Sound. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Chemistry and Algebra II, Trigonometry or Pre-Calculus (can be concurrent)**

## **UT - PHYSICS II**

This is a college level course. The serves as a continuation of the study of the mechanics of solids and fluids, heat, and waves. Students will gain an understanding and appreciation of how the scientific method is used to reveal the fundamental principles by which the universe operates, and will observe how knowledge of these principles is applied to the invention of new technologies and has helped shape the modern world. Topics include Electricity and Magnetism, Light, Atomic and Nuclear Physics. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin.

**Credit: 1      Grade Placement: 11-12      Prerequisite: UT Physics or Physics and Algebra II, Trigonometry or Pre-Calculus (can be concurrent)**

## **EARTH AND SPACE SCIENCE**

Earth and Space Science is a course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. This course examines all of the sciences that collectively seek to understand the Earth and its neighbors in space. It includes geology – the study of Earth's structure; oceanography – the study of the oceans; meteorology – the study of weather and climate; and astronomy – the study of the universe.

**Credit: 1      Grade Placement: 11-12      Prerequisite: 3 units of science and Algebra II (can be concurrent)**

## **ENVIRONMENTAL SYSTEMS**

Environmental Systems is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which they live. Students will learn about technological developments, which have created environmental problems, as well as technology that is helping to solve them. This problem provides one way in which students can become more aware of the interaction of people and the environment. Laboratory and field work will be afforded to enhance learning. The curriculum has been divided into the following categories; Ecology, Air Quality and Pollution, Soil Quality and Land Management, Water Quality and Pollution, and Renewable and Non-Renewable Resources. Current events will be emphasized throughout the year.

**Credit: 1      Grade Placement: 10-12      Prerequisite: IPC or Chemistry (can be concurrent)**

# **SOCIAL STUDIES**

## **WORLD GEOGRAPHY**

World Geography is the study of the physical features of the earth, the cultural imprint of men upon the earth and the environmental results of the interaction of these two forces. This course provides students the opportunity to study the interaction of people and their physical environments in all areas of the world. Topics of study include, landforms, climate, natural resources, population, human behavior in a spatial context, the major cultural aspects of all major societies of the world, economic growth, and urbanization. Students will also have the opportunity to study the world of geographers, their unique vocabulary, tools, and methodologies.

**Credit: 1      Grade Placement: 9-11**

## **WORLD HISTORY**

World History studies events of recorded history from the early river valley civilizations to the present. The course focuses primarily on the historical development of western civilization and secondarily on the civilizations of the orient, the Americas, and Africa. The student studies the historical development of western civilization in particular and minors on eastern oriental civilizations. Emphasis is placed on the areas important to our culture as to how they have affected us and set the patterns we now follow. The student also studies the importance of geographical locations as one force affecting people and their culture.

**Credit: 1      Grade Placement: 9-11**

## **AP WORLD HISTORY**

AP World History develops greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This course will have as its chronological frame the period before written history to the present with careful preparation in terms of previous developments. This era is truly global in its focus, including the empires of China and Mesoamerica; the expansion of Islam; Mongol dominance; the period of new political unity in Africa and Europe; cultural and social aspects; and long-distance trade. This course is taught using a college textbook with emphasis on analytical and critical thinking skills. This course is designed by The College Board, <http://www.collegeboard.org/>, and the pace is accelerated. Students are expected to take the AP exam.

**Credit: 1      Grade Placement: 10-12**

## **AP HUMAN GEOGRAPHY**

The purpose of the AP Human Geography course is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is designed by The College Board, <http://www.collegeboard.org/>, and the pace is accelerated. Students are expected to complete the AP exam.

**Credit: 1      Grade Placement: 10-12      Prerequisite: World Geography or World History**

## **UNITED STATES HISTORY (Since Reconstruction)**

U.S. History continues from Early American History taught at grade 8 and covers the years between 1877 to the present. This course is designed to provide an understanding of the causes, solutions, and results of significant events in our nation's history with an emphasis on making connections between past actions and current issues. Topics include Industrialization, Westward Expansion, World War I, the Great Depression, World War II, the Cold War, Civil Rights Movement, Women's Rights Movement, the Vietnam conflict, the Conservative Movement, and Modern America.

**Credit: 1      Grade Placement: 11      Prerequisite: World Geography or World History and English II**

## **UT - UNITED STATES HISTORY**

This course surveys the history of the United States beginning with the pre-colonial period and ending with international affairs and domestic events in the post-World War II era to the present. The course is designed to provide a comprehensive overview of the political, economic, social, cultural, diplomatic and intellectual aspects of United States history.

This is a college level course. The course is part of the University of Texas at Austin OnRamps dual-enrollment courses which are designed by the university faculty and offers students the opportunity to earn core college credit work at their own high school. Students qualify to participate through rigorous, college-level coursework and college-ready standards set by the university.

**Credit: 1      Grade Placement: 10-12      Prerequisite: World Geography or World History and English II**

## **AMERICAN GOVERNMENT**

This course is a study of the origins, development, structure, and functions of American national government. Topics include the basic principles of government, origins of American Government, constitutional framework; federalism; the three branches of government, including the bureaucracy; civil rights and liberties; political participation and behavior; and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. Basic concepts of state and local government and their relationships with the federal government are woven into the curriculum.

**Credit: 0.5      Grade Placement: 12      Prerequisite: U.S. History**

## **ECONOMICS**

This course is designed so that students will be able to develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes. The student will master fundamental economic concepts, appreciate how the basic concepts of economics relate to each other and understand the structure of economic systems. Topics for this course include the basic concepts of economics, economic systems, demand, supply, and the price mechanism; business structures and investment (financial literacy), fiscal policy, money, banking, and the Federal Reserve Bank, international trade, and personal financial literacy.

**Credit: 0.5    Grade Placement: 12    Prerequisite: U.S. History**

## **AP U.S. GOVERNMENT AND POLITICS**

AP U.S. Government and Politics is designed to give students an analytical perspective on government and politics in the U.S. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Special assignments include readings and essays. The course will focus on the Constitution and Constitution underpinnings, political beliefs and behaviors, political parties, interest groups and mass media, the Congress, presidency, bureaucracy, the federal courts, public policy, and civil rights and liberties. The course is designed by The College Board, <http://www.collegeboard.org/>, and the pace is accelerated to a college level course. Students must take the AP exam (AP exams are held in the spring semester).

**Credit: 0.5    Grade Placement: 12    Prerequisite: U.S. History**

## **AP MACROECONOMICS**

This course provides students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, the financial sector, unemployment, inflation and stabilization policies; economic growth, and international economics. A mandatory personal financial literacy unit is also included. The course is designed by The College Board, <http://www.collegeboard.org/>, and is accelerated to provide college level instruction. Students must take the AP exam. (AP exams are held in the spring semester).

**Credit: 0.5    Grade Placement: 12    Prerequisite: U.S. History**

## **PSYCHOLOGY**

Psychology is 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.

**Credit: 0.5    Grade Placement: 10-12    Prerequisite: English I**

## **SOCIOLOGY**

Sociology 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.

**Credit: 0.5    Grade Placement: 10-12    Prerequisite: English I**

## **AP PSYCHOLOGY**

AP Psychology is a college-level course which may include sensitive topics in the field of psychology. Students will learn the introductory college-level psychology curriculum and take the AP Psychology exam in May. Parent approval is required for this course, as the course contains mature content. The course is designed by The College Board, <http://www.collegeboard.org/>, and the pace is accelerated. Students must take the AP exam. (AP exams are held in the spring semester).

**Credit: 0.5    Grade Placement: 11-12    Prerequisite: English II**

## **PERSONAL FINANCIAL LITERACY**

Students will develop the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. The course is designed to be an interactive and research-based course. The course will teach 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. 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. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. The course also includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education.

**Credit: 0.5    Grade Placemen: 10-12**

# LANGUAGES OTHER THAN ENGLISH

## **SPANISH I**

Spanish I is the first course of a recommended multi-year sequence designed to develop the fundamental language skills of listening, speaking, reading, and writing. The emphasis of Spanish I is the development of oral language. The study of introductory vocabulary, phonetics, and grammar are included. The culture and civilization of the Spanish speaking world is integrated into all aspects of the course.

**Credit: 1      Grade Placement: 9-11**

## **SPANISH II**

Spanish II is a continuation of the development of the fundamental language skills of listening, speaking, reading, and writing with added emphasis on oral proficiency. New vocabulary and more complete grammatical structures are emphasized along with relevant cultural topics.

**Credit: 1      Grade Placement: 9-12      Prerequisite: Spanish I**

## **SPANISH III**

Spanish III reviews the fundamental communication skills of Spanish I and II, especially listening and speaking but also reading and writing, and study of more advanced language structures. In addition to homework to practice these skills, students will do reading and presentations about the peoples and cultures of Hispanic countries. While Spanish III does not lead to AP Spanish IV, the emphasis of Spanish III is to strengthen fundamental language skills with a concentration on oral communication. Students continue to expand their reading comprehension and writings skills, utilizing a variety of short authentic selections in Spanish that include literature and culture.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Spanish II**

## **SPANISH IV - VI**

Spanish IV – VI further expands upon the use of the Spanish language to include grammar, literature, diction, and culture.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Spanish III (previous Spanish level)**

## **AP SPANISH IV**

AP Spanish IV covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The course will emphasize the use of Spanish for active communication and has the following objectives: (1) the ability to comprehend formal and informal spoken Spanish; (2) the acquisition of vocabulary and a grasp of structure to allow the easy accurate reading of newspaper and magazine articles as well as of modern literature in Spanish; (3) the ability to compose expository passages; (4) the ability to express ideas orally with accuracy and fluency. The course is designed by The College Board,

<http://www.collegeboard.org/>, conducted mostly in Spanish, and is accelerated. Students are expected to take the AP exam in the month of May.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Spanish III**



# PHYSICAL EDUCATION AND ATHLETICS

## **TEAM and INDIVIDUAL SPORTS WITH FOUNDATIONS OF PERSONAL FITNESS**

Students enrolled in this year long course will develop health-related fitness through participation in a variety of team sports and a wide range of individual sports. Students will improve and achieve some degree of fitness as well as acquire basic skills for the concept of wellness. Throughout the course students will develop an appreciation of team work, fair play, rules and strategies of sports that can be pursued for a lifetime. Students will participate daily in cardiovascular activity as well as various sports such as volleyball, basketball, team handball, tennis, badminton, soccer, pickle ball, flag football, weight training and softball.

**Credit: 0.5 – 1      Grade Placement: 9-12**

## **AEROBIC ACTIVITIES**

Students enrolled in this course will develop and improve personal fitness and health through participation in a safe and effective aerobics program. This is an exercise class geared towards moderate to vigorous activity with an emphasis on improving cardiovascular fitness. The expectation is for students to acquire the knowledge of health-related fitness components so they can develop a personal fitness program using proper safety techniques.

**Credit: 0.5      Grade Placement: 10-12**

## **INDIVIDUAL SPORTS**

Students enrolled in this course are expected to participate in a wide range of individual sports that can be pursued for a lifetime. Students will also develop and improve their health-related fitness alongside the selected individual sport activities such as tennis, golf, bowling, badminton, pickle ball and Frisbee golf. Students will acquire movement, rules, and strategy knowledge of selected activities and will demonstrate the concept of fair play.

**Credit: 0.5      Grade Placement: 10-12**

## **HEALTH**

Students are provided opportunities to acquire facts, develop proper attitudes, and establish practices that will contribute to personal and community health. The course includes the study of the human body and systems, first aid and CPR, exercise and nutrition, sex education, parenting and paternity awareness, prevention and control of diseases, and a study of drugs and alcohol problems.

**Credit: 0.5      Grade Placement: 9-12**

## **ATHLETICS**

Randolph High School offers a variety of competitive sports for both girls and boys. Athletic activities are operated under guidelines of the University Interscholastic League (UIL). Participation requires approval of the head coach of the respective sport, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record. Students who participate in UIL sports may earn a maximum of four credits of P.E. Since these athletic teams compete, students must try out for the teams by demonstrating strong ability in the skills needed. Additional information about individual sports and their seasons, including game schedules, should be viewed on the athletic web page. You can locate the athletic web page on the district web site.

**Credit: 0.5 to 1      Grade Placement: 9-12      Prerequisites: Approval of Coach**

## **SPORTS MEDICINE I**

This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.

**Credit: 1.0      Grade Placement: 9-12**

## **SPORTS MEDICINE II - IV**

This course is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams.

**Credit: 1.0      Grade Placement: 10-12      Prerequisites: Approval of Athletic Trainer**

# AIR FORCE JROTC PROGRAM

The AFJROTC program provides citizenship training and an aerospace science program for high school youth. Enrollment in the AFJROTC program is open to all young people who are in grades 9-12, physically fit, and are United States citizens. Retired Air Force commissioned and noncommissioned officers who are full-time faculty members teach AFJROTC classes. All courses in the Air Force JROTC Program have three components: Aerospace Science, Leadership Education and Wellness.

Aerospace Science acquaints students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, the history of aviation, development of air power, contemporary aviation, human requirements of flight, cultural and global awareness, geography, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival.

Leadership Education develops leadership skills and acquaints students with the practical application of life skills. The leadership education curriculum emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill and ceremonies.

Wellness is an official part of the Air Force Junior ROTC program and ROTC 1 may waive 1.0 credit of PE to meet graduation requirements. The objective of the Wellness/PT Program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives.

## **AFJROTC 1, 2, 3**

AFJROTC 1, 2, and 3 is a course for 9th through 11th grade and seniors who have not completed 3 years of JROTC. The course consists of three components: Aerospace Science (40%), Leadership Education (40%), and Wellness/Physical Fitness (20%). Additionally, students are expected to perform community service hours. This is a blended course comprised of first year, second year and third year Cadets in grades 9-12. Aerospace Science and Leadership Education courses taught rotate each year based on the 7-year curriculum flow plan posted on the school's JROTC web page under "Cadet Files."

**Credit: 1      Grade Placement: 9-12      Prerequisites: Counselor Placement**

## **AFJROTC 4**

AFJROTC 4 is a course for seniors who have completed 3 years of JROTC. The course consists of three components: Aerospace Science (40%), Leadership Education (40%), and Wellness/Physical Fitness (20%). Additionally, students are expected to perform community service hours.

Aerospace Science 400: Allows the cadets to manage all aspects of Cadet Corps operations during the year. This hands-on leadership experience affords cadets the opportunity to put the theories of previous leadership courses into practice under the supervision of instructors. All the planning, organizing, coordinating, directing, and decision-making will be done by the cadets. Students will practice their communication, decision-making, personal-interaction, managerial, and organizational skills on a daily basis.

Leadership Education 400: Introduces the student to a fundamental understanding of management. The course will take the student through an Introduction to Management,

Planning, Organizing, and Leading. Attention to these four areas will form a strong foundation for a capability to lead others. Additionally, cadets will continue Drill and Ceremony fundamentals. This portion of the course concentrates on leading elements of military drill to include both individual and group precision movements and procedures for drill, ceremonies, reviews, parades, and refining their command voice.

**Credit: 1      Grade Placement: 12      Prerequisites: 3 years of JROTC**

# OFF-CAMPUS PHYSICAL EDUCATION PROGRAM

## Description of the Off-Campus Physical Education Program

The OCPE Program is an approved off-campus provider that offer activities, such as Dance, Equestrian, Gymnastics, Hockey, Martial Arts, Swimming, and Tennis. Students may not be enrolled in OCPE and any other general Physical Education class or Physical Education substitution at the same time. High school students may earn 0.5 credits per semester for a total of 4 credits towards their graduation requirements.

In order for a waiver to be granted, RFISD will follow the guidelines as stated in Texas Administrative Code (TAC) §74.11(d)(7)(C). The term “appropriate” implies **that the substitute activity is in congruence with the Physical Education Texas Essential Knowledge and Skills (TEKS) as closely as possible, if not above the rigor of the standards.** Students may participate in one of the two following categories:

### HIGH SCHOOL: CATEGORY I (Olympic / National Level):

Participation includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and activities must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school for one period and may not miss any class other than physical education. Practice and/or competitions may count toward the total weekly participation hours.

### CATEGORY II (High-quality Private or Commercially Sponsored Physical Activity):

Participation includes a minimum of 5 hours per week at a private or commercially-sponsored agency that provides physical activities which include those certified by the superintendent to be of high quality and well-supervised by appropriately trained instructors. Students certified to participate at this level may not be dismissed from any part of the regular school day. Only practice hours, not game days or competitions, may count toward the total weekly participation hours.

## Application Procedure

Students may obtain the OCPE Program Application in the counselor's office.

The OCPE Program Application must be received in the counselor's office by the **last Friday in August for the fall semester or the first Friday in December for the spring semester.** **Deadlines will be strictly enforced.**

Students may be scheduled for PE classes based on their physical education requirement needs until OCPE Program approval has been granted.

Once approved, parents and students should confirm that OCPE appears on students' schedules at the beginning of each semester and that students have received a grade on their report cards. **The School may place an “F” on student's report card if the Provider does not submit student's grades and/or attendance by the appropriate deadlines. A new OCPE Program Application must be submitted each school year.**

**Application packet contains more information regarding student, parent, and provider responsibilities.**

# FINE ARTS

## MUSIC

### **BAND I - IV – MARCHING and CONCERT**

The band participates in all UIL-sponsored contests throughout the year, as well as various marching and concert contests sanctioned by other organizations. Marching contests are generally in the fall with concert and sight-reading contests occurring in the spring. Students will acquire the musical skills necessary to participate in instrumental performances. Students develop tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and performances, and studying historical musical literature. School performances, ensemble, concerts, contest and solo activities are also part of this class and help students develop as musicians. Students enrolled in Band must attend summer rehearsal sessions and must be able to meet the schedule demands of the organization throughout the school year. Director approval is required and for those with limited or no playing experience participation in summer band program is necessary

**Credit: 0.5 PE or Fine Arts in Fall/0.5 Fine Arts in Spring (can be 1 full credit in Fine Arts)      Grade Placement: 9-12 Prerequisites: Director approval**

### **APPLIED MUSIC I – IV**

Applied Music is an individualized study program on the student's primary instrument for the student who will be considering further music study beyond high school level. Applied Music courses offer high school students in grades 10, 11, and 12 to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in learning, performing, creating, and responding to music.

**Credit: 1      Grade Placement: 9-12**

**Prerequisites: Successful completion of a junior high or middle school band program and concurrent enrollment in Band. Students not meeting the prerequisite may audition for teacher approval to enroll.**

### **MUSIC THEORY (DUAL CREDIT)**

Dual credit music is a 2 semester course that allows students the opportunity to earn college credits while attending High School. The 1st semester, Music Appreciation, is the study of how the western musical tradition came about and its interaction with society for the past 2000 years. The 2nd semester, Music Theory, is the study of the structures that creates our western European system of music. Students will actually compose an original piece of music.

**Credit: 1      Grade Placement: 9-12      Prerequisites: Teacher approval and meet dual credit requirements**

## **CHOIR I - IV**

This course provides all students the opportunity of participating in the school's Choir program. Students will focus on the development of vocal skills and learn basic musicianship understanding through ear training and notational skills. They will perform literature from a variety of musical styles, genres, and historical eras. Students will be required to apply these skills through the preparation and performance of repertoire for both the school and the community. No prior experience is necessary. Students may take consecutive semesters of this course as the repertoire will change with each new semester.

**Credit: 1      Grade Placement: 9-12**



# **DANCE**

## **DANCE TEAM**

Dance Team is a varsity, auditioned and competitive organization. Students will audition for the team by demonstrating skills required for a performance team. Performance opportunities consist of school events, athletic events, contests, community events and performance trips. Students will explore and develop advanced dance skills and techniques in various dance disciplines including but not limited to jazz, ballet, kick, pom, modern and hip hop. Emphasis will be on precision, style, technique, flexibility, physical strength, endurance and creativity. Additionally, students will learn about the importance of dedication, proper nutrition, team work and responsibility. Discipline, dedication, strong work ethic, and high academic standards are required.

**Credit: 1 Fine Arts credit or 1 PE credit for first year; Fine Arts credit only for following years.      Grade Placement: 9-12**

**Prerequisite: Audition includes demonstration of specific skills, such as pirouettes, jetes, kicks and splits, techniques that are components of the Drill Team Prep Class. Special**

**Note: Students will be required to attend extracurricular practices and purchase team uniforms and costume pieces.**

# ***THEATRE ARTS***

## **THEATRE ARTS I**

Theatre Arts I is dedicated to providing students with the opportunity to gain experience in all facets of the Dramatic Arts. Students learn basic Acting, Directing, and Scene Writing skills as well as basic concepts of Theatrical Design including costuming, scenery, make-up, and marketing. Additional topics include Unarmed Stage Combat, Set Construction, Shakespearean Acting, Lighting, and Theatre/Film/TV History.

**Credit: 1      Grade Placement: 9-12**

## **THEATRE ARTS II - IV**

Advanced Theatre Arts classes allow students to gain experience in even more detailed techniques and concepts related to Acting, Directing, Scene Writing and Theatrical Design. Additional topics include Armed Stage Combat (swords and staffs), TV/Film Acting, Audition Techniques, Sound Design, and Play Production. Students in these classes often present a class One Act Play to the general public and for contests like the Texas Renaissance Festival competition. Theatre 3 and 4 students are also often given the opportunity to Direct Plays and Scenes.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Theatre Arts I**

## **TECHNICAL THEATRE I**

This course focuses on the non-performance aspect of Theatre productions. Students will learn all aspects of the backstage side of theatre including: set construction, scenic art, set design, lighting, sound, costuming, make up, theatre management, and publicity. This will be a hands-on course with many opportunities to practice the trade.

**Credit: 1      Grade Placement: 9-12**

## **TECHNICAL THEATRE II - IV**

This course continues the focus of the non-performance aspect of Theatre productions. Students will learn advanced aspects of the backstage side of theatre including: set construction, scenic art, set design, lighting, sound, costuming, make up, theatre management, and publicity. This will be a hands-on course with many opportunities to practice the trade.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Theatre Arts I or previous level of Technical Theater.**

# **VISUAL ARTS**

## **ART I**

Art I students engage in the development of two- and three- dimensional artwork using imaginative combinations of materials and historical art movements as compositional guidance. Through their artwork, design decisions reflect conscious, thoughtful choices rather than spontaneous actions. Through discussion and observation, students become aware of design principles as they apply it to their composition.

**Credit: 1      Grade Placement: 9-12**

## **ART II-IV (ADVANCED ART)**

The student in Advanced Art develops critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student communicates ideas through original artworks using a variety of media with an experienced skill.

**Credit 1      Grade Placement: 10-12      Prerequisites: Art I**

## **STUDIO ART – AP 2D DESIGN PORTFOLIO**

AP 2-D Design enables highly motivated students to pursue college-level work in studio art while still in high school. For this portfolio, students are asked 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. Students will submit digital images of their own artwork for the Breadth and Concentration sections of the portfolio. Students are expected to submit an AP 2-D Design Portfolio to the College Board at the conclusion of the course.

**Credit: 1      Grade Placement: 10-12      Prerequisites: Teacher Approval**

## **STUDIO ART AP 3-D DESIGN PORTFOLIO**

This course enables highly motivated students to pursue college-level work in studio art while still in high school. For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional medium or process, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts. Students will submit digital images of their own artwork for the Breadth and Concentration sections of the portfolio. Students are expected to submit an AP 3-D Design Portfolio to the College Board at the conclusion of the course.

**Credit: 1      Grade Placement: 10-12      Prerequisites: Teacher Approval**

## **STUDIO ART- AP DRAWING PORTFOLIO**

AP Drawing enables students to pursue college-level work while still in high school. The drawing course is geared to mastery of drawing through the demonstration of a wide range of approaches and media. Value, line quality, rendering of form, composition, surface manipulation and the illusion of depth are drawing concepts addressed in this course. Students will develop an original drawing portfolio containing 24 slides of individual works of art, as well as 5 additional quality pieces. Students are expected to submit an AP Drawing Portfolio to the College Board at the conclusion of the course.

**Credit: 1      Grade Placement: 10-12      Prerequisites: Teacher Approval**

# **CAREER AND TECHNOLOGY EDUCATION**

## ***GRAPHIC ARTS, A/V TECHNOLOGY & COMMUNICATIONS***

### ***GRAPHIC DESIGN***

#### **PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS**

Careers in the Arts, Audio/Video Technology, and Communications careers require, in addition to a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**Credit: 1      Grade Placement: 9-12**

#### **GRAPHIC DESIGN AND ILLUSTRATION**

Graphic Design and Illustration spans all aspects of the advertising and visual communication industries. Within this context, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of design, visual art, and graphic design and illustration.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Principles of AAVTC**

#### **ADVANCED GRAPHIC DESIGN AND ILLUSTRATION**

Advanced Graphic Design and Illustration provides students with the opportunity to develop an advanced understanding of all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career field, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

**Credit: 2      Grade Placement: 11-12      Prerequisite: Graphic Design and Illustration**

#### **ANIMATION**

Animation is a technical course which develops advanced knowledge and skills in the use of computers for multimedia presentations and digital animation. Course introduces students to 3D modeling and rendering techniques and resources. This applied learning course allows students to create, edit, and render characters, vehicles, scenes or objects, and to design and produce multimedia presentations that use images, video, and audio resources to deliver a message.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Graphic Design and Illustration**

## **ANIMATION II**

Advanced Animation instruction will enhance skill development in modeling, texturing, camera, lighting, composition, storyboarding, and animation. This project-oriented class will also research various areas of the animation industry. The students will develop a project “show-reel” portfolio.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Animation**

## **PRACTICUM in GRAPHIC DESIGN AND ILLUSTRATION**

The practicum in Graphic Design and Illustration provides students an opportunity to participate in a real world application of the Graphic Arts. Students will work in real industry related experiences or a class based lab.

**Credits: 2      Grade Placement: 12      Prerequisite: Advanced Graphic Design and Illustration or Advanced Animation**

## ***AUDIO - VISUAL***

### **PRINCIPLES of ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS**

Careers in the Arts, Audio/Video Technology, and Communications careers require, in addition to a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**Credit: 1      Grade Placement: 9-12**

### **AUDIO/VIDEO PRODUCTION**

Audio and video technology and film production spans all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career fields, students will be expected to develop an understanding of the industry with a focus on preproduction, production, and post-production audio and video activities.

**Credit: 1      Grade Placement: 10-11      Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications.**

### **AUDIO/VIDEO PRODUCTION II**

Advanced Audio and Video provides students with the opportunity to develop an advanced understanding of all aspects of film production and the audio/video and communications industry. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Audio and Video Production**

### **COMMERCIAL PHOTOGRAPHY**

This course explores and develops the skills of the commercial photography industry from setting up a shot to delivering products in a competitive market. Students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Graphic Design or Art I**

### **COMMERCIAL PHOTOGRAPHY II**

This course explores and develops the skills of the commercial photography industry from setting up a shot to delivering products in a competitive market. Students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Commercial Photography**

### **PRACTICUM in AUDIO/VIDEO PRODUCTION**

This course focuses on applying pre-production, production, and post-production audio and video activities in a studio environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**Credits: 2      Grade Placement: 12      Prerequisite: Advanced Audio/Video Production, Advanced Animation, or Advanced Commercial Photography**

# **BUSINESS AND FINANCE**

## **PROFESSIONAL COMMUNICATIONS**

This high school speech course is designed to provide opportunities for students to understand and develop effective interpersonal communication skills for the 21st Century. Professional Communications blends written, oral, and graphic communication in a career-based, business environment. Students will prepare, present, and evaluate a variety of multi-media presentations that are appropriate for the professional setting.

**Credit: 0.5    Grade Placement: 9-12**

## ***FINANCE***

### **PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE**

In Principles of Business, Marketing, and Finance, students 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. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

**Credit: 1    Grade Placement: 9-11**

### **DOLLARS AND SENSE**

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

**Credit: 0.5    Grade Placement: 9-12**

### **ACCOUNTING I**

Accounting I investigates the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

**Credit: 1    Grade Placement: 10-12    Prerequisites: Principles of Business, Marketing and Finance**



## **ACCOUNTING II**

Accounting II provides further development of accounting principles with extensive use of technology; incorporates complete accounting cycle in relation to formation and dissolution of partnerships, characteristics of corporate organization and ownership; provides experience in initiating and maintaining an accounting system and in analyzing, interpreting and synthesizing managerial problems using accounting information.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Accounting I**

## ***BUSINESS***

### **BUSINESS INFORMATION MANAGEMENT I**

Business Information Management I implements personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

**Credit: 1      Grade Placement: 9-12**

### **BUSINESS INFORMATION MANAGEMENT II**

In BIM II, students will create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make electronic presentation using appropriate multimedia software. Students will apply project management skills for various software applications. Students will prepare an electronic portfolio of skills and competencies, volunteer experiences, and student organizations. Students have the opportunity to earn industry certifications as a Microsoft Office Specialist

**Credit: 1      Grade Placement: 10-12      Prerequisite: BIM I**

# **HEALTH SCIENCES**

## **PRINCIPLES OF HEALTH SCIENCE**

Principles of Health Science develops health care specific knowledge and skills in effective communication, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work based experiences in health care. CPR/First Aid certification fee.

**Credit: 1      Grade Placement: 9-12**

## **MEDICAL MICROBIOLOGY**

In this course students will study important microorganisms found in our environment, with special attention given to those that parasitize humans and animals. Topics include structure, metabolic activities, control and host response to infection. Laboratory provides supporting study of all groups, with emphasis on the culture, identification and metabolic activities of bacteria. In this course, health-related topics are emphasized.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Biology**

## **MEDICAL TERMINIOLOGY**

Medical Terminology develops a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

**Credit: 1      Grade Placement: 10-12      Prerequisites: Biology or Principles of HS**

## **ANATOMY AND PHYSIOLOGY**

Anatomy and Physiology topics include the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students will conduct laboratory investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Chemistry (can be concurrent)**

## **HEALTH SCIENCE**

Health Science explores the multiple career opportunities within the medical field. Students will have hands-on opportunities to develop their knowledge and skills related to careers with the medical field.

**Credits: 1      Grade Placement: 10-12      Prerequisites: Principles of HS**

## **PRACTICUM IN HEALTH SCIENCE**

Health Science provides for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning. Students have required fees for insurance and uniforms.

**Credits: 2    Grade Placement: 11-12    Prerequisites: Principles of Health Science, Anatomy and Physiology or Medical Microbiology, Completed Application, teacher's approval**

# TECHNOLOGY APPLICATIONS

## **COMPUTER SCIENCE I**

This is a first course for computer science students providing an introduction to the use and impact of computers, numbering systems, data representations, the fundamentals of structured programming, and problem solving through the use of logic design tools. Students develop programs using an object-oriented programming language. Students will collaborate with one another and their instructor to solve the problems presented throughout the course.

**Credit: 1      Grade Placement: 9-12      Prerequisite: Algebra I preferred**

## **COMPUTER SCIENCE II**

This course builds on the concepts introduced in Computer Science I with emphasis placed on structured and object-oriented programming techniques. Students will collaborate with peers and will use software engineering to work in software design teams.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Computer Science I**

## **AP COMPUTER SCIENCE PRINCIPLES**

AP Computer Science extends Computer Science I program and emphasizes data structures and advanced programming techniques. Students will also learn digital citizenship by researching current laws and regulations and will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. Students must take the AP exam.

**Credit: 1      Grade Placement: 10-12      Prerequisites: Algebra I and Computer Science I**

## **COMPUTER SCIENCE III**

This course is a continuation of Computer Science II. This course will apply more advanced object-oriented and software engineering techniques to the design and implementation of programs that manipulate complex data structures. Students will collaborate with peers and will use software engineering to work in software design teams.

**Credit: 1      Grade Placement: 11-12      Prerequisite: Computer Science II**

## **GAME PROGRAMMING AND DESIGN**

Game Programming and Design fosters creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their teacher, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel.

**Credit: 1      Grade Placement: 10-12      Prerequisite: Algebra I and Computer Science I**

# MISCELLANEOUS COURSES

## **CHEERLEADING**

Cheerleading tryouts for the squad occur in the spring semester and students are scheduled into a Cheerleading class for the following year. The sponsor provides information related to tryout process for this extracurricular activity.

**Credit: 1 PE substitution, first year only; Local credit in subsequent years**

**Grade Placement: 9-12      Prerequisite: Tryout Selection      Special Note: Students participating in this extracurricular activity will be required to pay camp fees.**

## **OFFICE AIDE**

Students may apply for an office aide position, which provides an opportunity to receive training focused on clerical and administrative roles. The only aide positions available will be the administrative office, nurse's office, or counselor's office.

**Credit: local      Prerequisite: Approval by Administration**

## **PROBLEMS AND SOLUTIONS**

This course will be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team. The Problems and Solutions course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. The student and teacher will meet for instruction at least once each week for the purpose of project planning, reporting, evaluation, supervision, and coordination. The student will use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, compile evaluation results, and compose a project presentation. A project progress evaluation for each grading period is required for the student to earn contact hours for that reporting period

**Credit: 1      Prerequisite: Approval by Teacher**

# **NONDISCRIMINATION NOTIFICATION**

Randolph Field ISD Public Notification of Nondiscrimination in Career and Technical Education Programs: RFISD OFFERS CAREER AND TECHNICAL EDUCATION PROGRAMS IN ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS; BUSINESS MANAGEMENT AND ADMINISTRATION; FINANCE; CAREER DEVELOPMENT; AND HEALTH SCIENCE. ADMISSION TO THESE PROGRAMS IS BASED ON INTEREST AND CLASS SPACE AVAILABILITY. IT IS THE POLICY OF RFISD NOT TO DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP IN ITS 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. FOR INFORMATION ABOUT YOUR RIGHTS OR GRIEVANCE PROCEDURES, CONTACT THE TITLE IX COORDINATOR, MR. LANCE JOHNSON, AT P.O. BOX 2217, UNIVERSAL CITY, TX 78148, 210-357-2300, AND/OR SECTION 504 COORDINATOR, CHRISTINA PETOFI-CASAL, SAME ADDRESS, SAME NUMBER.