

# **Gatesville High School**

**2020-2021**



## **Course Catalog**

**Gatesville I.S.D.**  
**“Portrait of a Graduate”**

Gatesville I.S.D. adopted the Portrait of a Graduate to answer this question: What are the skills necessary for all of our students to be successful in the workforce, college, or military?

### **College, Career, or Military Ready**

Graduates of Gatesville I.S.D. will have engaged in a challenging curriculum, which culminated in preparation for a successful transition to college, career, or the military. The classroom experiences for all students in Gatesville I.S.D. will have matched the student's strengths and interests, challenged them intellectually, and prepared them socially.

### **Critical Thinkers and Problem-Solvers**

Graduates of Gatesville I.S.D. will have learned to seek quality results through individual accountability, leadership, teamwork, and lifelong learning using multiple modes of technologies and resources. Graduates of G.I.S.D. will have engaged in problem-solving, inquiry, and design of innovative solutions to overcome obstacles.

### **Effective Communicators**

Graduates of Gatesville I.S.D. will know how to comprehend and express ideas clearly through various means of communication. Graduates of G.I.S.D. will be effective communicators who can read, speak, write, comprehend, interpret, and listen to various forms of communication.

### **Servant Leaders**

Graduates of Gatesville I.S.D. will have experience in giving and serving others in the community through service projects. The G.I.S.D. graduate will have learned to demonstrate ethical behavior and serve those in need.

### **Contributing Members of Society**

Graduates of Gatesville I.S.D. will be socially responsible citizens who understand the importance of being a contributing member to society. Graduates will make ethical decisions as well as sound financial decisions in order to be independent and successful members of the community.

### **Technologically Literate**

Graduates of Gatesville I.S.D. will be technologically literate citizens who can demonstrate basic computer operating skills in order to be successful in daily living and the workplace. Graduates will be able to discern reliable information from online sources, collaborate using online tools, apply basic word processing skills, manipulate data within spreadsheets, and display information with presentation tools.

# Vision of Gatesville I.S.D.



## Introduction

### How to Use the Course Selection Guide

The Gatesville High School Course Selection Guide is designed to provide important information for students on how they can be successful in planning and selecting courses during their high school course program. The course guide has two sections: The General Information Section, which contains GISD regulations that apply to secondary school students and the Course Descriptions Section, which describes detailed information about course offerings.

### Planning Your High School Program

As students, you have the opportunity to make some decisions that will influence your future. The planning of your education, in particular, your high school courses, is an important goal in your life. This process should not be overwhelming but needs serious consideration. Keep in mind, the decisions made in high school concerning your course selections will affect graduation, career path, and college selection.

This course guide offers a description of the courses to help you personalize your plan toward graduation and career choice. In addition to the explanation of the course, other important information, including grade placement, prerequisites, and fees, are provided. Be sure to read all the information about the course. Several classes have prerequisite courses that you must take in your freshman and sophomore years in order to take the higher-level courses in your junior and senior years, so plan ahead!

Careful planning is essential for wise and responsible decisions regarding course selections, which provide the educational preparation needed for the attainment of future goals. High school students are encouraged to meet with parents, their counselor, and teachers for assistance in selecting courses that will meet personal needs for the future and graduation requirements.

### High School Administrators:

Dr. Yancey Sanderson - Principal  
Marie Barrows - Assistant Principal  
Joe Underwood - Assistant Principal

### High School Counseling Department:

Sheryl Lovejoy - [slovejoy@gatesvilleisd.org](mailto:slovejoy@gatesvilleisd.org)  
Melanie Kunkel - [mkunkel@gatesvilleisd.org](mailto:mkunkel@gatesvilleisd.org)  
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# General Information

Gatesville High School Office: 865-8281 / Fax: 865-2293

## I. Bell Schedule

Gatesville High School offers eight periods and is on a 9-week grading period as well. The school year is divided into two semesters.

## II. Course Load

All students are expected to be enrolled in eight classes. Students who are on track to graduate and meet program guidelines may be eligible for early release for one or two periods per school day. To be eligible for early release, students must have the following:

- Be classified as a senior who has earned at least 20 credits
- Be classified as a junior enrolled in approved dual credit courses
- Have parent permission
- Have transportation
- Comply with attendance policies and expectations
- Maintain passing grades for each reporting period.

## III. Attendance

Students must be in attendance a minimum of 90 percent of the days during a semester to receive credit in a course. The State of Texas has provided means of appeal for extenuating circumstances should a student's absences exceed the maximum allowed each semester. See assistant principals and student handbook for more detailed information.

## IV. Extracurricular Activity Participation

A student may participate in extracurricular activities at the beginning of the school year only if the student has earned the appropriate number of state credits. A student must have earned credits equivalent to his/her classification. Students beginning grade nine and below must have been promoted from the previous grade prior to the beginning of the current school year. Students beginning their second year of high school must have earned five (5) credits that count toward state high school graduation requirements.

Students beginning their third year of high school either must have earned a total of ten (10) credits which count toward state high school graduation requirements or a total of five (5) credits which count toward state high school graduation requirements must have been earned during the twelve (12) months preceding the first day of the current school year. Students beginning their fourth year of high school either must have earned a total of fifteen (15) credits which count toward state high school graduation requirements or a total of five (5) credits which count toward state high school graduation requirements must have been earned during the twelve (12) months preceding the first day of the current school year. For more specific eligibility guidelines, please refer to the eligibility section in the student handbook.

All students who participate in extracurricular activities will be required to submit to a random drug test.

## V. Early Graduation

Students who would like to complete high school in three years are given the opportunity through early graduation. Students who would like to finish high school one semester early are given the opportunity through mid-term graduation. Students graduating early are limited to 2 elective credits taken via Edgenuity.

Early Graduation Students who intend to graduate early, ahead of their designated graduating class, must declare their intent to graduate. The student and a parent must schedule a conference with their respective counselor to review course and EOC requirements, grades, attendance and to verify the transcript. Upon approval by the principal, the student shall be placed in the next graduating class.

Three-year graduates and mid-term graduates may participate in prom and graduation exercises.

To be eligible to graduate early, a student shall complete all required coursework and exit-level testing required of the ninth grade class in which he or she began high school. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. A student who completes the high school program requirements in fewer than four years shall not be eligible for recognition as valedictorian or salutatorian but shall be eligible for top ten percent recognition and honor graduate recognition.

## **VI. Schedule Changes**

Students are required to take 4.0 units of credit per semester in grades 9-11. Students will be asked to complete course preference sheets for the courses desired. These sheets must be signed by parents and returned to the counselors. Counselors will assist students/parents in course selections. Schedules will be ready to pick up prior to school starting. Times and dates for pickups will be advertised in the local newspaper, School Messenger, and school website. All scheduling problems should be referred to the counselors.

**Schedule changes:** First Semester schedule changes must be made prior to the 6th class meeting. Second semester schedule changes must be made prior to the 6th class meeting (this applies to classes that began at mid-year). Changes after this time will only be made if necessary to meet graduation requirements for seniors. All other changes will need to be approved by the principal/principal's designee. Students are not allowed to change schedules based on teacher or lunch preference.

It is very important that students and parents give careful consideration to selecting appropriate courses. The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

**Schedule corrections** will be considered for the following reasons only: the student is a senior and does not have a course required for graduation, the student does not have the prerequisites for a course, course credit was previously received (*i.e.* – *through summer school, correspondence courses, examination for acceleration, etc.*), a data entry error was made by the school (*i.e.*- *two first period classes or a schedule that does not contain the full number of classes*), student has been dismissed from a program where approval must be granted for placement, or student has previously failed this course with the same teacher.

**Schedule change requests** for reasons other than those listed will be considered only if a student is making a change to a program (*i.e.* getting into or out of an athletic period). A request to drop an advanced course will only be considered at the end of the fifth week of school and at semester. After the fifth week, the principal will consider schedule changes only for extenuating circumstances.

## **VII. Special Education Services**

GISD has the responsibility for providing educational and related services to eligible students in the least restrictive environment and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the maximum extent appropriate. If a student has or is suspected of having a disability and may require special services, parents should contact a campus counselor for information concerning the special education referral process.

The school district curriculum enables students with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained in the general program of instruction, through special education modification, or related services, as determined by the Admission, Review, and Dismissal (ARD) committee. Students with disabilities will have available an instructional day that is commensurate with that of students without disabilities. The ARD committee will determine the appropriate instructional setting for each student and it will be specified in the student's Individual Educational Plan (IEP).

Special education services will terminate either with graduation or when the student no longer meets the age requirement for eligibility. Graduation constitutes a release from services and is a change in placement.

### **VIII. Section 504 Services**

Section 504 of the Rehabilitation Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Eligible students have, have a record of, or are regarded as having a physical or mental impairment which substantially limits one or more major life activities, including functions such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

In order to receive services, even if a student has a physical or mental impairment there must be substantial limitation on a major life activity such as a serious problem requiring accommodation within the school. If a student has or is suspected of having a disability or requires special services, parents should contact the campus counselor for information concerning available services.

### **IX. Gifted and Talented Program**

Students may be nominated for the gifted and talented program at any time by teachers, parents, or other interested persons. Nomination forms are available in the office. Final selection of students will be made by a committee of at least 3 local district educators who have received training in the nature and needs of gifted students.

Written parental/guardian consent will be obtained prior to any assessment conducted. Information collected may become a part of the student's educational record. Data used for screening will be collected from multiple sources including both qualitative and quantitative data. Sources will include, but not limited to: gifted screening instruments (i.e. S.A.G.E.S., S.A.G.E.S. - P., and or S.O.I.), Teacher Checklist of Gifted Characteristics (Renzulli-Hartman Scale, G.A.T.E.S.), student products (e.g., portfolios, writing sample), and student interview. Optional material may be considered by the committee if additional data is needed.

The District Screening and Selection Committee will carefully review all data collected and will, according to established criteria, select students whose educational needs will most effectively be met/addressed in the G/T program. Parents and/or students will be notified in writing as to the committee's decision with regard to placement. The district will obtain written permission from parents/guardians before the student is served. Participation in the program is voluntary.

## **Required High School Assessments For Graduation**

The STAAR program includes annual end-of-course assessments for English I, English II, Algebra I, Biology, and U.S History. These assessments demonstrate the competencies associated with the learning of the state-mandated curriculum, the TEKS. STAAR EOC testing takes place in April and May. Retest opportunities will be available during the summer, fall, and spring administrations of STAAR.

## **College & Career Readiness Program**

## I. Dual Credit Classes

Dual credit is a system in which an eligible high school student successfully completes a college course(s) that is paired to a high school course required for graduation and receives credit for the course on both the college and the high school transcripts (TEC §28.009).

Through a partnership with Central Texas College, dual credit classes allow juniors and seniors the opportunity to take courses that earn both college credit and high school credit. Students must pass the TSI exam or meet the requirements of the Texas Success Initiative before they can enroll in any dual credit class. Students must pay tuition and purchase books for classes per semester. Students will be informed of the classes offered and the enrollment period during high school pre-registration.

Dual credit courses that have been offered in the past include: English 1301 (Composition I), English 1302 (Composition II), Speech 1315 (Public Speaking), Math 1314 (College Algebra), Math 1342 (Elementary Statistical Methods), Math 2412 (Precalculus), Government 2305 (Federal Government), Government 2306 (Texas Government), English 2322 (British Literature I), English 2323 (British Literature II), Math 2413 (Calculus I), History 1301 (United States History I), History 1302 (United States History II), Biology 1406 (Biology for Science Majors I) and Biology 1407 (Biology for Science Majors II).

Gatesville ISD accepts dual credit classes from Central Texas College and Temple College's Bioscience Institute. Central Texas College (CTC) also offers dual credit courses at night and during the summer. Students receiving a "D" in a dual credit course will not earn high school credit for that course, but will count toward GPA. Approved classes are English 1301, English 1302, Speech 1315, Government 2305 or 2306, Economics 2301 or 2302, Math 1314 (College Algebra), Math 2412 (College Pre-Cal), Psychology, and Sociology. Government, Economics, College Algebra, and College Precalculus will be approved for 1 semester of high school credit only. For advanced measures/performance acknowledgments, seniors must receive a "B" or higher in their coursework.

**Benefits - Students will receive college credit and high school credit simultaneously.**

- Students can graduate from high school with transferable college credits.
- Students can fast-track their undergraduate or workforce degrees.
- Student may save on tuition and fees by reducing the time to complete a degree.
- Students will have access to a full range of college student support services while in high school to aid them in a smooth transition to college after graduation.

**Eligibility**

- High school students in the ninth through twelfth grades who meet TSI (Texas Success Initiative) or dual credit eligibility requirements may enroll in dual credit courses.

Eligibility Requirements to Enroll in  
Academic Dual Credit Courses

- Workforce Education Dual Credit Courses contained in a Level 2 Certificate
  - Applied Associate Degree Program

Assessment	To Qualify for Math Courses*	Composite	To Qualify for English Courses* • ELA/ Reading Skills	Objective Writing/ Sentence Skills	Writing / Essay	Composite
ACT-Aspire	431		435	-	-	
ACT	19	23	19	-	-	<b>23</b>
SAT (before March 5, 2016)	500	1070	500			<b>1070</b>
SAT (on/after March 5, 2016)	530		480	-		
** PSAT/ NMSQT2 (before October 2015)	50	107	50	-	-	<b>107</b>
<sup>2</sup> PSAT/NMSQT (on/after October 2015)	510		460	-	-	
PLAN	19	23	19	-	-	<b>23</b>
<sup>3</sup> STAAR EOC Algebra I	Level 2* (4000+)					
STAAR EOC English II			Level 2 (4000+)			
STAAR EOC Algebra II	Level 2 (4000+)	Level 2 (4000+)				
STAAR EOC English III			Level 2* (4000+)	Level 2* (4000+)		
<sup>4</sup> TSI Assessment	350+		351+	340+		4
<sup>4</sup> TSI Assessment	350+		351+	or >340 and ABE		5

Students must meet both subject and composite score standards where both are listed

\*Students must also receive a passing grade in the Algebra II course.

\*\*Students may not mix or combine scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015.

<sup>1</sup> Texas Assessment of Knowledge and Skills

<sup>2</sup> Preliminary SAT/National Merit Scholarship Qualifying Test

<sup>3</sup> State of Texas Assessment of Academic Readiness End Of Course Assessment

<sup>4</sup> Texas Higher Education's Texas Success Initiative Assessment

## **II. Pre-AP and AP Classes**

Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) classes are available in certain subject areas. The purpose of an Advanced Placement (AP) or Pre-AP course is to prepare students for post-secondary academic rigor. Pre-AP classes help students build skills necessary to be successful in AP classes. The AP Program is a cooperative endeavor between secondary schools and colleges/universities. It exposes high school students to college-level materials. Colleges and universities can grant credit based on student performance on AP exams. Test performance requirements vary among institutions; students should check with their post-secondary institution for policies.

Students must demonstrate high academic performance in prerequisite courses to be considered for admission to Pre-AP or AP courses; additional summer activities may also be required. In order to maintain their standing in a Pre-AP or AP course, students must again demonstrate high academic performance or risk being placed on probationary status or being removed from the course.

**Expectations** - Advanced courses have a more rigorous set of instructional expectations. These courses are available to all students who wish to participate. Non-advanced courses are also offered to students who would feel more comfortable in that setting. If a student has struggled in a specific content but still wishes to take the advanced course in that area, the student and parent may wish to speak with the principal, counselor, or teacher to learn more about the specific expectations of the course before registering. Our goal is for students to be in a setting where they will be both successful and challenged.

**Exiting During the Year** - If a student is struggling greatly in an advanced course, it may be recommended by the teacher or requested by the parent that the student switch to the non-advanced course in that subject area. Before that decision is made, it is recommended that the student persevere through the first several weeks of instruction. It is natural for students to struggle with advanced course material at the beginning of the school year until the student becomes accustomed to the difficulty and pace of the course. The following steps are suggested to monitor students who are struggling in an advanced course and are contemplating exiting the class:

- 1) If the student is failing the course at the first 3-week progress report, the teacher should be in close communication with the parent, and the student must then attend three tutorials in order to attempt to improve the grade.
- 2) If the student is failing the course at the second 3-week progress report, the student, teacher, and parent should meet to discuss and brainstorm additional strategies for the student to undertake in order to be successful. The student must again attend at least three tutorials to have additional exposure to the course content.
- 3) If the student is failing the course at the end of the 9 week reporting period, the student, teacher, parent, counselor, and administrator should meet to determine a course of action. The decision to remain or exit an advanced course is a difficult one in which the committee will need to weigh the advantages of a more challenging curriculum versus the disadvantages of being unsuccessful on the overall well-being of the student. It is recommended that the student, parents, teacher, counselor, and administrator be in unanimous agreement on whichever route is selected. If the committee determines that the student should exit the advanced course, the grade earned in the advanced course will transfer to the replacement course.

## **III. Advanced Placement Examinations for College Credit**

Students who have completed Advanced Placement (AP) courses are encouraged to take the College Board Advanced Placement Exams administered at Gatesville High School in May. The student must sign up in advance to take the tests. Financial assistance is available. Most colleges and universities will accept grades of 3, 4, or 5 and allow a student to “place out of” equivalent freshman college courses. Students should check with specific universities to ascertain advanced placement policies.

## **IV. Correspondence Courses**

A student may complete high school course requirements by successfully completing correspondence courses through approved sources. These courses are not included in GPA calculations. Students may earn a maximum of two state-required credits through correspondence courses. Any correspondence courses taken will be at the student’s expense.

## **V. Credit by Examination**

**Acceleration** - Gatesville ISD offers examinations for acceleration at every grade level and for every content area in grades K-12. Acceleration provides an opportunity to earn grade level or course credit in which no prior formal instruction was completed. Acceleration is designed for a very small percentage of learners who have both the academic and emotional need to advance a course.

A student in grade 6 or above will earn course credit with no prior instruction if a student scores:

- 1) An 80 or higher on a criterion referenced test approved by the board
- 2) A scaled score of 50 or higher on an exam administered through the College Level Examination Program (CLEP)
- 3) A score of 3 or higher on a College Board Advanced Placement (AP) exam

**Credit Recovery** - A student who has received prior instruction in a course, but did not receive credit for it, may, in circumstances determined by the teacher, counselor, principal, and/or attendance committee, be permitted by the district to earn credit by exam. A student enrolling from a non-accredited school may be permitted to take a CBE to earn credit. A student must score 70 or above on the exam. A student may not use the exam to regain eligibility to participate in extracurricular activities.

**New to District** - Students must make arrangements within the first 5 days of enrollment.

**Awarding Credit** - After successful completion of a CBE taken for high school credit, the numerical score will be posted to the student's transcript and the student will earn high school credit. A credit by exam will not be calculated into the student's grade point average (GPA) for ranking purposes.

#### **Payment**

- Prior Instruction - Students who register for Credit by Exam with prior instruction will be responsible for the cost of the exam.
- Acceleration - There is no charge to take the exam. Students who register for an examination and do not take the exam will be required to pay for the cost of procuring the examination.

Contact the counselor's office to make testing arrangements.

#### **VI. Career and Technical Education (CTE)**

All students have the opportunity to enroll in Career and Technical Education courses along with the more traditional core academic courses. Ideally, students create balanced 4-year plans that include the best of both academic and CTE classes. Enrollment in CTE courses is open to all qualified students without regard to race, color, creed, religious affiliation, sex, or handicapping conditions. Students enrolled in a CTE course may have the opportunity to participate in a student leadership training organization appropriate to the course in which he/she is enrolled.

#### **VII. Preliminary Scholastic Achievement Test (PSAT)**

This is a three-hour test, which is a "practice" for the SAT. These scores will be used to qualify for the National Merit Scholarship Program. This test is administered in October during the school day. Any student wishing to take the exam may register in the counselor's office. There is a small fee for this exam.

#### **VIII. College Entrance Testing – ACT and SAT**

The ACT and SAT are college entrance exams. The ACT is administered at Gatesville High School during the school year. Students should check with their counselor for more specific information about the college entrance exams and dates. Students can also go to [www.collegeboard.org](http://www.collegeboard.org) or [www.act.org](http://www.act.org) for more information and to register. Financial assistance is available for those who qualify for free or reduced lunch.

#### **IX. Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help students explore the world of work. This will be administered in the fall at no cost. Students must sign-up in advance in the counselor's office.

#### **X. Texas Success Initiative (TSI)**

All public two- and four-year colleges in Texas require that students (through the Texas Success Initiative) meet the THECB Standard for Higher Education Readiness in order to be eligible to enroll in college classes. Students will need to take the TSI assessment to meet this requirement. Some students are exempt based on scores obtained on the SAT or ACT. Your counselor will be able to inform you if you are exempt. All Junior level students will take the exam near the end of their 11<sup>th</sup> grade year unless they are exempt for the following reasons:

- ACT - 23 composite, minimum of 19 on English and Math, scores good for 5 years
- SAT - 1070, minimum of 500 on Critical Reading and Math, scores good for 5 years

If a student is not successful on the TSI, that student may be required to take a college-prep reading or math course. Algebra II is not required for graduation but may impact college admission and financial aid.

#### **XI. TxVSN-Texas Virtual School Network**

Senate Bill 1788, passed by the 80<sup>th</sup> Texas Legislature in 2007, established a state virtual network to provide supplemental, online courses for Texas students. Courses are provided by Texas school districts, open enrollment charter schools, Education Service Centers, and institutions of higher education. All high school courses offered through the TxVSN are aligned with the Texas Essential Knowledge and Skills (TEKS) as well as the iNACOL National Standards of Quality Online Courses. All high school courses are led by an instructor who is Texas-certified in the course subject area and grade level and has completed professional development on effective online instruction.

Students may request to take an online course for high school credit, provided the course is part of the student's normal course load. The course must be necessary and required for high school graduation and not offered at Gatesville High School. Students may take a maximum of two online courses per semester. Payment for courses taken through the TxVSN will be the responsibility of the student. Courses taken through TxVSN will not count toward GPA.

Students interested in taking online courses must consult their counselor. Both the counselor and the principal must approve the online course request. For more information about the TxVSN, please see [www.txvsn.org](http://www.txvsn.org). There is additional information found on pages 53-54 of the course catalog.

## **Gatesville High School Graduation Requirements**

#### **I. High School Graduation Plans**

Students and parents are encouraged to talk with school counselors or principals to inquire about course offerings, graduation requirements, and the different graduation plans. Students in grades 8-12 will be provided with information about the different graduation plans. Counselors will also provide information about financial aid and entrance exams to colleges and universities.

GISD has graduation plans to serve the needs of all students. Since entrance requirements vary greatly from college to college and employers have varying needs and requirements, students should carefully consider high school course selections and investigate post-secondary entrance requirements before selecting their graduation plan. Research has consistently shown that students who take more challenging courses in math and science while participating in advanced programs in high school are more likely to be successful in post-secondary education. In addition, students in GISD are strongly encouraged to complete an endorsement as designated in Texas HB 5.

Students enrolled in Gatesville High School must graduate under one of the following plans:

- The Foundation Plan
- The Foundations w/ Endorsements Plan

- The Performance Acknowledgment Plan

(See counselors for additional details.)

## II. Foundation High School Program with Endorsement

A student may earn an endorsement on the student's transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories: Arts and Humanities, Business & Industry, Public Service, STEM, and Multidisciplinary Studies.

## III. Distinguished Level of Achievement Program

Students earn Distinguished Level of Achievement by completing the 26 credits consisting of the Foundation High School Program plus an endorsement. Students' credits must include Algebra II as one of the four math courses, and a fourth science course in order to earn the Distinguished Level of Achievement.

- **Choices determine options** - Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.
- To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.
- **Why it matters — Benefits** - The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:
  - Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
  - Position you among those first in line for a TEXAS Grant\* to help pay for university tuition and fees; and
  - Ensure you are a more competitive applicant at the most selective colleges and universities
- **What it means** - The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:
  - A total of four credits in math, including Algebra II;
  - A total of four credits in science; and
  - Successful completion of an endorsement in your area of interests
- **Advantages**
  - Opportunity to earn an endorsement in an area of interest
  - More college and university options
  - More financial aid options
  - Better preparation for college-level coursework at community/technical colleges and universities
  - Opportunity for immediate enrollment in classes related to your chosen field of study
  - Strong foundation to successfully complete an industry workforce credential or college degree

The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admissions law.

## IV. Performance Acknowledgements (Grades 9-12)

Beginning with the class of 2018, a student may earn a performance acknowledgement on the student's transcript for the following:

**Outstanding performance in a dual credit course by completing the following:**

1. At least twelve (12) hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 OR
2. An associate degree while in high school

**Outstanding performance in bilingualism and bi-literacy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:**

- completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; AND
- satisfying one of the following:
  - completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; OR
  - demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; OR
  - completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; OR
  - demonstrated proficiency in one or more languages other than English through one of the following methods:
    - a score of 3 or higher on a College Board AP exam for a language other than English; OR
    - a score of 4 or higher on an IB exam for a higher-level languages other than English course; OR
    - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent
- In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and bi-literacy, an English language learner must also have:
  - participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; AND
  - scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

**Outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:**

1. a score of 3 or above on a College Board advanced placement test
2. a score of 4 or above on an International Baccalaureate examination

**Outstanding performance on the PSAT, ACT-Plan, SAT or ACT**

1. earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
2. achieving the college readiness benchmark score on at least two of the four subject tests on the ACT- PLAN® examination
3. earning a combined critical reading and mathematics score of at least 1250 on the SAT®; OR
4. earning a composite score on the ACT® examination of 28 (excluding the writing subscore)

**Earning a nationally or internationally recognized business or industry certification or license with:**

1. performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification OR
2. performance on an examination sufficient to obtain a government required credential to practice a profession

*Note: Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized*

*business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:*

- a national or international business, industry, or professional organization
- a state agency or other government entity or
- a state-based industry association

**Certifications or licensures for performance acknowledgements shall:**

- be age appropriate for high school students
- represent a student's substantial course of study and/or end-of-program knowledge and skills
- include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation

**V. Classification of Students**

Students are classified based on academic achievement. A student who has not earned a passing grade of at least 70 will not earn credit for the course. Students will be classified at the beginning of the school year. Students will not be reclassified during the school year, except in the case of junior graduates. These students will be reclassified in January for graduation purposes.

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students.

**VI. Credits for Graduation**

To receive a Gatesville High School Diploma, students must successfully complete the required number of credits and pass the statewide exit-level examinations known as State of Texas Assessment of Academic Readiness (STAAR) in four subject areas: English Language Arts, Mathematics, Science, and Social Studies. All candidates must meet all current state and local requirements including passing all portions of the STAAR assessments in order to graduate from Gatesville High School; however, students who have earned the required number of credits, but who have not passed all parts of the STAAR assessments or graduation committee requirements, will not receive a diploma.

No more than 2 physical education credits will count toward state graduation requirements. No local credits will count towards graduation on any of the three plans. Seniors who are assigned to AEP through graduation will not be allowed to participate in graduation ceremonies.

**State Credits**

Regular courses provide instruction in all state mandated Texas Essential Knowledge and Skills (TEKS) and GISD adopted curriculum requirements. The TEKS identify what students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the minimum curriculum for all Texas schools.

**Local Credits**

Additional units of credit on any of the Graduation Plans may be chosen from courses designated "local credit only." Examples of local credit are: Office Aide, English Concepts, Math Concepts, etc.

**Physical Education**

Students in cheerleading, drill team, marching band, powerlifting, and athletics can earn credit toward the Physical Education requirement.

**VII. Conversion of Letter Grades**

Grades will be converted according to the following conversion chart:

A+	98	A	95	A-	92
B+	88	B	85	B-	82
C+	78	C	75	C-	72
D+	68	D	65	D-	62
F	60				

**IX. Class Ranking (for freshmen in the 2017-2018 school year and beyond)**

The class ranking of a student beginning high school in 2017-2018 will be determined at the end of each semester by the student’s overall cumulative weighted grade point average. Students graduating early at the end of their junior year will be included in the senior class ranking. The District shall include in the calculation of class rank semester grades earned in courses taken in high school only in the following core subject areas: English, mathematics, science, and social studies. Junior high courses taken for high school credit will not count toward GPA.

It is important to note that there are many science courses in the CTE arena that would count toward GPA such as Advanced Plant and Soil Science, Advanced Animal Science, and Anatomy and Physiology. Only Pre-AP, AP, Dual Credit in core classes count toward GPA. For example, dual credit speech would not count toward GPA because it is not in a core subject area. Therefore, there will be many non-GPA electives offered at GHS such as Yearbook, Psychology, Sociology, Personal Financial Literacy, Foreign Language, etc. It is important to note that practicums do not count toward GPA either.

A student may not take an AP course and a dual credit course in the same subject. For example, a student is not allowed to take AP Biology and Dual Credit Biology because it is the same coursework. A student transferring in an “honors” course in a core subject area from another district will count as the equivalent of a Pre-AP course. A student transferring in an International Baccalaureate (IB) course in a core subject area from another district will count as the equivalent of an AP course.

The class rank of a student shall be determined by the student’s cumulative weighted grade point average (GPA) using semester grades earned in eligible courses. The numeric semester average shall earn grade points according to the District’s weighted grade point scale. The GPA shall be rounded to the nearest thousandth and shall be calculated at the end of each semester. Class rank for valedictorian, salutatorian, and honor graduates shall be calculated after the third reporting period of the school year. Spring GPA’s will be available for students on or after February 1.

Grade Points shall be calculated according to the following scale:

<b>Regular Core</b>	<b>Pre-AP Core</b>	<b>Dual Credit/AP</b>
---------------------	--------------------	-----------------------

<u>Grade</u>	<u>Courses</u>	<u>Courses &amp; Precal</u>	<u>Courses &amp; Calculus</u>
100-99	4.0	4.5	5.0
98	3.9	4.4	4.9
97	3.8	4.3	4.8
96	3.7	4.2	4.7
95	3.6	4.1	4.6
94	3.5	4.0	4.5
93	3.4	3.9	4.4
92	3.3	3.8	4.3
91	3.2	3.7	4.2
90	3.1	3.6	4.1
89	3.0	3.5	4.0
88	2.9	3.4	3.9
87	2.8	3.3	3.8
86	2.7	3.2	3.7
85	2.6	3.1	3.6
84	2.5	3.0	3.5
83	2.4	2.9	3.4
82	2.3	2.8	3.3
81	2.2	2.7	3.2
80	2.1	2.6	3.1
79	2.0	2.5	3.0
78	1.9	2.4	2.9
77	1.8	2.3	2.8
76	1.7	2.2	2.7
75	1.6	2.1	2.6
74	1.5	2.0	2.5
73	1.4	1.9	2.4
72	1.3	1.8	2.3
71	1.2	1.7	2.2
70	1.1	1.6	2.1

Failing grades of 69 and below shall not earn grade points.

**Regular Core Courses:** All core classes other than those listed as Other, Pre-AP, Dual Credit, AP, Precalculus, or Calculus courses.

**Pre-AP Core Courses & Pre-Cal:** All Pre-AP courses in core subject areas and Precalculus.

**Dual Credit/AP Courses & Calculus:** All AP and dual credit courses in core subject areas and Calculus.

**Transfer Students:** The District’s weighted scale shall be used for Pre-Advanced Placement (AP), AP, International Baccalaureate (IB), and honors courses if the same courses are offered in the District.

**X. Valedictorian and Salutatorian**

The eligible students with the highest and second-highest weighted GPAs, respectively, shall be recognized as the valedictorian and salutatorian. To be eligible for such recognition, a student must have been continuously enrolled in the District for the four semesters preceding graduation, must have completed the foundation program with the distinguished level of achievement, and

must not have engaged in any serious misconduct violation of the Student Code of Conduct during his or her last four semesters. For the purposes of this policy, serious misconduct shall be classified as behavior resulting in removal to a disciplinary alternative education program (DAEP) or expulsion.

**In case of a tie** in weighted grade averages among the top-ranked students, the following methods shall be used to determine who shall be recognized: Valedictorian - Computing the weighted grade average to a sufficient number of decimal places until the tie is broken. Salutatorian - Computing the weighted grade average to the second decimal place.

#### **XI. EOC (End-Of-Course) Assessments**

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I
- English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment. STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee. An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan. Students not meeting the passing standard on any EOC may be scheduled into an accelerated instruction course, or may be required to retake the course to demonstrate mastery of the required content.

#### **XII. Honor Graduates**

In order to be recognized as a District honor graduate, a student shall be registered as a full-time student, shall have a weighted GPA of at least 3.5, and must not have engaged in any serious misconduct violation of the Student Code of Conduct during his or her last four semesters. For the purposes of this policy, serious misconduct shall be classified as behavior resulting in removal to a DAEP or expulsion. Seniors must graduate on the foundation program with endorsements and **earn Distinguished Level of Achievement** in order to be recognized as an honor graduate.

#### **XIII. Top Ten Percent**

All students whose weighted GPAs comprise the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for valedictorian, salutatorian, and other local honor graduates shall not apply to the procedure for determining the top ten percent. The GPA shall be reported on the student's academic achievement record as required by TEA and made available in accordance with the application deadline for a college or university when requested by the student. [See EIC(LEGAL)]

#### **XIV. National Honor Society (NHS)**

- The cumulative grade point average must be at least 3.80 (not rounded off) at the end of the 5th semester of high school work.
- A student who does not achieve 3.80 at the end of the 5th semester may be reconsidered at the end of the 6th semester of high school work.
- Students who achieve the 3.80 cumulative grade point average are then rated on the qualities of leadership, character, and service to school and community.
- Selection of members is made by the Faculty Advisory Committee in closed session by a majority vote.
- All decisions regarding initial membership and maintenance of membership will be made according to the rules of the local constitution.

## **Gatesville High School Graduation Requirements**

Students who enter the ninth grade **must** enroll in courses necessary to complete the *Foundation High School Program with an endorsement*. Students may also earn *Distinguished Level of Achievement* by including and successfully completing *Algebra II* in their selected coursework. Students should study the table below which outlines the *Foundation High School Program* plus the 4 additional credits required for an endorsement.

<b>Courses</b>	<b>Foundation</b>	<b>Endorsement</b>	<b>Notes</b>
English	4 credits	4 credits ● English 1-4	DC options available for Eng. 3 & 4
Mathematics	3 credits ● Algebra 1 ● Geometry ● Additional Math Course	4 credits ● Algebra 1 ● Geometry ● 2 Advanced Math	*Algebra 2 must be taken to earn Distinguished Level of Achievement *STEM requires an additional advanced math course *DC options available
Science	3 credits ● IPC ● Biology ● Additional Science	4 credits ● IPC ● Biology ● Chemistry ● 1 Advanced Science	*IPC and Biology must taken prior to Chemistry *STEM requires 1 additional advanced science course
Social Studies	4 credits ● World Geography ● World History ● US History ● US Government ½ ● Economics ½	4 credits ● World Geography ● World History ● US History ● US Government ½ ● Economics ½	*Psychology, Sociology, & Personal Finance may be taken to earn 5th credit for SS endorsement *DC options available
Foreign Language (LOTE)	2 credits	2 credits	Credits must be earned in same language
Health	½ credit	½ credit	
Speech	½ credit	½ credit	DC available
Physical Education (PE)	1 credit	1 credit	Students may earn 4 credits toward graduation (athletics)
Fine Arts	1 credit	1 credit	
Electives	5+ credits	5+ credits in endorsement pathway	
<b>Total Credits Required</b>	<b>24+ credits</b>	<b>26+ credits</b>	

Algebra II is not required for graduation but may impact college admission and financial aid.

## 2020 - 2021 GHS Endorsement Pathways

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

<u>1st Course in Sequence</u>	<u>2nd Course in Sequence</u>	<u>3rd Course in Sequence</u>	<u>4th Course in Sequence</u>	<u>Notes</u>

<b>ARTS &amp; HUMANITIES ENDORSEMENT (Unless noted, this endorsement can be earned with 4 credits in a coherent sequence.)</b>				
<b>Fine Arts / Art (Students can combine 2 Fine Arts areas for an endorsement.)</b>				
<input type="checkbox"/> Art 1 - 6214	<input type="checkbox"/> Art 2-Painting I <input type="checkbox"/> Art 2-Ceramics I	<input type="checkbox"/> Art 3-Painting II <input type="checkbox"/> Art 3-Ceramics II	<input type="checkbox"/> Art 4-Painting III <input type="checkbox"/> Art 4-Ceramics III	
<b>Fine Arts / Music</b>				
<input type="checkbox"/> Band 1 <input type="checkbox"/> Choir 1	<input type="checkbox"/> Band 2 <input type="checkbox"/> Choir 2	<input type="checkbox"/> Band 3 <input type="checkbox"/> Choir 3	<input type="checkbox"/> Band 4 <input type="checkbox"/> Choir 4	Jazz or Instrumental Ensemble is a co-requisite of Band
<b>Fine Arts / Theatre</b>				
<input type="checkbox"/> Theatre Arts 1 <input type="checkbox"/> Tech Theatre 1	<input type="checkbox"/> Theatre Arts 2 <input type="checkbox"/> Tech Theatre 2	<input type="checkbox"/> Theatre Arts 3 <input type="checkbox"/> Tech Theatre 3	<input type="checkbox"/> Theatre Arts 4 <input type="checkbox"/> Tech Theatre 4	
<b>Language (LOTE)</b>				
<input type="checkbox"/> Spanish 1	<input type="checkbox"/> Spanish 2 <input type="checkbox"/> Pre-AP Spanish 2	<input type="checkbox"/> Pre-AP Spanish 3	<input type="checkbox"/> AP Spanish 4	
<b>Social Studies (Students must earn 5 total credits in Social Studies to earn the endorsement.)</b>				
<input type="checkbox"/> World Geography <input type="checkbox"/> Pre-AP World Geography	<input type="checkbox"/> World History <input type="checkbox"/> Pre-AP World History	<input type="checkbox"/> US History <input type="checkbox"/> AP US History <input type="checkbox"/> DC US History	<input type="checkbox"/> US Government ½ <input type="checkbox"/> Economics ½ <input type="checkbox"/> DC Government	5th credit can be a combo of Personal Financial Literacy, Psychology, & Sociology taken 10th-12th grade.
<b>BUSINESS AND INDUSTRY</b>				
<b>Agriculture / Animal Science - Possible Certifications: Certified Veterinary Assistant (Texas Veterinary Medical Association)</b>				
<input type="checkbox"/> Principles of Ag	<input type="checkbox"/> Small Animal Mgmt. ½ <input type="checkbox"/> Equine Science ½	<input type="checkbox"/> Vet. Med. Applications <input type="checkbox"/> Livestock Prod.	<input type="checkbox"/> Practicum in Ag. <input type="checkbox"/> Advanced Animal Science	*Vet. Med. can also be taken 4th course *Adv. Animal Science counts toward Science credit and GPA
<b>Agriculture / Horticulture - Possible Certifications: Floral Design</b>				
<input type="checkbox"/> Principles of Ag	<input type="checkbox"/> Horticulture Science	<input type="checkbox"/> Floral Design - 5451 <input type="checkbox"/> Landscape Design ½ <input type="checkbox"/> Turfgrass Mgmt. ½	<input type="checkbox"/> Practicum in Ag <input type="checkbox"/> Advanced Plant & Soil Science	*Floral Design counts toward a Fine Arts credit *Adv. Plant & Soil Science counts toward Science credit and GPA
<b>Architecture &amp; Construction - Possible Certifications: NCCER Certifications (The National Center for Construction Education &amp; Research)</b>				
<input type="checkbox"/> Principles of Construction	<input type="checkbox"/> Construction Technology I	<input type="checkbox"/> Construction Technology II	<input type="checkbox"/> Practicum in Construction Technology	
<b>Manufacturing - Possible Certifications: AWS D1.1, D9.1 (American Welding Society)</b>				

<input type="checkbox"/> Introduction to Welding	<input type="checkbox"/> Welding I	<input type="checkbox"/> Welding II	<input type="checkbox"/> Practicum in Manufacturing	
Automotive Technology - Possible Certifications: ASE Certifications (Automotive Service Excellence)				
<input type="checkbox"/> Automotive Basics	<input type="checkbox"/> Automotive Technology I	<input type="checkbox"/> Automotive Technology II	<input type="checkbox"/> Practicum in Transportation Systems	
Business Management, Marketing, & Finance - Possible Certifications: Quickbooks Certified User (Certiport)				
<input type="checkbox"/> Principles of Business, Marketing, & Finance	<input type="checkbox"/> Social Media Marketing ½ <input type="checkbox"/> Sports & Entertainment Marketing ½	<input type="checkbox"/> Accounting 1	<input type="checkbox"/> Practicum in Business <input type="checkbox"/> Entrepreneurship	
Graphic Design - Possible Certifications: Adobe Certified Associate (ACA) or Expert (ACE)				
<input type="checkbox"/> Principles of Arts, AV Tech & Communications	<input type="checkbox"/> Graphic Design & Illustration I	<input type="checkbox"/> Graphic Design & Illustration II	<input type="checkbox"/> Practicum in Graphic Design	
Hospitality and Tourism - Possible Certifications: ServSafe Food Handler				
<input type="checkbox"/> Introduction to Culinary Arts	<input type="checkbox"/> Culinary Arts	<input type="checkbox"/> Advanced Culinary Arts	<input type="checkbox"/> Practicum in Culinary Arts	
<b>PUBLIC SERVICE ENDORSEMENT</b>				
Human Services / Education - Possible Certifications: Child Development Associate (National Association of the Education of Young Children)				
<input type="checkbox"/> Principles of Human Services	<input type="checkbox"/> Child Development -	<input type="checkbox"/> Family and Community Services <input type="checkbox"/> Practicum in Education & Training (1st time taken)	<input type="checkbox"/> Practicum in Human Services <input type="checkbox"/> Practicum in Education & Training (2nd time taken)	
Health Science - Possible Certifications: Certified Nurse Aide (Texas Dept. of Aging & Disability Services), EMT				
<input type="checkbox"/> Principles of Health Science	<input type="checkbox"/> Medical Terminology	<input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> Health Science Theory/Clinical <input type="checkbox"/> Pharmacology	<input type="checkbox"/> Practicum in Health Science 1 <input type="checkbox"/> Health Science Theory/Clinical <input type="checkbox"/> EMT Certification Program <input type="checkbox"/> Pharmacology	<input type="checkbox"/> Practicum in Health Science 2 - 5270 *Anatomy & Physiology counts toward Science credit and GPA
Law, Public Safety, Corrections, & Security				
<input type="checkbox"/> Principles of Law, Public Safety, Corrections, & Security	<input type="checkbox"/> Law Enforcement I	<input type="checkbox"/> Law Enforcement II	<input type="checkbox"/> Practicum in Law, Public Safety, Corrections, & Security	
<b>STEM ENDORSEMENT</b>				
Engineering				

<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> Engineering Design & Presentation I	<input type="checkbox"/> Computer Aided Design & Drafting	<input type="checkbox"/> Practicum in STEM	
Science - 5 total science credits needed. Must complete 2 additional science courses AFTER physics and complete algebra 2.				
<input type="checkbox"/> IPC <input type="checkbox"/> Biology <input type="checkbox"/> PreAP Biology	<input type="checkbox"/> Chemistry <input type="checkbox"/> Pre-AP Chemistry	<input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Pre-AP Physics <input type="checkbox"/> Astronomy	<input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> Earth & Space Science <input type="checkbox"/> Adv. Animal Science <input type="checkbox"/> Adv. Plant & Soil Science <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry	3rd, 4th, and 5th science can be taken in any order as long as prerequisites are met.
Math - 5 total math credits needed. Must complete 2 additional math courses AFTER algebra 2 and complete physics and chemistry.				
<input type="checkbox"/> Algebra 1 <input type="checkbox"/> Geometry	<input type="checkbox"/> Geometry <input type="checkbox"/> Algebra 2	<input type="checkbox"/> Pre-Calculus	<input type="checkbox"/> Calculus <input type="checkbox"/> DC College Algebra /DC Pre-Cal <input type="checkbox"/> College & Career Math	

# GHS Course Descriptions 2020 - 2021

## CAREER AND TECHNOLOGY EDUCATION

### AGRICULTURE, FOOD, & NATURAL RESOURCES

#### **PRINCIPLES OF AGRICULTURE, FOOD, & NATURAL RESOURCES (5476)**

Prerequisites: None

Credits: 1

Grade Level: 9

Semesters: 2

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

#### **SMALL ANIMAL MANAGEMENT (5472)**

Prerequisites: Principles of Ag

Credits: ½

Grade Level: 10

Semesters: 1

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

#### **EQUINE SCIENCE (5436)**

Prerequisites: Principles of Ag, Small Animal Mgmt

Credits: ½

Grade Level: 10

Semesters: 1

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

### **LIVESTOCK PRODUCTION (5470)**

Prerequisites: Principles of Ag

Credits: 1

Grade Level: 10-11

Semesters: 2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

### **VETERINARY MEDICAL APPLICATIONS (5478)**

Prerequisites: Principles of Ag, Small Animal, Equine Science, or Livestock Prod.

Credits: 1

Grade Level: 11-12

Semesters: 2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

### **ADVANCED ANIMAL SCIENCE (Advanced Science Credit) (5432)**

Prerequisites: 2 credits of Animal Science coursework

Credits: 1

Grade Level: 11-12

Semesters: 2

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. **This course counts toward a science credit, GPA, and class rank.**

### **HORTICULTURE SCIENCE (5452)**

Prerequisites: Principles of Ag

Credits: 1

Grade Level: 10

Semesters: 2

Develop an understanding of common horticultural practices as they relate to food and ornamental plant production. This course is designed to improve knowledge of the home gardener as well as those seeking a career in horticulture. Students will learn the basic requirements of plant growth and reproduction. Stages of plant life will be covered and different ways to produce plants. Soil fertility, plant nutrients, and propagations will be some of the topics covered.

### **FLORAL DESIGN (5451)**

Prerequisites: Principles of Ag, Horticulture Science

Credits: 1

Grade Level: 11-12

Semesters: 2

This course is designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations. The course will develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Students will make floral arrangements such as holiday centerpieces, learn how to operate a floral retail store, and design floral arrangements for major events such as weddings, funerals, and conventions. **This course counts toward a fine arts credit.**

### **LANDSCAPE DESIGN (5446)**

Prerequisites: Principles of Ag, Horticulture Science

Credits: ½

Grade Level: 11-12

Semesters: 1

This course will develop student skills in the design, construction, and maintenance of planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. In this course, students will learn the basics of planning and installing a landscape. Plant selection and plant usage will be discussed along with growth requirements. Students will identify plants commonly used in landscapes and develop their own landscape plan.

**TURF-GRASS MANAGEMENT (5448)**

Prerequisites: Principles of Ag, Horticulture Science

Credits: ½

Grade Level: 11-12

Semesters: 1

This course is designed to help students develop an understanding of turf grass management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**ADVANCED PLANT & SOIL SCIENCE (5454)**

Prerequisites: 2 credits of horticulture coursework

Credits: 1

Grade Level: 12

Semesters: 2

Students will learn how plant and soil science influences a vast body of knowledge, and is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of plant and soil science. **This course counts toward a science credit, GPA, and class rank.**

**PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES (5462)**

Prerequisite: Application, Teacher approval

Credits: 2

Grade Level: 12

Semesters: 2

This course will be individually based so that students can study career opportunities in an agriculture field that will help with continuing education selections. A possibility of internships will be offered to students. The practicum is designed to give students supervised practical application of knowledge and skills.

**ARCHITECTURE & CONSTRUCTION****PRINCIPLES OF CONSTRUCTION (5492)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making, and problem solving is an essential skill for career planning and lifelong learning.

**CONSTRUCTION TECHNOLOGY I (5496)**

Prerequisite: Principles of Construction

Credits: 2

Grade Level: 10

Semesters: 2

Students acquire the knowledge and skills in safety, tool usage, building materials, codes, and framing. These skills are specific to those needed to enter the workforce as carpenters or building maintenance supervisors or prepare for postsecondary degree in construction management, architecture, or engineering. Students may earn OSHA Thirty Hour Safety certification.

**CONSTRUCTION TECHNOLOGY II (5497)**

Prerequisite: Construction Technology I

Credits: 2

Grade level: 11

Semesters: 2

Advanced study of Building Maintenance Technology. Students gain knowledge and skills specific to those needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and Heating, Ventilation, and Air Conditioning (HVAC) systems. Additionally, students learn methods for repair and installation of drywall, roof, and insulation systems.

**PRACTICUM IN CONSTRUCTION TECHNOLOGY (5499)**

Prerequisite: Construction Technology II, Application, Teacher Approval

Credits: 2

Grade Level: 12

Semesters: 2

Practicum in Architecture and Construction is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom.

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

### **PRINCIPLES OF ARTS, A/V TECHNOLOGY, & COMMUNICATIONS (5101)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

This course offers a basic exploration into the skills and knowledge associated with media communications and design. Students will utilize a variety of media to explore individual expression and will learn how to critically analyze their own work to further their artistic growth.

### **GRAPHIC DESIGN & ILLUSTRATION I (5141)**

Prerequisite: Principles of Arts, A/V, & Communications

Credits: 1

Grade Level: 10

Semesters: 2

This course is designed to teach students the fundamentals of design by creating illustrations and graphics for commercial applications such as advertisements, books and magazines, graphic novels and comics, television and movies, gaming, technical manuals, and web pages. Students will learn how to use professional level computer programs like Photoshop to create, alter and compose images. Adobe certification opportunity available.

### **GRAPHIC DESIGN & ILLUSTRATION II (5142)**

Prerequisite: Graphic Design & Illustration I

Credits: 1

Grade Level: 11

Semesters: 2

Students will use a variety of media and methods to create art that can be used in commercial applications and learn how to effectively communicate with and manipulate an audience using artwork, photography, and type that is arranged in a thoughtful, effective composition. Possible Adobe certification opportunity available.

### **PRACTICUM IN GRAPHIC DESIGN & ILLUSTRATION (5143)**

Prerequisite: Graphic Design II, Application, Teacher Approval

Credits: 2

Grade Level: 12

Semesters: 2

Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction will be delivered through classroom experiences or internship opportunities.

### **YEARBOOK I (6624)**

Prerequisite: none

Credits: 1 (local)

Grade Level: 9-12

Semesters: 2

Students produce photos for journalistic purpose, learn camera techniques and film processing, and create photo-compositions. Students interested will submit a letter of purpose stating why they wish to be in the class. Students who are familiar with digital photography and photo manipulation techniques are needed. Students must be able to devote time after school and on some weekends to work on the yearbook. The student must display dedication and ability in imaginative designing and creative writing. Experience with Adobe Photoshop, InDesign, and Illustrator is a plus.

### **YEARBOOK II (6634)**

Prerequisite: Yearbook I

Credits: 1 (local)

Grade Level: 10-12

Semesters: 2

Students produce photos for journalistic purpose, learn camera techniques and film processing, and create photo-compositions. Students interested will submit a letter of purpose stating why they wish to be in the class. Students who are familiar with digital photography and photo manipulation techniques are needed. Students must be able to devote time after school and on some weekends to work on the yearbook. The student must display dedication and ability in imaginative designing and creative writing. Experience with Adobe Photoshop, InDesign, and Illustrator is a plus.

### **YEARBOOK III (6644)**

Prerequisite: Yearbook II

Credits: 1 (local)

Grade Level: 11-12

Semesters: 2

Students produce photos for journalistic purpose, learn camera techniques and film processing, and create photo-compositions. Students interested will submit a letter of purpose stating why they wish to be in the class. Students who are familiar with digital photography and photo manipulation techniques are needed. Students must be able to devote time after school and on some weekends to work on the yearbook. The student must display dedication and ability in imaginative designing and creative writing. Experience with Adobe Photoshop, InDesign, and Illustrator is a plus.

### **YEARBOOK IV (6654)**

Prerequisite: Yearbook III

Credits: 1 (local)

Grade Level: 12

Semesters: 2

Students produce photos for journalistic purpose, learn camera techniques and film processing, and create photo-compositions. Students interested will submit a letter of purpose stating why they wish to be in the class. Students who are familiar with digital photography and photo manipulation techniques are needed. Students must be able to devote time after school and on some weekends to work on the yearbook. The student must display dedication and ability in imaginative designing and creative writing. Experience with Adobe Photoshop, InDesign, and Illustrator is a plus.

### **DIGITAL ART & ANIMATION (5130)**

Prerequisite: Art I Recommended

Credits: 1

Grade Level: 9-12

Semesters: 2

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. The recommended prerequisite is Art, Level I. This course is recommended for students in Grades 9-12. This course satisfies the high school fine arts graduation requirement.

## **BUSINESS MANAGEMENT, MARKETING, & FINANCE**

### **PRINCIPLES OF BUSINESS, MARKETING, & FINANCE (5107)**

Prerequisite: None

Credits: 1

Grade level: 9

Semesters: 2

In this course, students will learn about economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students will 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 including problems and settings in business, marketing, and finance.

### **SOCIAL MEDIA MARKETING (5610)**

Prerequisite: Principles of Business, Marketing, & Finance

Credits: ½

Grade level: 10-11

Semesters: 1

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world

of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

### **SPORTS & ENTERTAINMENT MARKETING (5606)**

Prerequisite: Principles of Business, Marketing, & Finance

Credits: ½

Grade level: 10-11

Semesters: 1

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

### **ACCOUNTING I (5117)**

Prerequisite: Principles of Business, Marketing, & Finance

Credits: 1

Grade level: 10-11

Semesters: 2

Accounting I introduces general accounting concepts, principles, and procedures by:

Emphasizing the need for financial records. Providing the fundamental accounting equation and its application to accounting procedures, including:

- the basic steps of the accounting cycle
- notes and interest
- depreciation, accruals and prepaid items
- payroll records
- personal income taxes

Accounting develops the knowledge, skills, and attitudes necessary for individuals to conduct personal business or to further an education in the field of accounting. Students complete practice sets or simulations, use calculators, and process some data electronically.

### **PRACTICUM IN BUSINESS MANAGEMENT (5111)**

Prerequisite: Accounting I, Application, Teacher Approval

Credits: 2

Grade level: 12

Semesters: 2

This practicum is designed to give students supervised practical application of previously studied knowledge and skills.

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate decisions.

### **ENTREPRENEURSHIP (5601)**

Prerequisite: 3 credits of business coursework

Credits: 1

Grade level: 12

Semesters: 2

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

## **HOSPITALITY & TOURISM**

### **INTRODUCTION TO CULINARY ARTS (5287)**

Prerequisite: None

Credits: 1

Grade level: 9

Semesters: 2

This course introduces students to the hospitality and tourism industry which encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism

industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

### **CULINARY ARTS (5288)**

Prerequisite: Introduction to Culinary Arts

Credits: 2

Grade level: 10

Semesters: 2

This course will teach students skills related to managing a food service business, nutrition, sanitation, preparation, planning, and catering.

### **ADVANCED CULINARY ARTS (5294)**

Prerequisite: Culinary Arts

Credits: 2

Grade level: 11

Semesters: 2

This course will build on the knowledge and skills learned in Culinary Arts and will include the principles of planning, organizing, cooking, staffing, and directing for effective food service operations. Students can pursue Serve Safe a management level food industry certification for a fee.

### **PRACTICUM IN CULINARY ARTS (5290)**

Prerequisite: Advanced Culinary Arts, Application, Teacher Approval

Credits: 2

Grade level: 12

Semesters: 2

This course will stress more advanced techniques and skills and include more independent planning and preparation of meals, field trips to area restaurants, and opportunities to participate in regional contests in SkillsUSA. Upon completion of this program, a student may take a national test for the ServSafe Food Production Manager Certification. Students may have the opportunity to obtain ServSafe Food Protection Manager Certification.

## **HUMAN SERVICES / EDUCATION**

### **PRINCIPLES OF HUMAN SERVICES (5323)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

This laboratory course will enable students to investigate careers in the human services career cluster including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **CHILD DEVELOPMENT (5331)**

Prerequisite: Principles of Human Services

Credits: 1

Grade Level: 10

Semesters: 2

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

### **FAMILY & COMMUNITY SERVICES (5365)**

Prerequisite: Child Development

Credits: 1

Grade Level: 11

Semesters: 2

This course covers personal and family development and management, consumer buying practices, budgeting, decision-making skills, health and wellbeing, nutrition, careers and career connections. This course will help the student make successful personal and family living decisions. It includes personal development, promotion of strong families, child development, and family housing needs.

### **PRACTICUM IN HUMAN SERVICES (5341)**

Prerequisite: Family & Community Services, Application, Teacher Approval

Credits: 2

Grade Level: 12

Semesters: 2

This course provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health, and family and consumer services careers. Instruction will be delivered through classroom experiences or through non-paid internships or job shadowing. Students are encouraged to participate in career and technical student organizations and other leadership or extracurricular organizations (i.e. FCCLA).

### **PRACTICUM IN EDUCATION & TRAINING 1 (5011)**

Prerequisite: Child Development

Credits: 2

Grade Level: 11-12

Semesters: 2

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

### **PRACTICUM IN EDUCATION & TRAINING 2 (5015)**

Prerequisite: Practicum in Education & Training 1

Credits: 2

Grade Level: 12

Semesters: 2

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

## **LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**

### **PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY (5374)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

Students will be introduced to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. They will learn the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. This overview will provide students with the skills necessary to pursue careers in law enforcement, fire service, protective services, and corrections.

### **LAW ENFORCEMENT I (5376)**

Prerequisite: Principles of Law, Public Safety, Corrections, & Security

Credits: 1

Grade Level: 10

Semesters: 2

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

### **LAW ENFORCEMENT II (5377)**

Prerequisite: Law Enforcement I

Credits: 1

Grade Level: 11

Semesters: 2

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand the ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony

### **PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY (5501)**

Prerequisite: Law Enforcement II

Credits: 2

Grade Level: 12

Semesters: 2

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## **MANUFACTURING**

### **INTRODUCTION TO WELDING (5511)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

To be prepared for careers in agriculture and/or manufacturing, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, and industry standards. To prepare for success, students will have the opportunity to learn, reinforce, experience, apply, and their knowledge and skills in a variety of settings.

### **WELDING I (5516)**

Prerequisite: Introduction to Welding

Credits: 2

Grade Level: 10

Semesters: 2

This class is a pre-employment laboratory course with job specific training for entry-level employment in the area of welding. This course provides the knowledge, skills, and technologies required for employment in the metal technology systems. Students can expect rigorous course content with high level lab projects that will prepare them for competitions and certification testing. This is a great opportunity for students who wish to pursue a career in the welding and welding inspection industry.

### **WELDING II (5520)**

Prerequisite: Welding I

Credits: 2

Grade level: 11

Semesters: 2

Students learn advanced welding techniques. This course is an extension of Welding I. Students at level II will be introduced to more complex welding procedures and will gain experience with more advanced welding tools. Course content will be rigorous and focused on certification in the welding industry. Students can expect high level lab projects and extensive study in metal technologies.

### **PRACTICUM IN MANUFACTURING (5536)**

Prerequisite: Welding II, Application, Teacher Approval

Credits: 2

Grade level: 12

Semesters: 2

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and welding skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## **TRANSPORTATION, DISTRIBUTION, & LOGISTICS**

### **AUTOMOTIVE BASICS (5564)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

### **AUTOMOTIVE TECHNOLOGY I (5566)**

Prerequisite: Automotive Basics

Credits: 2

Grade Level: 10

Semesters: 2

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

### **AUTOMOTIVE TECHNOLOGY II (5568)**

Prerequisite: Automotive Technology I

Credits: 2

Grade Level: 11

Semesters: 2

Advanced Automotive Technology is a pre-employment training program that may lead to employment in the automotive industry directly from high school or into a certification program in a technical college. Major components of instruction will focus on engine performance, suspension, and steering, which are required elements in the NATEF certification process. This course is designed for approximately 50% classroom instruction and 50% shop time.

### **PRACTICUM IN TRANSPORTATION SYSTEMS (5574)**

Prerequisite: Automotive Technology II, Application, Teacher Approval

Credits: 2

Grade Level: 12

Semesters: 2

This practicum is designed to give students supervised practical application of knowledge and skills in the transportation field. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as unpaid internships.

## **HEALTH SCIENCE**

### **PRINCIPLES OF HEALTH SCIENCE (5260)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

This course familiarizes the student with a multitude of careers in the health-care system. The focus is on exploration, leadership development, ethical and legal issues, and trends in financing health care. Instruction in anatomy and physiology, medical terminology, vital signs, and first aid will be included. This course prepares the student for the transition to upper level Health Science classes.

### **MEDICAL TERMINOLOGY (5262)**

Prerequisite: Principles of Health Science

Credits: 1

Grade Level: 10

Semesters: 2

This course is designed to study word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, body system-specific terminology, surgical procedures, medical specialties, and diagnostic procedures. By relating these concepts to body systems, students are able to better communicate in a medical environment. Students will be expected to identify, pronounce, and spell medical terms; use terms in context; utilize prefixes, suffixes, root words, and plurals to construct medical terms; analyze medical terms; translate abbreviations; and interpret symbols. Knowledge of medical terminology enhances the student's ability to successfully complete subsequent advanced health science courses and ultimately secure employment in a healthcare-related field.

### **Pharmacology (5272)**

Prerequisite: Medical Terminology & Biology

Credits: 1

Grade Level: 11

Semesters: 2

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

### **PRACTICUM IN HEALTH SCIENCE (1st course 5268 / 2nd course 5270)**

Prerequisites: Health Science Theory & Biology

Credits: 2

Grade Level: 12

Semesters: 2

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions. Enrolling into an EMT Certification program may be possible for the practicum experience.

### **HEALTH SCIENCE THEORY/HEALTH SCIENCE CLINICAL (5266)**

Prerequisites: Principles of Health Science & Biology

Credits: 2

Grade Level: 11-12

Semesters: 2

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Clinical MUST be taken concurrently with Health Science Theory.

## **SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)**

### **PRINCIPLES OF APPLIED ENGINEERING (5540)**

Prerequisites: None

Credits: 1

Grade Level: 9

Semesters: 2

This course covers the design process of structures and mechanical devices as they relate to the residential structure. Students will also research and explore the careers related to the engineering profession. Classroom concepts covered in this course will include basic manual drafting techniques, the design and problem solving process, mechanical engineering design principles, structural engineering design principles, civil engineering design principles, and engineering career exploration. Students will delve into the engineering process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems.

### **ROBOTICS I (5544)**

Prerequisites: Principles of Applied Engineering

Credits: 1

Grade Level: 9

Semesters: 2

This course provides students with opportunities to create web pages, online games, and robots. Students will identify task requirements and then use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of the principles of robotics through the study of physics, automation, and engineering design concepts.

### **ENGINEERING DESIGN & PRESENTATION I (5542)**

Prerequisites: Principles of Applied Engineering & Algebra I

Credits: 1

Grade Level: 10

Semesters: 2

This course is the beginning study in problem-solving using principles of engineering, invention, and innovation. Students will explore structural, mechanical, and electronic engineering disciplines. The classroom content will be rigorous and lab experiences will be project-based with required presentations. Classroom concepts and lab activities will include applied math,

mechanical engineering principles, structural engineering principles, electrical engineering principles, design and problem-solving processes, manual technical drafting, and project presentation techniques.

### **COMPUTER AIDED DESIGN & DRAFTING (?)**

Prerequisites: Engineering Design & Presentation

Credits: 1

Grade Level: 11

Semesters: 2

This course focuses on the fundamentals of computer-aided drafting using various drafting programs. Emphasis is placed on drawing setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects, adding text and dimensions; using layers and coordinating systems; and using input and output devices.

### **PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM) (5548)**

Prerequisites: Engineering Design & Problem-Solving

Credits: 1

Grade Level: 12

Semesters: 2

The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The student will demonstrate professional standards as required by business and industry. The student will apply concepts of critical thinking and problem-solving. The student will demonstrate leadership and teamwork skills in collaborating with others to accomplish goals and objectives.

## **ENGLISH LANGUAGE ARTS**

### **ENGLISH I (1114)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

English I is a fusion of composition, literature, language, and reading designed to develop skills in these areas. The conventions of spelling, mechanics, and usage are taught continuously throughout the year. A supplementary class novel or nonfiction book may also be studied. Composition instruction, both oral and written, stresses communicating ideas effectively. Writing assignments include single and multi-paragraph compositions of a variety of types such as editorials, character sketches, analyses of ideas and events, and arguing from accepted premises.

### **ENGLISH I - M (1109)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 9

Semesters: 2

English I is a fusion of composition, literature, language, and reading designed to develop skills in these areas. The conventions of spelling, mechanics, and usage are taught continuously throughout the year. A supplementary class novel or nonfiction book may also be studied. Composition instruction, both oral and written, stresses communicating ideas effectively. Writing assignments include single and multi-paragraph compositions of a variety of types such as editorials, character sketches, analyses of ideas and events, and arguing from accepted premises. This class's materials and content are modified based on IEP requirements. Students are assigned to this class by an ARD committee.

### **PRE-AP ENGLISH I (1116)**

Prerequisites: None

Credits: 1

Grade Level: 9

Semesters: 2

Pre-AP (Advanced Placement) English I is a more rigorous preparation for college preparatory and Advanced Placement courses offered later on in high school. The class elicits high student engagement, critical reading, analytical communication, and research procedures.

### **ENGLISH II (1124)**

Prerequisite: English I

Credits: 1

Grade Level: 10

Semesters: 2

This course continues to stress the coordination of literature, composition, language and reading. Literary selections serve to provide Ideas for discussion and composition as well as to study major features of literary work. Composition skills in this course are essentially the same as those for English I so that students may gain greater control over the fundamentals of the writing process. Students learn the formula for writing a persuasive essay. Language study is primarily a review of the grammatical structure of sentences and correct use of internal and end punctuation in all sentences.

### **ENGLISH II - M (1120)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 10

Semesters: 2

This course continues to stress the coordination of literature, composition, language and reading. Literary selections serve to provide Ideas for discussion and composition as well as to study major features of literary work. Composition skills in this course are essentially the same as those for English I so that students may gain greater control over the fundamentals of the writing process. Students learn the formula for writing a persuasive essay. Language study is primarily a review of the grammatical structure of sentences and correct use of internal and end punctuation in all sentences. This class's materials and content are modified based on IEP requirements. Students are assigned to this class by an ARD committee.

### **PRE-AP ENGLISH II (1127)**

Prerequisite: English 1

Credits: 1

Grade Level: 10

Semesters: 2

Pre-AP English II continues with the rigorous preparation for college preparatory and Advanced Placement courses started in Pre-AP English I. This class also elicits high student engagement, critical reading, analytical communication and research procedures.

### **ENGLISH III (1134)**

Prerequisites: English II

Credits: 1

Grade level: 11

Semesters: 2

American Literature is the basis for language study and written composition, stressing the cultural attitudes and customs of a variety of American groups, the oral and written traditions unique to American literature as well as the major authors, periods and works in American literary development. Vocabulary, correct usage and mechanics are emphasized in all oral and written work. Writing assignments will include paragraphs and multi-paragraph compositions. During the second semester the students will do all the research necessary for the writing of a research paper after studying logical reasoning and proper techniques for writing this kind of paper.

### **ENGLISH III - M (1131)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 11

Semesters: 2

American Literature is the basis for language study and written composition, stressing the cultural attitudes and customs of a variety of American groups, the oral and written traditions unique to American literature as well as the major authors, periods and works in American literary development. Vocabulary, correct usage and mechanics are emphasized in all oral and written work. Writing assignments will include paragraphs and multi-paragraph compositions. During the second semester the students will do all the research necessary for the writing of a research paper after studying logical reasoning and proper techniques for writing this kind of paper. The class materials and content are modified based on IEP requirements. Students are assigned to this class by an ARD committee.

### **A.P. ENGLISH: LANGUAGE & COMPOSITION (1136)**

Prerequisite: English II, Pre-AP English recommended

Credits: 1

Grade Level: 11-12

Semesters: 2

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The writing in this course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. This course will enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will also be required to complete a research paper in this course. An Advanced Placement test may be taken at the end of the course. Cost to the student varies from year to year.

#### **A.P. ENGLISH: LITERATURE & COMPOSITION (1146)**

Prerequisite: English II, Pre-AP English recommended

Credits: 1

Grade Level: 11-12

Semesters: 2

This course engages students in the careful reading and critical analysis of imaginative literature. Students will read works from several genres and periods -from the 16th to the 20th Centuries. In addition to considering a work's literary artistry, students will consider the social and historical values the work reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation whatever critical perspectives are brought to bear on the literary works studied. An Advanced Placement test may be taken at the end of the course for possible college credit. Cost to students varies from year to year.

#### **COLLEGE & CAREER PREP ENGLISH (7331)**

Prerequisite: English III

Credits: 1

Grade Level: 12

Semesters: 2

This course is designed to aid the student in acquiring basic skills needed for college-level reading and writing. Primary emphasis is placed on essay development; with attention given to problems in grammar and usage as these problems occur in the essays. Emphasis will also be on vocabulary development, literal and critical comprehension skills, study and test-taking skills, and fluency.

#### **ENGLISH IV (1144)**

Prerequisites: English III

Credits: 1

Grade level: 12

Semesters: 2

Major literary emphasis in this course is British literature; its unique oral and written traditions; major authors, periods, and works; and cultural attitudes and customs of the people of Great Britain. Works are studied with emphasis on recognition of major authors, periods, and selections representative of the time. Composition focuses on producing works that are clear and concise. Students are urged to use oral language effectively and correctly.

#### **ENGLISH IV - M (1141)**

Prerequisites: Placement by ARD Committee

Credits: 1

Grade level: 12

Semesters: 2

Major literary emphasis in this course is British literature; its unique oral and written traditions; major authors, periods, and works; and cultural attitudes and customs of the people of Great Britain. Works are studied with emphasis on recognition of major authors, periods, and selections representative of the time. Composition focuses on producing works that are clear and concise. Students are urged to use oral language effectively and correctly. The class materials and content are modified based on IEP requirements. Students are assigned to this class by an ARD committee.

#### **ENGLISH CONCEPTS (1174)**

Prerequisite: Failed English I or II EOC

Credits: 1

Grade Level: 9-12

Semesters: 2

The course is designed to aid the student in acquiring the skills needed to pass the STAAR EOC exams. Primary emphasis is placed on essay development, with attention given to problems in grammar and usage. Emphasis will also be on literal and

critical comprehension skills, study and test-taking skills, and reading fluency. This course will also assist in preparing students for the STAAR test.

### **LEVELED LITERACY INTERVENTION - LLI (1091)**

Prerequisite: Failed English I or II EOC

Credits: 1

Grade Level: 9-12

Semesters: 2

The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.

### **DUAL CREDIT: ENGLISH 1301: COMPOSITION I**

Prerequisite: Appropriate placement score or TSI exemption

Credits: ½

Grade Level: 11-12

Semesters: 1

This course provides a study of the principles and techniques of written compositions including sentence structure, paragraph development, and paper organization. This course also stresses the development of critical thinking as it applies to the textual analysis of expository prose.

### **DUAL CREDIT: ENGLISH 1302: COMPOSITION II**

Prerequisite: English 1301 with a grade of C or above

Credits: ½

Grade Level: 11-12

Semesters: 1

This course is a continuation of English 1301 and emphasizes more in-depth analysis of the principles and techniques of written compositions. The focus of compositions is on the development of critical thinking as it relates to the textual analysis of literary genres: the short story, poetry, drama, and the novel. A formal research paper is required.

### **DUAL CREDIT: ENGLISH 2322: BRITISH LITERATURE I**

Prerequisite: English 1301 and 1302 with a grade of C or above

Credits: ½

Grade Level: 12

Semesters: 1

This course is a survey of English literature from Beowulf to the major writers of the 18th Century. Although careful attention is given to the historical, social, and intellectual developments that gave rise to the literature, the emphasis of the course is on individual selections themselves as outstanding expressions of the English literary heritage. This course employs critical reading, thinking, and writing skills in the analysis of a wide variety of selected readings.

### **DUAL CREDIT: ENGLISH 2323: BRITISH LITERATURE II**

Prerequisite: English 1301, 1302, and 2322 with a grade of C or above

Credits: ½

Grade Level: 12

Semesters: 1

This course is a survey of English literature from the early Romantic writers to the Twentieth Century. Although careful attention is given to the historical, social, and intellectual developments that gave rise to the literature, the emphasis of the course is on individual selections themselves as outstanding expressions of the English literary heritage. This course employs critical reading, thinking, and writing skills in the analysis of a wide variety of selected readings.

### **READING I (1104)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 9

Semesters: 2

This course is designed to help students who are reading below grade level as determined by norm referenced test scores. In addition this course will work on the tools necessary to perform reading activities across the curriculum. An emphasis will be on those things necessary in the work world.

### **READING II (1105)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 10

Semesters: 2

This course is designed to help students who are reading below grade level as determined by norm referenced test scores. In addition this course will work on the tools necessary to perform reading activities across the curriculum. An emphasis will be on those things necessary in the work world.

### **READING III (1106)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 11

Semesters: 2

This course is designed to help students who are reading below grade level as determined by norm referenced test scores. In addition this course will work on the tools necessary to perform reading activities across the curriculum. An emphasis will be on those things necessary in the work world.

### **READING IV (1107)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 12

Semesters: 2

This course is designed to help students who are reading below grade level as determined by norm referenced test scores. In addition this course will work on the tools necessary to perform reading activities across the curriculum. An emphasis will be on those things necessary in the work world.

## **FINE ARTS**

### **ART I (6214)**

Prerequisite: None

Credits: 1

Grade level: 9-12

Semesters: 2

Art I provides a foundation through studying the elements of art, the principles of design, the art criticism steps, and the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation. The student develops and organizes ideas from the environment. They express ideas through original artworks, using a variety of media with appropriate skill. They demonstrate an understanding of art history and culture. They make informed judgments about personal artworks and the artworks of others.

### **ART II, CERAMICS I (6225)**

Prerequisite: Art I

Credits: 1

Grade level: 10-12

Semesters: 2

Advanced Art continues to build upon the foundations and visual building blocks learned in Art One. Each year the students will continue to expand their knowledge in working with clay through hand building slabs, coil building, throwing on the potter's wheel, learning to run the kiln, how to glaze and fire rake. They will continue with the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop a respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

### **ART III, CERAMICS II (6235)**

Prerequisite: Art II Ceramic Sculpture

Credits: 1

Grade level: 11-12

Semesters: 2

Advanced Art continues to build upon the foundations and visual building blocks learned in Art One. Each year the students will continue to expand their knowledge in working with clay through hand building slabs, coil building, throwing on the potter's wheel, learning to run the kiln, how to glaze and fire rake. They will continue with the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment,

developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

#### **ART IV, CERAMICS III (6245)**

Prerequisite: Art III Ceramic Sculpture

Credits: 1

Grade level: 11-12

Semesters: 2

Advanced Art continues to build upon the foundations and visual building blocks learned in Art One. Each year the students will continue to expand their knowledge in working with clay through hand building slabs, coil building, throwing on the potter's wheel, learning to run the kiln, how to glaze and fire rake. They will continue with the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

#### **ART II, PAINTING I (6224)**

Prerequisite: Art I

Credits: 1

Grade level: 10-12

Semesters: 2

Advanced Art continues to build upon the foundations and visual building blocks learned in Art One. Each year the students will continue to expand their knowledge in working with drawing, painting, a variety of media in 2D design and 3D design. They will continue with the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

#### **ART III, PAINTING II (6234)**

Prerequisite: Art II Painting

Credits: 1

Grade level: 11-12

Semesters: 2

Advanced Art continues to build upon the foundations and visual building blocks learned in Art One. Each year the students will continue to expand their knowledge in working with drawing, painting, a variety of media in 2D design and 3D design. They will continue with the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

#### **ART IV, PAINTING III (6244)**

Prerequisite: Art III Painting

Credits: 1

Grade level: 11-12

Semesters: 2

Advanced Art continues to build upon the foundations and visual building blocks learned in Art One. Each year the students will continue to expand their knowledge in working with drawing, painting, a variety of media in 2D design and 3D design. They will continue with the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

### **BAND I (6014)**

Prerequisite: Previous Band Training

Credits: 1

Grade Level: 9

Semesters: 2

The fall season is devoted to marching band with performances at all varsity football games and competition in the UIL Marching Contest. Rehearsals for marching band begin in early August. Beginning in mid-November preparation begins for the Christmas Parade, the Christmas concert and the All District Band Competition. January-February is preparation time for the UIL Solo and Ensemble Contest. In the spring the band prepares for the UIL Concert and sight Reading Contest. In May the bands present a Spring Concert and perform at graduation. (Students receive PE credit for marching band.)

### **BAND II (6024)**

Prerequisite: Band I

Credits: 1

Grade Level: 10

Semesters: 2

The fall season is devoted to marching band with performances at all varsity football games and competition in the UIL Marching Contest. Rehearsals for marching band begin in early August. Beginning in mid-November preparation begins for the Christmas Parade, the Christmas concert and the All District Band Competition. January-February is preparation time for the UIL Solo and Ensemble Contest. In the spring the band prepares for the UIL Concert and sight Reading Contest. In May the bands present a Spring Concert and perform at graduation. (Students receive PE credit for marching band.)

### **BAND III (6034)**

Prerequisite: Band II

Credits: 1

Grade Level: 11

Semesters: 2

The fall season is devoted to marching band with performances at all varsity football games and competition in the UIL Marching Contest. Rehearsals for marching band begin in early August. Beginning in mid-November preparation begins for the Christmas Parade, the Christmas concert and the All District Band Competition. January-February is preparation time for the UIL Solo and Ensemble Contest. In the spring the band prepares for the UIL Concert and sight Reading Contest. In May the bands present a Spring Concert and perform at graduation. (Students receive PE credit for marching band.)

### **BAND IV (6044)**

Prerequisite: Band III

Credits: 1

Grade Level: 12

Semesters: 2

The fall season is devoted to marching band with performances at all varsity football games and competition in the UIL Marching Contest. Rehearsals for marching band begin in early August. Beginning in mid-November preparation begins for the Christmas Parade, the Christmas concert and the All District Band Competition. January-February is preparation time for the UIL Solo and Ensemble Contest. In the spring the band prepares for the UIL Concert and sight Reading Contest. In May the bands present a Spring Concert and perform at graduation. (Students receive PE credit for marching band.)

### **COLOR GUARD I (6045)**

Prerequisite: Audition

Credits: ½

Grade Level: 9-12

Semesters: 1 (fall only)

Selection into Color Guard is by audition only. Students in the color guard will perform with the marching band. Individual members will use a variety of auxiliary equipment and dance to visually enhance the marching band. The Color Guard performs in conjunction with the marching band. There may be a cost associated with taking this course.

### **COLOR GUARD II (6046)**

Prerequisite: Audition

Credits: ½

Grade Level: 10-12

Semesters: 1 (fall only)

Selection into Color Guard is by audition only. Students in the color guard will perform with the marching band. Individual members will use a variety of auxiliary equipment and dance to visually enhance the marching band. The Color Guard performs in conjunction with the marching band. There may be a cost associated with taking this course.

### **COLOR GUARD III (6047)**

Prerequisite: Audition

Credits: ½

Grade Level: 11-12

Semesters: 1 (fall only)

Selection into Color Guard is by audition only. Students in the color guard will perform with the marching band. Individual members will use a variety of auxiliary equipment and dance to visually enhance the marching band. The Color Guard performs in conjunction with the marching band. There may be a cost associated with taking this course.

### **COLOR GUARD IV (6048)**

Prerequisite: Audition

Credits: ½

Grade Level: 12

Semesters: 1 (fall only)

Selection into Color Guard is by audition only. Students in the color guard will perform with the marching band. Individual members will use a variety of auxiliary equipment and dance to visually enhance the marching band. The Color Guard performs in conjunction with the marching band. There may be a cost associated with taking this course.

### **JAZZ BAND I (6064)**

Prerequisite: Band Director approval and membership in band

Credits: 1

Grade Level: 9

Semesters: 2

Students will be exposed to different jazz styles such as swing, bebop, blues, rock, and funk. Instrumentation is limited to: 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 3 to 5 trombones, 3 to 5 trumpets, 1 piano, 2 percussionists (trap set and auxiliary), electric bass, and guitar. Performances, including contest participation, will take place during and outside the school day.

### **JAZZ BAND II (6065)**

Prerequisite: Jazz Band I, Band Director approval and membership in band

Credits: 1

Grade Level: 10

Semesters: 2

Students will be exposed to different jazz styles such as swing, bebop, blues, rock, and funk. Instrumentation is limited to: 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 3 to 5 trombones, 3 to 5 trumpets, 1 piano, 2 percussionists (trap set and auxiliary), electric bass, and guitar. Performances, including contest participation, will take place during and outside the school day.

### **JAZZ BAND III (6066)**

Prerequisite: Jazz Band II, Band Director approval and membership in band

Credits: 1

Grade Level: 11

Semesters: 2

Students will be exposed to different jazz styles such as swing, bebop, blues, rock, and funk. Instrumentation is limited to: 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 3 to 5 trombones, 3 to 5 trumpets, 1 piano, 2 percussionists (trap set and auxiliary), electric bass, and guitar. Performances, including contest participation, will take place during and outside the school day.

### **JAZZ BAND IV (6607)**

Prerequisite: Jazz Band III, Band Director approval and membership in band Credits: 1  
Grade Level: 12 Semesters: 2  
Students will be exposed to different jazz styles such as swing, bebop, blues, rock, and funk. Instrumentation is limited to: 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 3 to 5 trombones, 3 to 5 trumpets, 1 piano, 2 percussionists (trap set and auxiliary), electric bass, and guitar. Performances, including contest participation, will take place during and outside the school day.

#### **INSTRUMENTAL ENSEMBLE I (6054)**

Prerequisite: Membership in Band Credits: 1  
Grade Level: 9 Semesters: 2  
Instrumental ensemble class consists of Jazz band for most of the students while others may choose to participate in the applied music portion of the class. These students will work privately with a teacher developing performance skills that will be applied to solo and small ensemble performances.

#### **INSTRUMENTAL ENSEMBLE II (6055)**

Prerequisite: Instrumental Ensemble I, Membership in Band Credits: 1  
Grade Level: 10 Semesters: 2  
Instrumental ensemble class consists of Jazz band for most of the students while others may choose to participate in the applied music portion of the class. These students will work privately with a teacher developing performance skills that will be applied to solo and small ensemble performances.

#### **INSTRUMENTAL ENSEMBLE III (6056)**

Prerequisite: Instrumental Ensemble II, Membership in Band Credits: 1  
Grade Level: 11 Semesters: 2  
Instrumental ensemble class consists of Jazz band for most of the students while others may choose to participate in the applied music portion of the class. These students will work privately with a teacher developing performance skills that will be applied to solo and small ensemble performances.

#### **INSTRUMENTAL ENSEMBLE IV (6058)**

Prerequisite: Instrumental Ensemble III, Membership in Band Credits: 1  
Grade Level: 12 Semesters: 2  
Instrumental ensemble class consists of Jazz band for most of the students while others may choose to participate in the applied music portion of the class. These students will work privately with a teacher developing performance skills that will be applied to solo and small ensemble performances.

#### **CHOIR I (6107)**

Prerequisite: None Credits: 1  
Grade Level: 9 Semesters: 2  
Singing skills and music fundamentals are taught. Some outside of school activities, such as rehearsals and performances are required. There is a Spring Concert, which is also held with the Spring Band Concert.

#### **CHOIR II (6108)**

Prerequisite: Choir I Credits: 1  
Grade Level: 10 Semesters: 2  
Singing skills and music fundamentals are taught. Some outside of school activities, such as rehearsals and performances are required. There is a Spring Concert, which is also held with the Spring Band Concert.

#### **CHOIR III (6109)**

Prerequisite: Choir II Credits: 1  
Grade Level: 11 Semesters: 2  
Singing skills and music fundamentals are taught. Some outside of school activities, such as rehearsals and performances are required. There is a Spring Concert, which is also held with the Spring Band Concert.

**CHOIR IV (6110)**

Prerequisite: Choir III

Credits: 1

Grade Level: 12

Semesters: 2

Singing skills and music fundamentals are taught. Some outside of school activities, such as rehearsals and performances are required. There is a Spring Concert, which is also held with the Spring Band Concert.

**VARSAITY MIXED CHOIR I (6114)**

Prerequisite: possible auditions

Credits: 1

Grade Level: 9

Semesters: 2

This is an advanced choir that focuses on performances and competitions.

**VARSAITY MIXED CHOIR II (6124)**

Prerequisite: possible auditions

Credits: 1

Grade Level: 10

Semesters: 2

This is an advanced choir that focuses on performances and competitions.

**VARSAITY MIXED CHOIR III (6134)**

Prerequisite: possible auditions

Credits: 1

Grade Level: 11

Semesters: 2

This is an advanced choir that focuses on performances and competitions.

**VARSAITY MIXED CHOIR IV (6144)**

Prerequisite: possible auditions

Credits: 1

Grade Level: 12

Semesters: 2

This is an advanced choir that focuses on performances and competitions.

**THEATER ARTS I (6314)**

Prerequisite: None

Credits: 1

Grade level: 9-12

Semesters: 2

Theater Arts I incorporates acting techniques and the role of the actor in interpreting dramatic literature. Students also learn something about the basics of writing and directing plays. Practical experience is provided through preparation and performance of plays. Students participate in various group activities, learn theater safety, improvisation, theater terminology, and basic acting skills/techniques as well as improve their communication and memorization skills. The multiple components of a theatrical production are explored through the preparation and performances of scenes and plays.

**THEATER ARTS II (6347)**

Prerequisite: Theater Arts I

Credits: 1

Grade level: 10-12

Semesters: 2

This course begins developing advanced techniques in makeup, voice, characterization and acting. Students must see at least one live performance per semester. This course builds on the background established in Theater Arts I placing greater emphasis on the theory and exercises in body control, voice, interpretation, improvisation, characterization, stage action, and analysis and study of auditioning, scripts, playwriting, and film production. The course also provides opportunities to develop knowledge of basic stagecraft.

**THEATER ARTS III (6348)**

Prerequisite: Theater Arts II

Credits: 1

Grade level: 11-12

Semesters: 2

This course continues the study of the historical evolution and cultural contributions of the theater, its plays, and its performance and production styles and techniques. Students study basic components of production and apply them through performances in various historic styles and theatrical modes. This course will give instruction in directing, theatrical design, makeup, voice and dialect, advanced characterization and advanced acting techniques. Students will begin developing playwriting and acting for radio, television and film. Students must participate in at least two productions and see at least one live performance per semester.

**THEATER ARTS IV (6349)**

Prerequisite: Theater Arts III

Credits: 1

Grade level: 12

Semesters: 2

This course will give instruction in directing, budgeting, and design for a production. It will continue to develop advanced skills in playwriting, makeup, voice, characterization and acting techniques for stage, radio, television and film. Each student will direct one production per semester and each student must participate in and see at least one production per semester.

**TECHNICAL THEATER I (6351)**

Prerequisite: None

Credits: 1

Grade level: 9-12

Semesters: 2

Technical Theater combines theories of design and stagecraft techniques with construction and operation of the various technical elements including scenery, properties, lighting, sound, costumes, makeup, and public relations. Students will construct and maintain the technical areas assigned and perform their role during rehearsal, production, and strike. Students learn about lighting, sound, props, and all other aspects of theater production. Students in this class 2<sup>nd</sup> semester have been selected by tryout to participate in our UIL One-Act Play. This course continues to develop students' skills in stagecraft design and construction. Students must work on and/or serve on the crew for at least one production per semester.

**TECHNICAL THEATER II (6352)**

Prerequisite: Technical Theater I

Credits: 1

Grade level: 10-12

Semesters: 2

Technical Theater combines theories of design and stagecraft techniques with construction and operation of the various technical elements including scenery, properties, lighting, sound, costumes, makeup, and public relations. Students will construct and maintain the technical areas assigned and perform their role during rehearsal, production, and strike. Students learn about lighting, sound, props, and all other aspects of theater production. Students in this class 2<sup>nd</sup> semester have been selected by tryout to participate in our UIL One-Act Play. This course continues to develop students' skills in stagecraft design and construction. Students must work on and/or serve on the crew for at least one production per semester.

**TECHNICAL THEATER III (6353)**

Prerequisite: Technical Theater II

Credits: 1

Grade level: 11

Semesters: 2

Technical Theater combines theories of design and stagecraft techniques with construction and operation of the various technical elements including scenery, properties, lighting, sound, costumes, makeup, and public relations. Students will construct and maintain the technical areas assigned and perform their role during rehearsal, production, and strike. Students learn about lighting, sound, props, and all other aspects of theater production. Students in this class 2<sup>nd</sup> semester have been selected by tryout to participate in our UIL One-Act Play. This course continues to develop students' skills in stagecraft design and construction. Students must work on and/or serve on the crew for at least one production per semester.

**TECHNICAL THEATER IV (6354)**

Prerequisite: Technical Theater III

Credits: 1

Grade level: 12

Semesters: 2

Technical Theater combines theories of design and stagecraft techniques with construction and operation of the various technical elements including scenery, properties, lighting, sound, costumes, makeup, and public relations. Students will construct and maintain the technical areas assigned and perform their role during rehearsal, production, and strike. Students learn about lighting, sound, props, and all other aspects of theater production. Students in this class 2<sup>nd</sup> semester have been selected by tryout to participate in our UIL One-Act Play. This course continues to develop students' skills in stagecraft design and construction. Students must work on and/or serve on the crew for at least one production per semester.

**FOREIGN LANGUAGES****SPANISH I (1214)**

Prerequisites: None

Credits: 1

Grade Level: 9-11

Semesters: 2

In this introductory course students will understand short utterances when listening, and respond orally with learned material. They will also produce words, phrases and sentences when speaking and writing. They will make lists, copy, and write from dictation. Students will also study the culture and heritage of the Spanish Speaking world.

### **SPANISH II (1224)**

Prerequisites: Spanish I

Credits: 1

Grade level: 9-12

Semesters: 2

Students will engage in oral and written exchanges of learned material to socialize and to provide and obtain information. Students will also present information using familiar words, phrases, and sentences to listeners and readers.

### **PRE-AP SPANISH II (1227)**

Prerequisites: Spanish I

Credits: 1

Grade level: 9-12

Semesters: 2

This course is designed for those students who wish to continue their studies in Spanish and eventually take the advanced placement courses offered. The student will find it necessary to be more creative in his/her responses to questions and more original in his/her narratives. All four major language skills will be developed with a concentration on higher grammatical structures. A major goal will be to make the student more comfortable in Spanish, not only in speaking and listening, but also in reading and writing. Selected short stories and poetry will also be studied. The student will be tested throughout the year in all areas pertaining to advanced placement curriculum. No GPA.

### **PRE-AP SPANISH III (1234)**

Prerequisites: Spanish II

Credits: 1

Grade level: 10-12

Semesters: 2

This course is designed for those students wishing to take Spanish IV AP. The course will encourage students to read, write, listen, and think in Spanish. This will require greater concentration on the student's part and will require rapid organization of thought and spontaneous processing of those thoughts into oral communication. Students will find it necessary to be more creative in their response to questions and more original in their written narratives. All four language skills will be developed, thereby allowing for the students to communicate in both their weak and strong areas of performance. Culture will be examined in the target language and will be presented on a level of deeper understanding. The students will study segments of literature from Spain and Latin America. Throughout the course, students will take small practice tests from the AP test to prepare them for the AP Spanish 4 class. **PRE-AP Spanish III will be offered if enrollment exceeds 10 students.**

### **AP SPANISH IV (1244)**

Prerequisites: Pre-AP Spanish III

Credits: 1

Grade Level: 11-12

Semesters: 2

This course is for students who excelled in Pre-AP Spanish III. This is a college level course taught in high school. Students can obtain college credit through satisfactory completion of the Spanish Language AP test. **AP Spanish IV will be offered if enrollment exceeds 10 students.**

## **MATHEMATICS**

### **ALGEBRA I (2214)**

Prerequisite: None

Credits: 1

Grade level: 9

Semesters: 2

This course expands the concepts of the real number system from arithmetic to more complex numbers in algebra. Topics studied in the course are sign numbers, algebraic fractions, linear equations, polynomials, graphing, properties of lines, equations in 2 variables, equations of lines, systems of equations, ratios and proportions, quadratic equations, radicals, inequalities, rational and irrational numbers.

### **ALGEBRA 1 - M (2041)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 9

Semesters: 2

This course expands the concepts of the real number system from arithmetic to more complex numbers in algebra. Topics studied in the course are sign numbers, algebraic fractions, linear equations, polynomials, graphing, properties of lines, equations in 2 variables, equations of lines, systems of equations, ratios and proportions, quadratic equations, radicals, inequalities, rational and irrational numbers.

### **GEOMETRY (2234)**

Prerequisite: Algebra I

Credits: 1

Grade Level: 9-10

Semesters: 2

This course introduces the student to geometry with a balance of theory and application. Formal proof is introduced early and used throughout the course. Areas of study include the basic definitions, parallel lines and planes, and polygons. There is an emphasis on triangles, circles, construction, areas and volume of plane and solid figures coordinate geometry, transformation and logic.

### **GEOMETRY - M (2045)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 10

Semesters: 2

This course introduces the student to geometry with a balance of theory and application. Formal proof is introduced early and used throughout the course. Areas of study include the basic definitions, parallel lines and planes, and polygons. There is an emphasis on triangles, circles, construction, areas and volume of plane and solid figures coordinate geometry, transformation and logic.

### **ALGEBRAIC REASONING (2204)**

Prerequisite: Algebra I

Credits: 1

Grade Level: 10-11

Semesters: 2

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions.

### **MATH MODELS with APPLICATIONS (2192)**

Prerequisite: Geometry

Credits: 1

Grade Level: 11-12

Semesters: 2

Must be taken after Geometry and before Algebra II. Students will use math models to solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use written and oral communication to make connections within and outside the field of mathematics.

### **MATH MODELS with APPLICATIONS - M (2191)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 11-12

Semesters: 2

Must be taken after Geometry and before Algebra II. Students will use math models to solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use written and oral communication to make connections within and outside the field of mathematics.

### **COLLEGE & CAREER PREP MATH (7333)**

Prerequisite: Additional math after geometry

Credits: 1

Grade Level: 12

Semesters: 2

This course will assist the student in developing the critical-thinking and problem-solving skills necessary for college-level mathematics courses. TSI math is designed to provide instruction and practice in performing fundamental algebraic operations involving real numbers, linear equations and inequalities, systems of linear equations, polynomials, factoring, graphing, rational expressions, rational exponents and radicals, exponential and logarithmic equations, complex numbers, nonlinear

inequalities, systems of nonlinear inequalities, quadratic equations, functions and their graphs, and selected application problems.

### **FINANCIAL MATHEMATICS (5125)**

Prerequisite: Algebra 1

Credits: 1

Grade Level: 10-12

Semesters: 2

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. This course will integrate career and postsecondary education planning into financial decision making. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace.

### **ALGEBRA II (2224)**

Prerequisite: Geometry

Credits: 1

Grade Level: 10-12

Semesters: 2

This course extends the concepts developed in the first year of algebra. Areas of study include relations and function, systems of equations, polynomials, roots, quadratic functions, rational polynomial expressions, exponents, logarithmic functions, and sequences and series.

### **PRECALCULUS (2257)**

Prerequisite: Algebra II

Credits: 1

Grade Level: 11-12

Semesters: 2

This course extends the concepts of algebra and prepares students for physics and calculus as well as work in electronics and other technical fields. It requires students to apply algebraic and geometric concepts to problems concerning ratios, functions, triangles, circles and algebraic proofs. Additional topics are vectors, complex numbers, functions, polynomials, the real number system, exponential and logarithmic functions, series, and geometry of lines.

### **AP CALCULUS (2265)**

Prerequisite: Precalculus

Credits: 1

Grade Level: 12

Semesters: 2

This course is for the student who has displayed exceptional mathematical talent. Calculus is a mathematical science used to determine approximations, measure ratios of change, and evaluate infinite sums. Included in the course is a section dealing with analytical geometry.

### **DUAL CREDIT: MATH 1314: COLLEGE ALGEBRA (2230)**

Prerequisite: Appropriate placement score or TSI exemption

Credits: ½

Grade Level: 12

Semesters: 1

This course offers a study of relations and functions, polynomial functions and equations of degree higher than two, exponential and logarithmic functions and equations, matrices, and determinants, sequences and series, the binomial theorem, and mathematical induction. This course meets the college core requirements and is recommended for students planning to transfer to bachelor's degree programs.

### **DUAL CREDIT: MATH 1342: ELEMENTARY STATISTICAL METHODS (2228)**

Prerequisite: Appropriate placement score or TSI exemption

Credits: ½

Grade Level: 12

Semesters: 1

Topics in this course include the collecting, organizing, and displaying of data; measures of central tendency, measures of variation, histograms, probability; probability distributions, binomial distributions, normal distributions, linear regression and their applications. This course is for non-mathematics, non-science, and non-business students. If statistics is taken in the 11th grade, the student's 12th grade math would be high school Pre-Calculus.

### **DUAL CREDIT: MATH 2412: PRECALCULUS MATH (2231)**

Prerequisite: Math 1314 with a grade of "C" or better

Credits: .½

Grade Level: 12

Semesters: 1

Topics in this course include applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions.

### **MATH CONCEPTS (2200)**

Prerequisite: Failed Algebra I EOC

Credits: 1

Grade Level: 9-12

Semesters: 2

Students will continue to build on Algebra 1 and Geometry foundations as they expand their understanding through other mathematical experiences. Students will use mathematical methods and technology to solve real world problems involving money, data, chance, and patterns. This course will also assist in preparing students for the STAAR test.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION: INDIVIDUAL SPORTS (8124) (1st semester)**

Prerequisite: None

Credits: ½

Grade Level: Any

Semesters: 1

Students in this class are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

### **PHYSICAL EDUCATION: TEAM SPORTS (8125) (2nd semester)**

Prerequisite: None

Credits: ½

Grade Level: Any

Semesters: 1

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than in reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

### **UIL (Competitive Athletics)**

Prerequisite: Completed Physical

Credits: 1

Grade level: Any

Semesters: 2

This program is governed by the University Interscholastic League and all rules established by the league are strictly supported. UIL athletics are available to all students who wish to participate in sports and follow the guidelines established by the coaches. UIL sports offered include: football, basketball, baseball, softball, track, tennis, golf, volleyball, and cross country. These sports are available on the varsity and sub-varsity levels. An off-season program is conducted in these sports. A student may choose to participate in all sports or to specialize in one or two. Academics are stressed first and athletics second. Grade averages must be maintained at a passing level if a student wants to continue to participate in athletic activities. Students enrolling in UIL activities must possess a competitive spirit, a proper attitude and a willingness to work under the supervision of coaches not only during class, but also on their own time. These classes will meet every day. Approval from the head coach in the sport or the athletic director needed for all UIL sports.

9th Grade Conditioning Athletics - 1st Semester - Baseball & Track Only (8295)

9th Grade Conditioning Athletics - 2nd Semester - Baseball & Track Only (8296)

9th Grade Boys Athletics - 1st Semester (8514)

9th Grade Boys Athletics - 2nd Semester (8515)

9th Grade Girls Athletics - 1st Semester (8414)

9th Grade Girls Athletics - 2nd Semester (8415)

9th Grade Tennis - 1st Semester (8551)  
9th Grade Tennis - 2nd Semester (8552)  
9th Grade Boys Soccer - 1st Semester (8341)  
9th Grade Boys Soccer - 2nd Semester (8342)  
9th Grade Girls Soccer - 1st Semester (8331)  
9th Grade Girls Soccer - 2nd Semester (8332)  
9th Grade Golf - 1st Semester (8351)  
9th Grade Golf - 2nd Semester (8352)  
9th Grade Wrestling - 1st Semester (8321)  
9th Grade Wrestling - 2nd Semester (8322)

10th Grade Conditioning Athletics - 1st Semester - Baseball & Track Only (8297)  
10th Grade Conditioning Athletics - 2nd Semester - Baseball & Track Only (8298)  
10th Grade Boys Athletics - 1st Semester (8524)  
10th Grade Boys Athletics - 2nd Semester (8525)  
10th Grade Girls Athletics - 1st Semester (8424)  
10th Grade Girls Athletics - 2nd Semester (8425)  
10th Grade Tennis - 1st Semester (8553)  
10th Grade Tennis - 2nd Semester (8554)  
10th Grade Boys Soccer - 1st Semester (8343)  
10th Grade Boys Soccer - 2nd Semester (8344)  
10th Grade Girls Soccer - 1st Semester (8333)  
10th Grade Girls Soccer - 2nd Semester (8334)  
10th Grade Golf - 1st Semester (8353)  
10th Grade Golf - 2nd Semester (8354)  
10th Grade Wrestling - 1st Semester (8323)  
10th Grade Wrestling - 2nd Semester (8324)

11th Grade Conditioning Athletics - 1st Semester - Baseball & Track Only (8300)  
11th Grade Conditioning Athletics - 2nd Semester - Baseball & Track Only (8301)  
11th Grade Boys Athletics - 1st Semester (8534)  
11th Grade Boys Athletics - 2nd Semester (8535)  
11th Grade Girls Athletics - 1st Semester (8434)  
11th Grade Girls Athletics - 2nd Semester (8435)  
11th Grade Tennis - 1st Semester (8555)  
11th Grade Tennis - 2nd Semester (8556)  
11th Grade Boys Soccer - 1st Semester (8345)  
11th Grade Boys Soccer - 2nd Semester (8346)  
11th Grade Girls Soccer - 1st Semester (8335)  
11th Grade Girls Soccer - 2nd Semester (8336)  
11th Grade Golf - 1st Semester (8355)  
11th Grade Golf - 2nd Semester (8356)  
11th Grade Wrestling - 1st Semester (8325)  
11th Grade Wrestling - 2nd Semester (8326)

12th Grade Conditioning Athletics - 1st Semester - Baseball & Track Only (8300)  
12th Grade Conditioning Athletics - 2nd Semester - Baseball & Track Only (8301)  
12th Grade Boys Athletics - 1st Semester (8534)  
12th Grade Boys Athletics - 2nd Semester (8535)  
12th Grade Girls Athletics - 1st Semester (8434)  
12th Grade Girls Athletics - 2nd Semester (8435)  
12th Grade Tennis - 1st Semester (8555)

12th Grade Tennis - 2nd Semester (8556)  
12th Grade Boys Soccer - 1st Semester (8345)  
12th Grade Boys Soccer - 2nd Semester (8346)  
12th Grade Girls Soccer - 1st Semester (8335)  
12th Grade Girls Soccer - 2nd Semester (8336)  
12th Grade Golf - 1st Semester (8355)  
12th Grade Golf - 2nd Semester (8356)  
12th Grade Wrestling - 1st Semester (8327)  
12th Grade Wrestling - 2nd Semester (8328)

## **SCIENCE**

### **ANATOMY & PHYSIOLOGY (3534)**

Recommended Prerequisite: Biology & 1 other science

Credits: 1

Grade Level: 11-12

Semesters: 2

This course is the study of the structure and function of the human body. This course begins with the physical basis of life and proceeds through levels of complexity from cellular studies through the study of the whole organism, emphasizing the complementary nature of structure and function. This course has been approved by TEA as a fourth science credit. This course is particularly recommended for students who expect to work in the health field.

### **INTEGRATED PHYSICS & CHEMISTRY (IPC) (3331)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

This course is the study of our environment, its composition and what affects it. This includes (1) matter - its properties, states, and causes of changes in states; (2) elements - their properties and the chemical reactions that make new or different substances; (3) energy - its different forms, the laws that govern them, and how to use them; (4) forces - electricity and waves. In addition, time is given to the study of the metric system and graphs.

### **INTEGRATED PHYSICS & CHEMISTRY M (IPC-M) (3330)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 9

Semesters: 2

This course is the study of our environment, its composition and what affects it. This includes (1) matter - its properties, states, and causes of changes in states; (2) elements - their properties and the chemical reactions that make new or different substances; (3) energy - its different forms, the laws that govern them, and how to use them; (4) forces - electricity and waves. In addition, time is given to the study of the metric system and graphs.

### **BIOLOGY (3523)**

Prerequisite: IPC (Integrated Physics & Chemistry)

Credits: 1

Grade Level: 9-10

Semesters: 2

Biology provides investigations into the structure and functions of cells, including cellular growth, reproduction, and genetics. It also investigates simple, multicellular, and complex life forms. Other topics include vertebrates, human physiology, and plants.

### **BIOLOGY M (3521)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 9

Semesters: 2

Biology provides investigations into the structure and functions of cells, including cellular growth, reproduction, and genetics. It also investigates simple, multicellular, and complex life forms. Other topics include vertebrates, human physiology, and plants.

### **PRE-AP BIOLOGY (3528)**

Prerequisite: None

Credits: 1

Grade Level: 9-10

Semesters: 2

This course has a high degree of difficulty. It is designed to prepare students to take Advanced Placement Biology. This is a rigorous, fast paced course intended to teach the principles of biochemistry, cell structure and function, energy and metabolism, photosynthesis, cell division, genetics, ecology, vertebrate and invertebrate animals and an overview of human systems. Students will sharpen critical thinking skills by reading and writing in the content area, and conducting laboratory experiments designed to teach fundamental skills and processes which include mathematical applications.

### **AP BIOLOGY (3529)**

Prerequisite: Pre AP Biology (recommended); Biology & Chemistry

Credits: 1

Grade Level: 11-12

Semesters: 2

AP Biology is a rigorous course equivalent to two semesters of college freshman biology for science majors. All work is designed to be at the college level and students are expected to work accordingly. AP Biology is for students who have developed analytical skills and already have knowledge of foundational concepts in both biology and chemistry. Students in AP Biology will develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting biological concepts in and across domains. Students are encouraged to take the AP Biology Exam in May.

### **CHEMISTRY (3638)**

Required Prerequisite: Algebra I & 1 HS Science

Credits: 1

Grade level: 10-11

Semesters: 2

Chemistry provides a laboratory approach to the study of the properties of elements, compounds, and mixtures. Investigations of stoichiometric and periodicity of the elements are conducted. Other topics include atomic spectra, atomic structure, chemical bonding, chemical reactions, acids and bases, PH and solution equilibria.

### **PRE-AP CHEMISTRY (3639)**

Prerequisite: Algebra I & 2 HS Sciences

Credits: 1

Grade Level: 10-12

Semesters: 2

This course is designed to prepare students to take Advanced Placement Chemistry. It covers the same topics as Chemistry but more in depth. This course is a math-intensive, problem-solving, lecture-demonstration course. The course focuses on atomic and electronic structure, reaction stoichiometry, gas laws, bonding and molecular structure, solution chemistry, and acid-base chemistry.

### **AP CHEMISTRY (3640)**

Recommended Prerequisite: Algebra II & Chemistry; Pre-AP Chemistry recommended

Credits: 1

Grade Level: 11-12

Semesters: 2

This course is the equivalent of the general chemistry course taken the first year of college. Topics include the structure of matter, states of matter, reactions, and descriptive chemistry. There is an extensive laboratory experience.

### **DUAL CREDIT BIOLOGY (BIOLOGY 1406 - BIOLOGY FOR SCIENCE MAJORS I) (9171)**

Prerequisite: Appropriate placement score or TSI exemption

Credits: ½

Grade Level: 11-12

Semesters: 1

In this course, fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Course includes laboratory activities.

### **DUAL CREDIT BIOLOGY (BIOLOGY 1407 - BIOLOGY FOR SCIENCE MAJORS II) (9172)**

Prerequisite: Biology 1406

Credits: ½

Grade Level: 11-12

Semesters: 1

In this course, the diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Course includes laboratory activities. It is recommended that Biology 1406 be taken before Biology 1407.

### **ASTRONOMY (3401)**

Prerequisite: Biology

Credit: 1

Grade Level: 11-12

Semesters: 2

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, seasons, gravity, spectroscopy, telescopes, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

### **PHYSICS (3347)**

Recommended Prerequisite: Alg 1 & 2 HS Sciences

Credits: 1

Grade Level: 11-12

Semesters: 2

Physics includes the study of forces and motion, heat, nuclear energy, wave transfer of energy, optics, magnetism, and electricity. This is an introductory course into the mechanical laws which govern the universe. This course is partly theoretical but also applies more practical hands-on activities. The course develops into a strong description of classical mechanics and focuses on waves, sound, light, and electricity.

### **PRE-AP PHYSICS (3348)**

Recommended Prerequisite: Chemistry, Alg 1, Geometry, & Concurrent enrollment in Algebra II

Credits: 1

Grade level: 10-12

Semesters: 2

Pre-AP Physics is an algebra-based course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills.

### **EARTH & SPACE SCIENCE (3421)**

Prerequisite: 3 Science credits one of which may be taken concurrently, and 3 Math credits one of which may be taken concurrently

Credit: 1

Grades: 11-12

Semesters: 2

Earth and Space Science ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's systems in space and time. Students will spend time studying the geosphere (solid Earth), hydrosphere (water), and atmosphere systems. Students will focus on how these systems interact with each other and how they interact with the biosphere (life). In addition, students will investigate how the Earth is part of the much larger solar and stellar systems.

## **SOCIAL STUDIES**

### **WORLD HISTORY (4334)**

Prerequisite: None

Credits: 1

Grade Level: 10

Semesters: 2

This survey course reflects a cultural approach to the study of World History and the development of a variety of world cultures, both past and present. The cultural, economic, and social development of major world areas from prehistoric time to the present is included in the course content. Students are given maximum opportunities to compare and analyze various ways of life and cultural patterns, emphasizing the diversity and commonality of human experiences. Current events are studied to relate contemporary world affairs to the past.

**WORLD HISTORY M (4331)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 10

Semesters: 2

This survey course reflects a cultural approach to the study of World History and the development of a variety of world cultures, both past and present. The cultural, economic, and social development of major world areas from prehistoric time to the present is included in the course content. Students are given maximum opportunities to compare and analyze various ways of life and cultural patterns, emphasizing the diversity and commonality of human experiences. Current events are studied to relate contemporary world affairs to the past.

**PRE-AP WORLD HISTORY (4336)**

Prerequisite: None

Credits: 1

Grade Level: 10

Semesters: 2

It provides students in-depth challenges in the study of ancient cultures and world religions, the civilization of Greece and Rome, Asia and Africa, and the contemporary world since 1776. The requirements and expectations are rigorous including research papers, independent and collaborative projects, outside reading of primary and secondary sources, and reports and presentations.

**WORLD GEOGRAPHY (4144)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

Students study the nature of geography, physical setting of the earth, interaction of physical environments, and rural and urban analysis. Also included are respect for self and others, democratic beliefs and personal responsibility, support for the American economic system, and social studies skills applications.

**WORLD GEOGRAPHY M (4141)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade Level: 9

Semesters: 2

Students study the nature of geography, physical setting of the earth, interaction of physical environments, and rural and urban analysis. Also included are respect for self and others, democratic beliefs and personal responsibility, support for the American economic system, and social studies skills applications.

**PRE-AP WORLD GEOGRAPHY (4146)**

Prerequisite: None

Credits: 1

Grade Level: 9

Semesters: 2

This is a two semester global study of civilizations, from the earliest times to the present. First semester is an in-depth study of ancient civilizations, with an emphasis on the value of geography to the people and their culture, the earth and its formations, maps and map skills, legends, and symbols. Second semester focuses on geography's relationship to societies, population, agriculture and climates of Asia, Africa, and Latin America. Activities include participation in comprehensive projects, and research techniques while studying Europe, North America, South America, Australia, and the Pacific Islands. These activities will utilize extensive map skills.

**UNITED STATES HISTORY (4114)**

Prerequisite: None

Credits: 1

Grade level: 11

Semesters: 2

This course deals with significant people, issues and events from the Reconstruction period through the 1970s. It emphasizes present-day issues that have their roots in the past. It is an inquiry into the social, political, cultural, and economic development

of the United States during this period, including an emphasis on development and changes in the U. S. Foreign Policy from 1860 to 1980.

**UNITED STATES HISTORY M (4111)**

Prerequisite: Placement by ARD Committee

Credits: 1

Grade level: 11

Semesters: 2

This course deals with significant people, issues and events from the Reconstruction period through the 1970s. It emphasizes present-day issues that have their roots in the past. It is an inquiry into the social, political, cultural, and economic development of the United States during this period, including an emphasis on development and changes in the U. S. Foreign Policy from 1860 to 1980.

**AP UNITED STATES HISTORY (4116)**

Prerequisite: World Geography, World History, Pre-AP World History recommended

Credits: 1

Grade level: 11

Semesters: 2

This course deals with significant people, issues and events from the Reconstruction period through the 1970s. It emphasizes present-day issues that have their roots in the past. It is an inquiry into the social, political, cultural, and economic development of the United States during this period, including an emphasis on development and changes in the U. S. Foreign Policy from 1860 to 1980.

**DUAL CREDIT: HISTORY 1301: U.S. HISTORY I (4556)**

Prerequisite: Appropriate placement score or TSI exemption

Credits: ½

Grade Level: 11

Semesters: 1

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**DUAL CREDIT: HISTORY 1302: U.S. HISTORY II (4556)**

Prerequisite: History 1301

Credits: ½

Grade Level: 11

Semesters: 1

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post- Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**UNITED STATES GOVERNMENT (4444)**

Prerequisite: None

Credits: ½

Grade level: 12

Semesters: 1

This course focuses on the structure and function of American, Texas, and local governments. The theory of different forms of governments is outlined and the purpose and work of the legislative, executive, and judicial branches of government are investigated. Emphasis is placed on concepts of political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

**UNITED STATES GOVERNMENT M (4443)**

Prerequisite: Placement by ARD Committee

Credits: ½

Grade level: 12

Semesters: 1

This course focuses on the structure and function of American, Texas, and local governments. The theory of different forms of governments is outlined and the purpose and work of the legislative, executive, and judicial branches of government are investigated. Emphasis is placed on concepts of political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

**DUAL CREDIT: GOVERNMENT 2305: FEDERAL GOVERNMENT (9200)**

Prerequisite: Appropriate placement score or TSI exemption Credits: ½  
Grade Level: 12 Semesters: 1

This course surveys the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights.

**DUAL CREDIT: GOVERNMENT 2306: TEXAS GOVERNMENT (9200)**

Prerequisite: Appropriate placement score or TSI exemption Credits: ½  
Grade Level: 12 Semesters: 1

This course surveys the origin and development of the Texas Constitution, structure and powers of the state and local government, federalism, and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

**ECONOMICS/FREE ENTERPRISE (4224)**

Prerequisite: None Credits: ½  
Grade Level: 12 Semesters: 1

This course is designed to improve the economic literacy of students, as they become consumers and producers in the American economic system. It is a study of the basic principles and theories with an emphasis on helping students develop competencies in the application of economic knowledge to particular daily functions and the decision-making processes. The course will provide an understanding of the essentials and benefits of the free enterprise system.

**ECONOMICS/FREE ENTERPRISE M (4223)**

Prerequisite: Placement by ARD Committee Credits: ½  
Grade Level: 12 Semesters: 1

This course is designed to improve the economic literacy of students, as they become consumers and producers in the American economic system. It is a study of the basic principles and theories with an emphasis on helping students develop competencies in the application of economic knowledge to particular daily functions and the decision-making processes. The course will provide an understanding of the essentials and benefits of the free enterprise system.

**PERSONAL FINANCIAL LITERACY (4564)**

Prerequisite: None Credits: ½  
Grade Level: 10-12 Semesters: 1

This course is designed to teach students how to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Personal Financial Literacy 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. This one-half elective credit course 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.

**PSYCHOLOGY (4544)**

Prerequisite: None Credits: ½  
Grade Level: 10-12 Semesters: 1

This class surveys the major principles of psychology such as behavior and mental processes. The course introduces the history of psychology, human development, personality, learning, memory and thought, emotion, thinking, and language. Students will examine the full scope of the science of psychology such as the historical framework, methodologies, motivation, sensation, perception, personality development, cognition, intelligence, biological foundations, mental health, and social psychology. Students will be introduced to both individual and group psychology. Content includes the study of psychological theory and application as well as case studies.

### **SOCIOLOGY (4554)**

Prerequisite: None

Credits: ½

Grade Level: 10-12

Semesters: 1

This course surveys the major principles of sociology such as social behavior and the organization of human society. This course offers a study of human relationships in society and how the individual relates to society and the ever-changing world. It focuses upon the use of sociological point of view to examine culture, social structure, and the individual in society, social institutions, and social inequality. The changing social world and its implications are presented and analyzed as well as the importance and role of culture, socialization, and social change in today's society.

## **REQUIRED ELECTIVES**

### **HEALTH (8024)**

Prerequisite: None

Credits: ½

Grade level: 10-12

Semesters: 1

Students will become health literate adults. They will gain an understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. They will learn how to access information they can use to promote good health for themselves and others.

### **PROFESSIONAL COMMUNICATIONS (SPEECH) (6414)**

Prerequisite: None

Credits: ½

Grade Level: 10-12

Semesters: 1

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

### **DUAL CREDIT: SPEECH 1315: PUBLIC SPEAKING (6401)**

Prerequisite: Appropriate placement score or TSI exemption

Credits: ½

Grade Level: 11-12

Semesters: 1

This course encompasses both theory and practice of communicating with others and includes research, composition, organization, and delivery of speeches for various purposes and occasions. No GPA

## **Texas Virtual School Network (TxVSN)**

The Texas Virtual School Network (TxVSN) catalog provides Texas students and schools with equitable access to rigorous online high school, Advanced Placement, and dual credit courses. TxVSN courses are approved by the Texas Education Agency and taught by appropriately -credentialed teachers trained in best practices in online instruction. Students may take courses selected from the catalog along with traditional courses at their school. They may complete TxVSN courses at school,

off-campus, or at any location where Internet access is available.

**TxVSN Benefits**

- Expand graduation endorsement options and course offerings for high school, Advanced Placement, dual credit, CTE, and more
- Provide schedule flexibility for students
- Offer credit advancement for early graduation and credit recovery
- Address classroom teacher shortages
- Provide personalized student instruction
- Blend supplemental online courses with traditional face-to-face courses

Contacts

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**TxVSN Course Catalog**

Advanced Placement (AP®)			
A3010200	AP Biology	A3330100	AP U. S. Government and Politics
A3100101	AP Calculus AB	A3340100	AP United States History
A3220100	AP English Language And Composition	A3350100	AP Psychology
A3220200	AP English Literature And Composition	A3360100	AP Human Geography (World Geography)
A3310200	AP Macroeconomics	A3430100	AP Languages Other Than English Level IV (Vergil) - Latin
		A3440100	AP Languages Other Than English Level IV Language - Spanish
Career and Technical Education (CTE)			
13009900	Professional Communications	13016600	Accounting I
13011200	Principles of Business, Marketing, and Finance	13020200	Principles of Health Science
13011300	Touch System Data Entry	13020300	Medical Terminology
13011400	Business Information Management I	13020600	Anatomy and Physiology
13011500	Business Information Management II	13020800	Pathophysiology
13011600	Business English	13020900	World Health Research
13011900	Human Resources Management	13027200	Principles of Information Technology
13012100	Business Management	13027800	Digital and Interactive Media
13016200	Money Matters	13029200	Principles of Law, Public Safety, Corrections, and Security
English Language Arts			
03220100	English I	03230100	Journalism
03220200	English II	03241400	Communication Applications
03220300	English III (DC/HS)	03220400	English IV (DC/HS)
Fine Arts			
03152500	Music Appreciation (DC)	03500500	Art II, Drawing I
03155600	Music I, Applied Music I	03502210	Art III, Design II
03500100	Art I (DC/HS)		
Languages Other Than English (LOTE)			
03410100	LOTE Level I - French	03440100	LOTE Level I - Spanish
03410200	LOTE Level II - French	03440200	LOTE Level II - Spanish
03410300	LOTE Level III - French	03440300	LOTE Level III - Spanish
03420100	LOTE Level I - German	03490100	LOTE Level I - Chinese
03420200	LOTE Level II - German	03490200	LOTE Level II - Chinese
03420300	LOTE Level III - German	03490300	LOTE Level III - Chinese
03430100	LOTE Level I - Latin	03980100	LOTE Level I - American Sign Language
03430200	LOTE Level II - Latin	03980200	LOTE Level II - American Sign Language
03430300	LOTE Level III - Latin		
Mathematics			
03100500	Algebra I	03102400	Mathematical Models With Applications Advanced
03100600	Algebra II	03102510	Quantitative Reasoning (1 Unit)
03100700	(DC/HS)		
03101100	Geometry		
	Precalculus		

<b>Science</b>			
03010200	Biology	03050000	Physics
03020000	Environmental Systems	03060100	Astronomy
03030000	Aquatic Science	03060200	Earth and Space Science
03040000	Chemistry	03060201	Integrated Physics And Chemistry
<b>Social Studies</b>			
03310300	Economics with Emphasis on the Free Enterprise System and its Benefits	03350100	Psychology (DC/HS)
03320100	World Geography Studies	03370100	Sociology (DC/HS)
03330100	United States Government	03380002	Special Topics in Social Studies (US History to 1877) (DC)
03340100	United States History Since 1877 (DC/HS)	03380052	Special Topics in Social Studies: Hebrew Scripture (Old Testament)
03340400	World History Studies	03380062	Special Topics in Social Studies: New Testament
<b>Technology Applications</b>			
03580200	Computer Science I	03580400	Digital Design and Media Production
03580300	Computer Science II	03580820	Web Design
03580360	Digital Forensics		
<b>Other</b>			
03000100	Driver Education	03810100	Health Education
03000200	Driver And Safety Education	PES00052	Foundations of Personal Fitness

*Approved courses are added to the statewide catalog throughout the school year. DC = Dual Credit Course DC/HS = Dual Credit and High School Course*