

Diboll High School
2019-2020



Course Descriptions, Graduation Requirements, & More
Diboll Independent School District
www.dibollisd.com

Diboll High School
1000 Lumberjack Drive
Diboll, TX 75941
(936) 829-5626

Dear Parents and Students,

The Diboll High School Course Selection Guide provides information needed to make decisions concerning the appropriate instructional program for each student. The information in this guide should prove useful in decision making concerning selection of courses for the coming year, as well as setting long term plans and academic goals for graduation and beyond. Descriptions of each graduation plan, descriptions of each course offered, and additional important information are provided.

Diboll High School takes great pride in the wide range and high quality of courses offered to students. Your continued support is welcomed and encouraged at DHS as the entire district continues striving towards the goal of excellence in education. If you have any questions or concerns, please feel free to call the school and/or visit with the counselor. Please note that this document is a work in progress and updates and changes may be found online on the Diboll High School website.

Sincerely,

John R. Clements, Sr.

John Clements, Sr.
High School Principal

Diboll ISD does not discriminate against current or prospective students on the basis of race, color, sex, religion, national origin, age, disability, or any other legally protected characteristic in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act of 1990.

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High School Organization

Diboll High School operates on a traditional eight period day and serves students in grades nine through twelve. The school day begins at 7:50AM with the tardy bell at 7:55AM and the school day ends at 3:40PM. The school year is divided into two traditional semesters. Grade placement is determined by the number of credits earned as shown in the following chart:

If you were a Freshman (9th grade) during the following school year:	To be a Sophomore (10th grade) , you must have the following credits:	To be a Junior (11th grade) , you must have the following credits:	To be a Senior (12th grade) , you must have the following credits:	To graduate, you must have the following credits:
2015-2016 & Beyond	6	13	19	26

Grade placement is adjusted as students complete courses thus accumulating adequate credits for the next grade level.

Graduation Requirements for Students Entering Grade 9 and beyond

All Diboll High School students are placed on the Foundation High School Program with at least one endorsement. For a student to opt into the state's Foundation High School Program without earning an endorsement they must meet the following criteria:

- (1) Have completed 10th grade;
- (2) The student and the student's parents are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; **and**
- (3) The student's parent files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

In addition to the required credits, students must pass the state assessments in order to graduate from high school in Texas.

Students may also opt to take a more rigorous route to graduation and graduate with a distinguished designation. This will be explained further below.

The Foundation Graduation plan requires 22 credits with an additional 4 credits in advanced CTE, academic courses (science and mathematics), languages, and fines arts. The chart below shows the basic graduation plan for all 2018 graduates and beyond.

All freshman entering DHS will be required to choose or declare an endorsement pathway and develop a Personal Graduation Plan (PGP) their 8th grade year. Thereafter, each year students will revisit their PGP to ensure that they are on track and make any changes. However, after their sophomore year the PGP becomes set and cannot be changed without a meeting with the principal and counselor. It should be noted that DHS is able to offer a wide range of endorsement options in all five endorsement areas.

Pre-AP/AP/Honors Course Guidelines

Criteria

- Pre-AP/AP/Honors courses are open to all students who are self-motivated and seek an academic challenge and whose schedule allows them to be in the class.
- Students in the 9th through 12th grade are not limited in the number of Pre-AP/AP/Honors courses in which they can enroll. However, it is advised that students use caution when enrolling in multiple courses if they are highly involved in extracurricular activities or have a part-time job.

Expectations

- Pre-AP/AP/Honors courses demand the highest levels of participation, effort and quality from students.
- Students must be mature thinkers and possess self-discipline.
- Maintain a 70 or better throughout the 1st semester. Failure to maintain a 70 or better may result in rescheduling into the regular weighted course for second semester.
- AP students are required to take the Advanced Placement exam. Refusal to take the AP Exam will result in loss of Advanced credit.

Curriculum

- Pre-AP/AP/Honors course curriculum extends beyond the core objectives and places additional emphasis on higher-level thinking and exploration of concepts in greater depth and complexity.
- Pre-AP/AP/Honors courses move at an accelerated pace.
- No individual student may retake a test; however the instructor has the discretion to reteach and retest students if the test results for the majority of the students are below standard.

Reasons to Enroll

- Pre-AP/AP/Honors courses are challenging and stimulating.
- Pre-AP/AP/Honors courses help prepare students for college by engaging them in rigorous in-depth studies.
- Students develop study habits that help them prepare for college.
- Pre-AP/AP/Honors courses are weighted to receive premium points and can increase a student's GPA.

Reasons NOT to Enroll

- Pre-AP/AP/Honors courses may require students to complete readings and/or assignments during the summer prior to beginning the course in the fall.
- Pre-AP/AP/Honors courses take more time and require more work.
- Pre-AP/AP/Honors classes have a heavier workload and may increase student stress and minimize time for other activities.

Dropping a Pre-AP/AP/Honors Course

- **Students will only be allowed to drop a Pre-AP/AP/Honors course during the first week of the first semester.**
- After the first week, students must stay until the end of the first semester.
- Students who are not successfully meeting the Pre-AP/AP/Honors academic expectations at the end of the first semester may be scheduled into a regular class of the same content area.
- Students that elect to withdraw from an AP or Pre-AP course during at the end of the 9 week period the grades earned in the drop course will be transferred to the regular education course.

Diboll High School Pre-AP/AP/Honors Course Contract 2019-2020

Please Print

Student Info:

Last Name

First Name

E-mail address

Grade Level 2018-2019 (Check One) 9

10

11

12

Parent Info:

Last Name

First Name

e-mail address

Phone:

Home

Cell

Work

This contract shall be applied to all of the Pre-AP/AP/Honors courses of which I am enrolled. The application must be signed and returned before the students will be scheduled into that course.

By signing this contract, I understand that the following conditions and requirements apply:

- I have one (1) week at the beginning of the school year to drop the Pre-AP/AP/Honors class. Otherwise, I agree to remain in the class for the 9 week period. I understand that if I choose drop an AP or Pre-AP class, my current grade in that class will be transferred to the equivalent regular education course respectfully.
- Summer assignments are not supplemental or optional; they are essential to a student's overall success. I will complete all summer assignments prior to the first day of classes.
- I thoroughly understand the course description and expectations of a college-level type course.
- I understand that if I cannot maintain a 70 or better average 1st semester, I will be scheduled into the regular course respectively.
- I will not be allowed to retake a test from a Pre-AP/AP/Honors course unless authorized by the teacher.
- If enrolled in an AP Course, I am **required** to take the AP exam. Failure to take the AP exam will result in loss of advance credit for the class.

Agreements:

Student:

- To show commitment to academic excellence
- To complete summer assignments as required by grade level and content area
- To do my own work
- To organize my time and study habits to complete the above named Pre-AP/AP/Honors course(s)
- To exhibit maturity self-discipline and maximum effort during every class

Parent/Guardian:

- I agree to help my son/daughter organize study time in support of class assignments
- I agree to encourage him/her to communicate with the teacher when discipline, curricular questions or concerns arise. If the situation remains unresolved, I will request an appointment with the teacher.
- I understand that if my child does not earn a 70 or better average for semester one in the Pre-AP/AP/Honors course, they may be scheduled into the regular course respectively.

I affirm that I have read this contract and I will abide by its stipulations.

Student Signature

Date

I support my student's decision and I understand the implications of this course selection.

Parent Signature

Date

Students will be removed from the requested courses and placed in a substitute course if the contract is not returned by the first Friday of the school year. **Minimum enrollment must be met for courses to be offered.**

DUAL CREDIT VERSUS PRE-ADVANCED & ADVANCED PLACEMENT COURSES

The Dual Credit program is a cooperative educational endeavor between Diboll ISD and Angelina College where college-level courses are taught during the school day. The purpose of the Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses is to give students the opportunity to develop skills that will enable them to be successful in college courses. Pre-AP courses are characterized by an immersion in rigorous content, an accelerated pace, and performance assessment at the synthesis and evaluative levels. Typically, successful Pre-AP students are task-oriented, proficient readers, able to prioritize their time, and have parental support.

DUAL CREDIT ENROLLMENT

A dual credit class is a designated college class for credit (one-half unit increments) that may be taken in place of the regular high school course. The student must be enrolled as a full-time student in DISD and must attend a mandatory parent meeting prior to college enrollment. Students are responsible for arranging to take the appropriate placement test(s) and meeting local criteria as required by the college and/or DHS. (See: **Eligibility**) Students who are eligible to take college courses are responsible for all day to day assignments. DISD takes great pleasure in paying college tuition, transportation (if course is scheduled within the school day) and books. (See: **Payment for College Courses**) However, parents are required to pay a \$100 dollar fee, due prior to the first day of class day, **each semester**. Failure to pay or make arrangements to pay the fee will result in the student not being able to register for any courses.

Eligibility

General Requirements:

- Students must obtain a registration form from a counselor.
- Students must have maintained a 95% attendance rate the previous year.
- Students must apply for admission through Angelina College by going to www.angelina.edu.

In order to take dual credit courses:

- Each student must have a minimum of a 92 average in academic (core) courses completed while in high school.
- Students must take and pass the TSI assessment meet the college exemption criteria (based on ACT, SAT, or STAAR) to be eligible.
- Students will need to check with the counselors for dates and times of TSI testing.
- Students must have permission from the counselors in order to take the TSI at Angelina College.

In order to take community service certification courses:

- Each student must have maintained a minimum of an 80 average in related CTE courses.
- Students must obtain a TB test, be able to pass a drug test given at DHS, and must pass a background check.
- Students must take and pass the Workkeys Test (where applicable).

PAYMENT FOR COLLEGE COURSES

- DISD will pay for up to 8 hours each semester of academic college courses, fees, and books taken in the fall and spring.
- For both dual credit and community service courses, students are required to pay a \$100 **nonrefundable fee** each semester, due before the first class day. This fee is used toward the cost of tuition and/or certification test fees.
- Books must be obtained from the high school librarian and must be returned to the high school librarian at the end of each semester.
- If the student fails (69 or below), drops, or is removed from any course paid for by DISD, the school will **NOT** pay for anymore courses.
- DISD does not pay for summer courses. Students are welcome to take courses in the summer and/or a third class, however, credit can be applied to the student's transcript as standard credit. Students must register for summer courses through their high school counselor.
- **Students enrolled in the comosmotalligie program and the district has paid the tuition are required to complete the course. Failure to complete the course will result in the parents to reimbursing the school district.**

Dual Credit Schedule

Students that qualify for Dual Credit courses must take the following classes in this order:

Semester	Course
1st	Speech English 1301 US Government Government or Economics
2nd	English 1302 US Government Government or Economics Education Studies

GRADES

- Students must make at least a 70 in each college course to receive high school credit. Failure to make a 70 or better will result in the parents having reimburse DHS
- Grades earned by students in college courses that are paid for by DISD are printed on the student's high school transcript in addition to their college transcript.
- These grades are not removed and cannot be replaced for any reason. For example, if a student earns a 42 in a course, the course is listed on the transcript with a 42 even if it is a course that must be retaken in high school for graduation purposes. The retaken course would be listed as well. The 42 would still be part of the student's GPA.
- DHS receives final grades directly from Angelina College.
- AC course grades are calculated in DHS GPA and class rank.
- Students cannot drop a course without first speaking with a high school counselor.
- Once students start taking college courses, they begin building a college transcript. Courses taken while in high school are recorded on the college transcript and will forever remain regardless of the grade earned, passing or failing. The student's college GPA may affect acceptance to a four year university and/or qualifying for FAFSA.

SUMMER DUAL CREDIT COURSES

While DISD does not pay for summer courses, students are welcome to take courses in the summer. College courses taken in the summer can be put on the student's transcript for standard credit by request. Students must register for these courses with their high school counselor.

PROGRESS REPORTING and UIL Eligibility

- Angelina College does not provide progress reports; students must communicate with parents about grades, assignments, etc.
- AC instructors are not employed by Diboll High School. Students are responsible for keeping up with their returned work and/or Blackboard to know their grades.
- We are not able to see grades until their final grades are posted.
- All students earning dual credit are under the same rules for UIL eligibility as students not taking dual credit class.
- **Students will be given a 10 point curve for taking a dual or AP course for eligibility due take a course that is considered for advance credit. The score with the 10 point curve must exceed the score of a 70.**

DUAL CREDIT/Pre-AP/AP/Honors Course Weighting

Eligible courses: Dual Credit and AP credit courses are worth more weight on a student's GPA than Pre-AP and honors courses. Pre-AP and honors credit courses are worth more weight than standard courses.

Advanced weighted courses (AC = Angelina College) (AP - Advanced Placement (where applicable))

English *TSI Reading & Writing Required	Math *TSI Math Required	Science *TSI Reading & Writing Required	Social Studies *TSI Reading & Writing Required
AP English 3	AP Calculus	AP Biology 2	AP World History
*AC English 1301	*AC Finite Math	*AC Gen Biology	AP US History
*AC English 1302	*AC Elem Statistics	*AC A&P	*AC US History 1301
	*AC Calculus		*AC US History 1302
			*AC Federal Government
			*AC Macroeconomics
			*AC Texas Government

Advanced weighted courses (AC = Angelina College) (AP - Advanced Placement (where applicable))

Fine Arts *Must Pass reading & Writing Section of TSI	Math *TSI Math Required	Social Studies *TSI Reading & Writing Required	Science *TSI Reading & Writing Required
*AC Intro to Theatre		*AC General Psychology	
*AC Music Appreciation		*AC Intro Sociology	
*AC Art Appreciation		*AC Public Speaking	
		*AC Interpersonal Comm	

Honors/ PAP Credit

English	Math	Science	Social Studies
PAP - English 1	PAP- Geometry	PAP - Biology	PAP World History
PAP - English 2	PAP Algebra 2	PAP Chemistry	PAP US History
Debate	Pre Calculus	PAP - Physics	Spanish 3
		Anatomy and Physiology	Spanish 4

Other courses may be added to the lists as necessary.

Advanced/Honors or Pre-AP/Regular Course GPA Weight scales - EIC (LOCAL)

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA) for advanced, honors or Pre-AP, and Regular courses. Local Credits (Office Aides, Library Aides, Advisory and

locally created EOC Prep courses) and course taken at the Junior High for High School Credit (Algebra 1 and Art 1) **will not** be calculated into GPA

<i>Grade</i>	<i>Advanced 6.5</i>	<i>Honors 6.0</i>	<i>Regular 5.0</i>
100	6.5	6.0	5.0
99	6.4	5.9	4.9
98	6.3	5.8	4.8
97	6.2	5.7	4.7
96	6.1	5.6	4.6
95	6.0	5.5	4.5
94	5.9	5.4	4.4
93	5.8	5.3	4.3
92	5.7	5.2	4.2
91	5.6	5.1	4.1
90	5.5	5.0	4.0
89	5.4	4.9	3.9
88	5.3	4.8	3.8
87	5.2	4.7	3.7
86	5.1	4.6	3.6
85	5.0	4.5	3.5
84	4.9	4.4	3.4
83	4.8	4.3	3.3
82	4.7	4.2	3.2
81	4.6	4.1	3.1
80	4.5	4.0	3.0
79	4.4	3.9	2.9
78	4.2	3.8	2.8
77	4.1	3.7	2.7
76	4.0	3.6	2.6
75	3.9	3.5	2.5
74	3.8	3.4	2.4
73	3.7	3.3	2.3
72	3.6	3.2	2.2

71	3.4	3.1	2.1
70	3.5	3.0	2.0
Below 70	0	0	0

TRANSPORTATION TO AND FROM ANGELINA COLLEGE

Students will ride the bus provided by DISD to and from Angelina College. Seniors will have the opportunity to drive themselves provided they have met the following requirements:

- The student has parent's permission to drive in the form of a letter on file with the high school counselors
- Seniors that maintain a C or better average in all dual credit courses may come to school late on Fridays **starting the 2nd semester** with parent permission on file. Students must be in the dual credit classroom by 9:30am on Fridays.
- Junior and senior Students that live in **Lufkin and Burke** areas, with written permission from parents and authorization from the Principal, may drive to AC for class.
- If a student is given permission to drive to and from AC each day, they are **not permitted** to have any student passengers.

DUAL CREDIT ON CAMPUS

DHS will provide some courses on campus. Teacher assigned to these class are employed by Angelina College and the classes they teach carry advance weight as any other Dual Credit course

COMMUNITY SERVICES COURSES / CERTIFICATION COURSES

Students wishing to enroll in community services courses through Angelina College must have a minimum of an 80 average of elective/CTE courses completed while in high school. Students that are enrolled in Angelina College Certification Courses (CNA, Phlebotomy, Pharmacy Tech, Child Development, Millwright, Welding, etc.)-must pay a non-refundable \$100 fee towards the cost of the course. DISD will pay for the remaining tuition, fees, books, drug test and background check. All other fees are the responsibility of the parent/guardian. Parents/guardians as well as the student will also be required to attend a mandatory meeting and sign a contract agreeing to all policies and procedures of the courses. Students who do not pay the \$100 fee within the first week of the semester will be removed from the course and scheduled into an alternate course.

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one of the methods of distance learning. The district permits high school students to take correspondence courses for credit toward high school graduation.

A student may apply a maximum of two (2) earned credits from correspondence courses toward graduation requirements. Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. Enrollment forms and additional information are available through the counselor's office.

If a student wishes to enroll in a correspondence course or distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. **If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.**

Final exams for correspondence courses must be completed and received in the Registrar's office by May 1st if they are to be used to fulfill graduation requirements. Correspondence courses are not recommended for students with low motivation or little self-discipline. [For further information, see policies at EHDE.]

In some school years courses are able to be offered via Distance Learning. The accessibility to these courses changes from year to year based upon the availability of teachers, the need for the course and the agencies through which they are scheduled. For further information please feel free to contact a high school counselor.

DHS Course Offerings 2019-2020

English Language Arts

English	1st Year (9)	2nd Year (10)	3rd Year (11)	4th Year (12)
Standard	English 1 English 4*(8th grade See Counselor)	English 1* English 2	English 3 English 2* English Independent Study Professional Communication/ College Readiness, Study Skills	English 4 English 3 English Independent Study
Pre-AP	*English 1 Pre AP	*English 2 Pre AP		
AP			*English 3 AP	
Dual Credit		Speech		English 4 Dual Credit
Electives	Debate 1	Debate 2	Debate 3	Debate 4

* Pre Ap and AP courses require summer reading and assignments

English I / English I PAP *(9)

English I integrates the study of composition, language usage, literature, and reading. Students will read and respond to a variety of literary genres and write for a variety of purposes and audiences. It should be noted that the rigor in PAP English I will be more that in English I.

1 credit

English II / English II PAP * (10)

English II reinforces study skills, library skills, language usage, composition methods, reading competence, literature appreciation, vocabulary enrichment, and effective test-taking techniques. It should be noted that the rigor in English II PAP will be more that in English II.

1 credit

English III / English III PAP * (11)

English III consists of advanced language usage, written compositions, preparation for college entrance examinations through vocabulary development and test-taking techniques, a survey of American literature from 1607 to the present time, and advanced research skills applicable to a documented paper on an appropriate topic. It should be noted that the rigor in English III PAP will be more that in English III.

1 credit

English IV (12)

English IV includes extensive composition and language practice, a study of the origins and growth of the English language through a survey of British literature, and the reading of other works by world masters from all periods.

1 credit

English IV - 45*

English IV includes extensive composition and language practice, a study of the origins and growth of the English language through a survey of British literature, and the reading of other works by world masters from all periods.

1 credit

English ESL (9-12)

This course is designed for students who are at a beginning level of English proficiency. Instruction emphasizes an integrated language arts approach to strengthening oral and written language skills in English while orienting the student to American culture. The teacher also clarifies key concepts and vocabulary from the students' other content areas.

1 credit, prerequisite LPAC approval

College Readiness and Study Skills

High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

.5 credit

Professional Communications

Introduction. 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..5 credits

Mathematics

Endorsement Emphasis	1st Year (9)	2nd Year(10)	3rd Year (11)	4th Year (12)
Ag Science, Culinary Arts, Social Sciences, Fine arts, or Health Science	Algebra 1	Geometry Algebra 1	Geometry Math Models Algebra 2	Algebra 2 Algebraic Reasoning
STEM Math or Science *8th Grade Algebra 1	Pre AP Geometry	Pre AP Algebra 2	Pre Calculus PAP Dual Credit College Mathematics (after completion of Semester 1 Pre-Cal)	AP Calculus Dual Credit College Mathematics
Focus on Math *8th Grade Algebra 1	Pre AP Geometry	Pre AP Algebra 2	Pre Calculus PAP Statistics Dual Credit College Mathematics	AP Calculus Dual Credit College Mathematics

Algebra I

The purpose of this course is to provide a foundation for students to solve problems using functions, symbolic reasoning and mathematical modeling. The student will investigate real numbers, linear equations and inequalities as well as linear, quadratic and other nonlinear functions. This course provides a foundation for upper level mathematics course *1 credit*

Geometry /Geometry PAP * (9-10)

This course includes plane and solid geometry, coordinate geometry, and transformational geometry. It provides the study of traditional and non-traditional proofs, transformations, similarities, coordinate geometry, area, and volume. Geometry is a required course for high school graduation. It should be noted that the rigor in Geometry PAP will be more that in Geometry.

1 credit, prerequisite Algebra I

Mathematical Models with Applications (11-12)

In this course, students use mathematical methods to model and solve real life applied problems involving money, data, probability and statistics, patterns, music, art, and science. Students use a variety of tools including technology to solve problems and model purely mathematical concepts. Algebra 1 and Geometry concepts are reinforced in this class.

1 credit, prerequisites Algebra I & Geometry

Algebra II / Algebra II PAP * (11-12)

The purpose of this course is to extend the concepts and skills developed in Algebra I. Functions explored are: quadratic and radical functions, rational functions as well as exponential and logarithmic functions. Students will use real world data and technology to solve problems using these mathematical models. It should be noted that the rigor in Algebra II PAP will be more than in Algebra II
1 credit

Algebraic Reasoning: (12)

In Algebraic Reasoning, 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. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

1 credit

Precalculus PAP* (11-12)

The purpose of this course is to explore many advanced mathematical models which are often used in science, engineering, and other career fields. Topics include: properties and graphs of trigonometric and circular functions and their applications; properties and graphs of special functions; higher degree polynomial functions, sequences and series.

1 credit, prerequisite Algebra II

Calculus AP (12)

Calculus AP is a fast-paced course and is intended for students who are capable of college level mathematics. This course includes topics in both differential and integral calculus. An extensive working knowledge of algebra and precalculus is required. Graphing calculators will be used and prior experience with them is a must.

1 credit, prerequisite Pre-Calculus.

Science

Endorsement Emphasis	1st Year (9)	2nd Year (10) *Not for science Credit	3rd Year (11)	4th Year (12)
Public Services: Health Science	Biology IPC	Chemistry	Physics Anatomy & Physiology AP Biology Food Science	Anatomy & Physiology CNA Certification Phlebotomy Certification AP Biology Food Science
Focus other than science	Biology	IPC Biology Chemistry	Chemistry Forensic Science AP Biology Anatomy & Physiology	Environmental Systems Forensic Science Anatomy & Physiology AP Biology
Upper level Sciences	Pre AP Biology Science Based Research	Pre AP Chemistry Science Based Research	Pre AP Physics Science Based Research Food Science AP Biology	Environmental Systems Forensic Science Science Based Research AP Biology Anatomy & Physiology

			Medical Microbiology	Medical Microbiology
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Biology / Biology PAP * (9-10)

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; plants and the environment. (Minimum 40% lab) It should be noted that the rigor in Biology PAP will be more that in Biology.

1 credit

AP Biology (11-12) 1 credit

See counselor when considering taking this course.

Chemistry / Chemistry PAP* (10-11)

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. (Minimum 40% lab) It should be noted that the rigor in Chemistry PAP will be more that in Chemistry.

1 credit, prerequisite one science credit and Algebra I

Physics / Physics PAP * (11-12)

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems; conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. (Minimum 40% lab) It should be noted that the rigor in Physics PAP will be more that in Physics.

1 credit, prerequisite Algebra I

Anatomy and Physiology of Human Systems (11-12)

Students investigate the structure and function of the human body including: a comparison of the anatomical structures and physiological functions of human systems, integration of the body's reproduction, growth, and development processes, relation of the body's energy needs to its energy supplying processes, maintenance of homeostasis within the body while responding to internal and external forces, and environmental factors that affect the human body. (Minimum 40% lab)

1 credit, prerequisite 3 science credits

Forensic Science (11-12)

Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science (Minimum 40% lab)

1 credit, prerequisite Biology and Chemistry

Scientific Based Research (9-12) - Robotics

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services. Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education.

1 credit

Social Studies

Social Studies	1st Year (9)	2nd Year (10)	3rd Year (11)	4th Year (12) *ReadingTSI
Standard	World Geography	US History	World History	Government / Economics
	PAP World History	Dual Credit US History	Dual Credit US History	

Dual Credit			Principles of Gov and Public Admin	*Dual Credit Government *Dual Credit US History
Electives		World Geography	World Geography	World Geography

World History: 9/10

This course emphasizes the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. It should be noted that the rigor in World History PAP will be more that in World History.

1 credit

United States History / United States History AP * (10)

This course is the second year of a two-year sequential study begun in the 8th grade. It includes historical context focusing on the political, economic, and social events and issues of the period from 1877 to the present. It should be noted that the rigor in United States History PAP will be more than in United States History. 7

1 credit

United States Government (12)

This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created.

.5 credit

Economics with Emphasis on the Free Enterprise System and Its Benefits (12)

This course focuses on the basic principles concerning production, consumption, distribution of goods and services in the United States and a comparison with those in other countries around the world. Students will examine the rights and responsibilities of consumers and businesses in a free enterprise system. .5 credits

World Geography Studies(9 or 11)

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

1 Credit

Fine Arts

Endorsement Emphasis	First Year	Second Year	Third Year	Fourth Year
Music	Music 1 Music Production 1	Music 2 Music Production 1 Art Appreciation Dual	Music 3 Music Production 1 Art Appreciation Dual	Music 4 Music Production 1
Theatre	Theatre 1	Theatre 1 Theatre 2	Theatre 1 Theatre 2 Theatre 3	Theatre 1 Theatre 2 Theatre 3 Theatre 4

Theatre Arts I, II, III, IV (9-12)

Theater Arts I is offered to students who have had no drama training and who want to learn theatrical skills and performance courses with emphasis on pantomime, stage movement, oral interpretation, physical theatre knowledge, acting and theatre heritage. Theatre Arts I is a survey course where students will study the cultural contribution of theater, its structure, the play, and its performance.

1 credit

Marching and Orchestral Music I, II, III, IV (9-12)

The course emphasizes the simultaneous coordination of physical movement with instrumental performance. The class develops student's ability to mentally perceive geometric designs, emphasizes hand/eye coordination, increases visual acuity, and strengthens personal public performance mannerisms. The organization actively participates in University Interscholastic League Marching Contest, numerous other state marching contests, various community parades, pep rallies and football halftimes. Rehearsals for this group begin approximately the first week of August prior to the start of each school year. This course requires only a maximum of eight hours per week beyond the normal school instruction time.

Music Production I (Band Students)

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, re-producing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to read, write, create, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices

Foreign Language

Languages Other Than English (LOTE)	First Year	Second Year	Third Year	Fourth Year
Spanish Standard	Spanish 1	Spanish 1 Spanish 2	Spanish 1 Spanish 2 Spanish 3	Spanish 2 Spanish 3 Spanish 4
Spanish for Spanish speakers	*Spanish for Spanish Speakers		Spanish 3	Spanish 4

**Spanish for spanish speakers must be approved by the instructor.*

Spanish I (9-12)

This course focuses on the foundations of speaking, writing, and listening comprehension skills. Students are exposed to basic skills of the language, including cultural aspects. Assessments for this level include both oral and written formats as well as individual, pairing and group situations.

1 credit

Spanish II (10-12)

This course focuses on developing the skills of reading, writing, and listening comprehension, while providing real-life situations for use of the language. Technology based projects are used at this level to demonstrate the language which include movies, powerpoints, web-based scavenger hunts, etc. Assessments for this level include both oral and written formats as well as individual, pairing and group situations.

1 credit

Spanish III & IV (11-12)

Students will strive for proficiency at this level in the skills of reading, writing, reading and listening comprehension. Assessments for this level include both oral and written formats as well as individual, pairing and group situations however; this is a project based course with the majority of the assessments requiring the use of the language to create, compose, develop, and design appropriate products.

1 credit

Physical Education

Emphasis	First Year	Second Year	Third Year	Fourth Year
Physical Activity	Boya Athletics Girls Athletics Physical Education	Boya Athletics Girls Athletics Physical Education	Boya Athletics Girls Athletics Physical Education	Boya Athletics Girls Athletics Physical Education

Athletics (9-12)

Numerous athletic programs under UIL affiliation are offered for students in the high schools. Students who participate in these UIL sports may earn a maximum of 4 units in P.E. Credit in these courses. Since these athletic teams compete with other 4A schools, students must try out for the teams by demonstrating strong ability in the skills needed for game performance.

1 credit, requires approval

Physical Education (9-12)

The basic purpose of this course is to motivate students to strive for personal lifetime fitness. The concept of wellness is the cornerstone of this course. A textbook is provided and students complete personal fitness worksheets for direct application of the concepts that are taught.

1 credit

Career and Technical Education (CTE):**Agriculture Science Cluster**

Endorsement Emphasis	First Year	Second Year	Third Year	Fourth Year
Industrial	Principles of Agriculture Food and Natural Resources	Ag Power Systems Ag Structure Design and Fabrication Greenhouse Operations and Production Ag Mechanic and Metal Technologies	Ag Power Systems Ag Structure Design and Fabrication Greenhouse Operations and Production Ag Mechanic and Metal Technologies/AG Lab and Field Experience	Ag Power Systems Ag Structure Design and Fabrication Greenhouse Operations and Production Ag Mechanic and Metal Technologies/AG Lab and Field Experience
Animal	Principles of Agriculture Food and Natural Resources	Wildlife, Fisheries and Ecology Management	Wildlife, Fisheries and Ecology Management	Wildlife, Fisheries and Ecology Management

Principles of Ag and Food and Natural Resources (9-12)

A comprehensive basic course designed to introduce beginning students to global agriculture. The course includes agricultural career development, leadership, communication, and personal finance.

1 credit

Agricultural Power Systems

Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and technical skills in a variety of settings.

2 credits

Wildlife Fisheries & Ecology (10-12)

A technical course designed to examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources.

1 credit

Agricultural Structures Design and Fabrication

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

1 credit

Greenhouse Operation and Production

Greenhouse Operation and Production is designed to develop an understanding of greenhouse production 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. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

1 Credit

Agricultural Mechanics and Metal Technologies/

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.

1 Credit

AG Mechanics and Metal Technologies/ Agricultural Laboratory and Field Experience

Agricultural Laboratory and Field Experience is designed to provide students a laboratory and/or field experience opportunity. To prepare for careers in agriculture, food, and natural resources, students must acquire knowledge and skills that meet entry requirements and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer academic knowledge and technical skills in a variety of settings.

2 credits

Health Science Cluster

Endorsement Emphasis	First year	Second Year	Third Year	Fourth Year
Standard Endorsement	Principles of Health Science Anatomy and Physiology*	Medical Terminology Medical Microbiology	Medical Terminology Medical Microbiology Health Science	Anatomy and Physiology *CNA - Certification *Phlebotomy - Certification
Electives	Athletic Trainer	Athletic Trainer	Athletic Trainer	Athletic Trainer

**Course that will earn you a certification at completion.*

Principles of Health Science (9)

A course designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work-based experiences in health care.

1 credit

Health Science (10)

A course designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development.

1 credit, prerequisite Principles of Health Science, Biology, and teacher approval

Medical Terminology (10-12)

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

1 credit

Medical Microbiology (One Science Credit).

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

1 credit

Anatomy and Physiology (One Science Credit).

Anatomy and Physiology. In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

1 credit

Certified Nurses Assistant (12)

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. Prerequisites: Acceptances to Angelina College, Biology, Chemistry, A&P

2 credit

Phlebotomy (12)

In phlebotomy programs, teaching common phlebotomy practices for adults and children. Students learn how to safely and effectively draw blood using venipuncture and capillary puncture methods for adults and children, plus finger sticks or heel sticks for young children and infants. Non-blood specimen collection practices are usually part. Prerequisites: Acceptances to Angelina College, Biology, Chemistry, A&P

2 Credit

Athletic Trainer (9-10)

Students enrolled in this class are also considered part of "Athletics". While these students may not actively participate in the various sports offered, they will and do take an active role in assisting the coaches and Licensed Athletic Trainers in carrying out the functions of Sports Medicine. Students enrolled in this class will carry out many of the duties learned in the Sports Medicine I class. In particular: prevention of athletic injuries, recognition, evaluation and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, and the use of therapeutic modalities, and therapeutic exercise. Other duties will include preparation and distribution of Sports Medicine supplies (including water and other fluids) during athletic periods and after school activities. Students will have the opportunity to work with many of the numerous athletic programs under UIL affiliation. Requires approval.

1 credit

Hospitality and Tourism Cluster

Endorsement Emphasis	First year	Second Year	Third Year	Fourth Year
Culinary Arts	Principles of Hospitality and tourism	Culinary Arts 1	Culinary Arts 1	Culinary Arts 1 Adv. Culinary Arts Food Science

**Certifies students in food handling.*

Principles of Hospitality and Tourism

Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

1 credit

Culinary Arts (10-12)

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

1 to 2 credits

Advanced Culinary Arts

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

1 to 2 credits

Food Science

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.

Arts, A/V Technology & Communication Cluster

Endorsement Emphasis	First Year	Second Year	Third Year	Fourth Year
Graphic Arts	Business Information Management 1 Digital Art and Animation	Graphic Design and Illustration Digital Art and Media 1 Adv. Graphic Design Business Information Management 1 Business Information Management 2 Web Technology	Graphic Design and Illustration Digital Art and Media 1 Advanced Graphic Design and Illustration Business Information Management 1 Business Information Management 2 Web Technology	Graphic Design and Illustration Digital Art and Media 1 Advanced Graphic Design and Illustration Business Information Management 1 Business Information Management 2 Web Technology Career Prep
Electives	*Web Technologies	*Web Technologies	*Web Technologies	*Web Technologies

**Requires approval from Instructor*

Business Information Management 1 & 2 (9-12)

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, creating word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. *1.0 Credits*

Graphic Design and Illustration (10-11)

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. *1 credit*

Advanced Graphic Design and Illustration (11-12)

The student will develop an advanced understanding of graphic design and illustration. Students will be expected to interpret, evaluate, and justify design decisions, participate in oral or written critiques of design. Students will employ a creative design process to create original two -or three dimensional projects. *1 credit*

Web Technologies (10-12)

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. *1 credit*

Career Preparation (12)

Through course required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer-services skills. The internship is designed to give students supervised practical application of previously studied knowledge and skills. The internship experience can occur in a variety of locations appropriate to the nature and level of experience. The internship could be is paid experience for students participating in a coherent sequence in career and technical courses in marketing education. Students must be employed at the beginning of the school year and must work 15 hours per week.

2-3 credits

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