

# Royse City ISD



## High School Course Guide

Graduating Classes 2018 and Beyond

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# Administration

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House Principal: Chris Rayson

House Counselor: Kimberly West

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House Counselor: Amy Lutes

### Delta House (Rf-Z)

House Principal: Carlos Soliz

House Counselor: Kelly Seery

Lead Counselor: Linda Taylor

Student Support Counselor: Matt Wheatley

## **Non-Discrimination Statement for Royse City ISD**

The Royse City Independent School District does not discriminate on the basis of race, color, national origin, sex, economic background, limited English language proficiency or handicapping condition in providing education services. Mr. Kevin Worthy, Superintendent, has been designated to coordinate compliance with the nondiscrimination requirements of Title IX and of Section 504 of the Rehabilitation Act.

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## **GRADUATION REQUIREMENTS**

There is one graduation plan approved by the State of Texas and Royse City Independent School District. The State of Texas Foundation High School Program requires a total of 22 units of credits. Additionally, upon entering grade 9, each student will select one or more endorsement areas for an additional 4 units of credits. In Royse City ISD, every student is expected to earn 26 credits and graduate on the Foundation High School Program with an endorsement.

**Note:** Admission to a college or university is not based on the graduation plan but on the requirements for the particular college or university. College or university admission may also be based on grade point average, class rank, scores on college entrance exams, involvement in school and community activities, and/or other criteria deemed relevant by the university admission policy.

The Royse City ISD course guide lists the courses available to high school students. Every course will not be offered during each academic school year. A class will be offered only when a minimum number of students request the course. Every effort will be made to offer the requested course. Updates to this guide are made each year as courses are added or deleted.

Requirements in this course guide are effective for students graduating from Royse City High School, in 2021 and beyond. In the future changes may be made to this guide in order to comply with new state legislation.

### **ROYSE CITY HIGH SCHOOL STATE OF TEXAS FOUNDATION HIGH SCHOOL PROGRAM**

<b>English</b>	<b>4</b>
<b>Mathematics</b>	<b>3</b>
<b>Science</b>	<b>3</b>
<b>World History</b>	<b>1</b>
<b>United States History</b>	<b>1</b>
<b>Government</b>	<b>.5</b>
<b>Economics</b>	<b>.5</b>
<b>Foreign Language</b>	<b>2</b>
<b>Health</b>	<b>.5</b>
<b>Fine Arts</b>	<b>1</b>
<b>Physical Education</b>	<b>1</b>
<b>Professional Communications</b>	<b>.5</b>
<b>Electives</b>	<b>4</b>
<b>Total</b>	<b>22</b>

### **ENDORSEMENTS**

<b>Mathematics</b>	<b>1</b>
<b>Science</b>	<b>1</b>
<b>Electives</b>	<b>2</b>
<b>Total</b>	<b>4</b>

## **COURSES THAT FULFILL GRADUATION REQUIREMENTS**

### **Fine Arts**

Courses that satisfy the fine arts requirement include:

- Art
- Choir
- Theatre
- Technical Theatre
- Band
- Dance
- Floral Design I

*Students must complete one full credit of the same fine arts class*

### **Mathematics**

Students must complete Algebra I, Geometry, and advanced math course.

*\*Algebra II is required for Distinguished Level of Achievement*

### **Science**

Students must complete Biology and two advanced level science courses.

*\*Biology, Chemistry, Physics and an advanced lab based science course are required for Distinguished Level of Achievement*

### **Languages other than English**

Courses that satisfy the LOTE credit requirement include:

- Spanish I, II, III, and IV
- French I, II, III, IV
- Computer Science I, II (may substitute)

### **Physical Education:**

Courses that satisfy the PE credit include:

- Athletics
- Physical education courses
- Marching Band: .5 PE credit per year, up to one credit, may be earned by completing the fall semester of marching band
- Drill Team: .5 PE credit per year, up to one credit, may be earned by completing the fall semester of drill team
- Cheerleading: up to one credit
- Dance (may count as PE or fine arts credit, but not concurrently)

Only .5 credit of PE may be awarded each semester. The state of Texas does not allow more than four credits of PE to be awarded. All physical education credits beyond these four credits will receive local credit only. These local credits do not count towards state graduation requirements.

### **Speech**

Students will complete Professional Communication, Oral Interpretation I, II, III, or IV or Debate I, II, III, or IV.

### **Health**

Students will complete Health or Principles of Health Science.

In order for students to properly plan their course of study, students may not change their established graduation plan after grades are posted from the first semester of the senior year.

## **AWARDING CREDIT**

1. Students will receive credit at the end of each semester for each course regardless if the course is a semester course or a full year course (comprised of two semesters.) For full year courses, the two semester course averages can be averaged together to earn the full credit (1.0) under the following procedures:

a. The two semesters are averaged together

**AND**

b. The average of the two semester courses is 70% or greater.

Sample One:

Fall semester - English I (a) grade earned - 67%

Spring semester – English I (b) grade earned - 75%

Student will earn a 1.0 credit for English 1

2. A student may attend summer school following the academic year and re-take a semester of the full year course with permission of the principal and his/her designee. The highest grade a student may earn for credit recovery is 70%.

3. Students who take semester one in a Honors or Advanced Placement course and the second semester of the same course in a regular setting will earn the credit and the appropriate GPA ranking points, if applicable, per each semester.

Sample Three:

Fall Semester –Honors Biology I - Advanced grade points earned to correspond with the student's grade

Spring Semester – Biology I – Regular grade points earned to correspond with the student's grade

## **DISTINGUISHED LEVEL OF ACHIEVEMENT**

Students may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.

*\*Distinguished Level of Achievement is necessary to be eligible for the top 10% automatic college admission TEC §51.803.*

Students must successfully complete:

1. A total of four credits in mathematics, which must include Algebra II
2. A total of four credits in science
3. The remaining curriculum requirements
4. The curriculum requirements for at least on endorsement

## **PERFORMANCE ACKNOWLEDGEMENTS**

Students may earn performance acknowledgements on their transcript for outstanding performance in dual credit courses, on a College Board Advanced Placement test, on the PSAT, the SAT, the ACT, or for earning a nationally or internationally recognized business or industry certification or license. Please consult your counselor for more information about the required coursework and scores necessary to receive a performance acknowledgement.

Students must successfully complete:

1. 12 hours of dual credit classes in the area of Texas core curriculum and/or advanced technical courses with a grade of B or higher;
2. an associate's degree in high school;
3. a score of a 3 or higher on an Advanced Placement exam;
4. earning a score that qualifies as a commended scholar or higher on the NMSQT PSAT
5. earning scores of at least 410 on the evidence based reading section and 520 on the math section of the SAT
6. earn a composite score of a 28 on the ACT, excluding the writing
7. perform on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification
8. achievement in bilingualism and bi-literacy
9. achieving the college readiness benchmark score on at least 2 of the 4 subject tests on the ACT Aspire exam

## **STAAR EOC GRADUATION REQUIREMENTS**

Beginning with students who enter grade 9 in the 2011–2012 school year, students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

## **CLASS RANK AND GPA**

For students entering grade 9 in the fall of 2016 and beyond class ranking shall be determined by awarding grade points to all semester grades earned in the sixteen courses used to satisfy the following requirements of the Foundation High School Program:

- 4 credits in English Language Arts
  - o English I
  - o English II
  - o English III
  - o English IV
- 3 credits in mathematics
  - o Algebra I
  - o Geometry
  - o Algebra II (Students electing Career Experiences that allow a substitute for Algebra II will use the substituted course as their third math GPA credit)
- 3 credits in science

- o Biology
- o Chemistry
- o Physics
- 3 credits in social studies
  - o World History
  - o US History
  - o Government and Economics
- 2 credits\* in languages other than English (students qualifying for a LOTE exemption will use the substituted credits to calculate GPA)

*\*The 2 LOTE credits must be a level I course and a level II course in the same language. If a student earns level I and level II in a second language, grade points will only be awarded for the first language taken. In the event that a student earns more than one level I LOTE credit, grade points will only be awarded for the one in which the level II credit is also earned.*

Class rank shall be calculated after each semester beginning in the sophomore year. The District shall generally calculate rank the second week of the fall semester and the second week of the spring semester.

In calculating a students' grade point average (GPA) for the purpose of determining class rank and any honor in which class rank is used as a qualifier, courses used in the calculation that are designated at AP, Honors, and dual credit shall receive weighted grade points according to the attached grade point scale. ***\*Note: Weighted points for AP courses will be applied only if the student takes the corresponding AP Exam.***

Once a student's grade point average has been determined by the above method, the students will be ranked with the student with the highest GPA ranked number 1, the student with the second highest GPA ranked number 2, and so forth. In case of a tie after the GPA has been rounded to the nearest ten-thousandth point, a tie will be declared for the particular rank where the tie occurred.

### **Valedictorian and Salutatorian**

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation; and
2. Have completed the foundation program with the distinguished level of achievement.

#### *Breaking Tie*

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

3. Count the number of Advanced courses taken by each student involved in the tie.
4. Calculate a weighted GPA using only eligible grades in Advanced courses taken by each student involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

## Highest Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the State of Texas.

## Honor Graduates

Honor graduates shall be students who:

1. Completed the Foundation program with Distinguished Level of Achievement;
2. Have been continuously enrolled in District schools during the four semesters immediately preceding graduation; and
3. Achieved a GPA of 4.25 or above.

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement Program, administered by The College Board, allows students to participate in college-level courses while in high school and possibly earn college credit while still in high school. Students who complete Advanced Placement courses are expected to take the AP exam in May. Based on the results of the AP exam, colleges and universities may grant college credit to students with satisfactory Advanced Placement test scores. Students and parents must check with the particular college or university to insure that the college accepts advanced placement exams for credits. The AP Courses that are offered each year may vary based on student requests and enrollment.

*Beginning with students entering 9<sup>th</sup> grade in 2017-2018, Cohort 2022, weighted GPA points for AP classes will be awarded upon successful completion of the course and after the student takes the AP exam for the corresponding subject.*

### **AP® Equity and Access Policy**

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## **HONORS PROGRAM**

Although the Honors and AP programs are a continuation of the Gifted and Talented program in place at the elementary and intermediate levels, Honors and AP courses are open to ALL students who are prepared and willing to accept the challenge of a rigorous academic curriculum. Advanced courses are different from the regular classes of the same subject matter. Advanced courses typically move at a faster pace, involving more reading and writing and a more intense version of the regular subject course requirements.

\*Students with disabilities are allowed the same opportunity to participate in Honors and AP classes as their non-disabled peers. In order to receive an accommodation in an advanced class, the student must be eligible to receive the

accommodation in a regular class. If an accommodation would alter the academic rigor or essential requirements of the class, the accommodation would not be allowable in the advanced class.

### **TRANSFER CREDITS**

Transfer students from non-accredited public, non-accredited private, non-accredited parochial, or home schools have three options to receive high school credits. The student may enroll in credit by exam, enroll in an approved correspondence course, or take the course at Royse City High School.

If the student chooses to take credit by exam to earn course credits, officially documented accredited home school or high school courses will be considered as prior instruction. Royse City High School administrative staff will make the final determinations as to prior instruction. In accordance with the credit by exam procedures outlined above, if the student earns a 70 or higher on the Credit by Exam and has had prior instruction, the student will be awarded the credit. If the student has had no prior instruction, the student must earn an 80 or higher on the Credit by Exam in order to receive the course credit.

No grade points will be awarded for credit by exam or correspondence courses.

### **TRANSFER GRADES**

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District.

Transferred letter grades shall be converted to numerical grades and then to grade points before averages are computed in determining class ranking. Transfer letter grades shall be converted to numerical grades according to the following scale:

#### **COVID-19 Pass Guidelines**

Students who transfer to RCHS/RCISD and have an indicator on their transcript that shows the student was awarded credit due to the COVID-19 pandemic, those indicators will not be changed to a number grade. They will not be calculated for class rank and GPA purposes, nor will they be reported on the student's College/unweighted GPA.

A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	79
C	77
C-	75
D+	74
D	72
D-	70

### **HIGH SCHOOL COURSES TAKEN AT THE MIDDLE SCHOOL**

Students may take selected, pre-approved courses at the junior high level to receive high school credit. Any high school course credit that is earned prior to 9<sup>th</sup> grade will appear on the high school transcript.

### **LOCAL CREDIT COURSES**

Local credit courses are courses approved by the Royse City ISD Board of Trustees for local credit only. These courses do not count toward state graduation requirements, cannot be used to fulfill the minimum number of credits on any graduation plan, will not be used in course calculation for promotion, and will not receive grade points.

#### **Weighted GPA**

### **WEIGHTED GRADE POINT SCALE**

<b>Grade</b>	<b>AP/DUAL CREDIT</b>	<b>HONORS</b>	<b>All other courses</b>
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.3
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2

71	3.1	2.1	1.1
70	3.0	2.0	1.0
69 AND BELOW	0	0	0

**College GPA-Unweighted**

College (unweighted) GPA is on a 4.0 scale regardless of the level of the course with exemptions such as student aide, Credit By Exam, and Corresponding Courses.

**UNWEIGHTED GRADE POINT SCALE**

Grade	Grade Points
90-100	4.0
80-89	3.0
70-79	2.0
<70	0

**Example of a College GPA-Unweighted**

Course	Unweighted GPA
Honors Alg I 92	4.0
Spanish I 83	3.0
Honors Eng I 87	3.0
Prof Communications 94	4.0
Biology 96	4.0
AP World History 88	3.0
Theatre 99	4.0
<b>Reported GPA</b>	<b>3.57</b>

## STUDENT CLASSIFICATIONS

Students will be classified according to the number of credits earned:

Freshmen: 0 to 6.0 credits earned

Sophomore: 6.5 to 12.5 credits earned

Junior: 13.0 to 18.5 credits earned

Senior: 19.0 or more credits earned

\*Reclassification of students will occur after the summer term.

## **Student Course Load**

Requirements for course enrollment are:

**9th Grade** - All students must be on campus seven academic periods per day in addition to any required tutorial periods.

**10th Grade** - All students must be on campus seven academic periods per day in addition to any required tutorial periods.

**11th Grade** - All students must be on campus at least six academic periods per day in addition to any required tutorial periods.

**12th Grade** - All students must be on campus at least five academic periods per day in addition to any required tutorial periods.

No student can have more than a combination of two non-credit bearing periods.

*Examples:*

*Student can have one dismissal and one teacher aide period.*

*Student can have two dismissals.*

*Student cannot have two dismissals and a teacher aide period.*

## **SUGGESTED CAREER AND COLLEGE PREP TIMELINE**

<b><u>Grade</u></b>	<b><u>Goal and Objectives</u></b>
9	<ul style="list-style-type: none"> <li>● Visit high school career/tech facilities to learn about course content.</li> <li>● Reevaluate career goals and objectives.</li> <li>● Review educational four-year plan.</li> <li>● Review college catalogs and publications which give college profiles.</li> <li>● Begin college visitations.</li> <li>● <u>Take STAAR end-of-course test(s) if necessary for graduation requirement.</u></li> </ul>
10	<ul style="list-style-type: none"> <li>● Review academic plan.</li> <li>● Re-evaluate goals and objectives.</li> <li>● Confer with parent(s) and high school counselor to decide on courses for the 11th grade.</li> <li>● Review high school graduation requirements and make sure you have scheduled time in 11th and 12th grade to take any requirements lacking for graduation.</li> <li>● Take PSAT in October.</li> <li>● Review college catalogs and college profiles of colleges in the Career Center you are interested in attending and make sure you are taking the required courses for admission to these.</li> <li>● <u>Take STAAR end-of-course test(s) if necessary for graduation requirement.</u></li> </ul>
11	<ul style="list-style-type: none"> <li>● Review educational plan and narrow college choices.</li> <li>● Review the high school graduation requirements and make sure you will complete any credits needed for graduation.</li> <li>● Confer with parent(s) and high school counselor to decide on courses for your senior year and to discuss plans after graduation.</li> <li>● Attend college night and financial aid night. Take PSAT in October (National Merit Qualifying Test). Take SAT and/or ACT in the late spring.</li> <li>● Send early decision applications in June and July.</li> <li>● Visit colleges in the summer.</li> <li>● <u>Take STAAR end-of course test(s) depending on requirements for graduation</u></li> </ul>
12	<ul style="list-style-type: none"> <li>● Prospective college athletes apply for certification from NCAA Initial Eligibility Clearinghouse. Obtain forms from athletic director or counselor.</li> <li>● Finalize college choices.</li> <li>● Meet with your counselor and make sure you are taking any courses lacking for graduation.</li> <li>● Attend college night and financial aid night.</li> <li>● Take SAT and/or ACT in fall semester.</li> <li>● Retake any portions of STAAR end-of-course test(s) not previously mastered for graduation requirement.</li> <li>● Send in college applications and get any recommendation letters you need from counselor.</li> <li>● Send in housing applications for college in early fall.</li> <li>● Send financial aid applications in January (FAFSA).</li> <li>● Apply for local scholarships.</li> <li>● Graduate!!!</li> </ul>

## **SCHEDULE CHANGES**

Based on registration information, courses are scheduled and teachers are employed for the next school year. Students are expected to discuss his/her selections with parents and teachers as they make careful decisions about course selections. Counselors will meet individually with each student to collect registration forms and finalize decisions. Parents are responsible to review the course descriptions and initiate any selection changes they feel necessary with the counselor.

### **GUIDELINES FOR SCHEDULE CHANGES:**

1. No course request changes will be accepted after **May 1**.
2. No schedule changes will be made between schedule pick-up and the start of school except the following:
  - a. A student fails a prerequisite course
  - b. A student earns credit over the summer
  - c. A senior is not scheduled in a class needed for graduation
  - d. A student is scheduled in a class in which credit has already been earned
  - e. A schedule change is necessary due to changes in the master schedule
3. No elective changes will be made when a student is in a class he/she selected as a first or alternate choice.

Changing AP and/or Honors courses in high school creates problems in the distribution of students and resources within a department. Before starting the master schedule, hiring teachers, or assigning classrooms, the school takes into consideration the courses that each student has requested. The number of sections developed per class is determined by the number of students registered for the courses. When a student switches from an upper level course to a lower level course, the lower level course becomes over loaded and the teacher becomes unable to meet the needs of all students. For these reasons, the following Policy was created for Royse City High School.

### **HONORS/ADVANCED PLACEMENT EXITING POLICY:**

1. Once school has started, if a student is unsuccessful within the first 20 school days a student may drop an Honors or AP class if exiting requirements have been met. Students will not be able to add or drop an Honors or AP course after the first 20 days, unless approved by the AP Steering Committee. The grade earned in the dropped class will transfer to the new course. For example, if a student earns a 60 in Honors Chemistry, the 60 will transfer directly to the new Chemistry class. Students may be expected to make up assignments in new course if directly impacts the student's foundation for learning.

\*Unsuccessful is defined as earning a grade below 70%.

2. To request a schedule change, the student will obtain an **Honors/AP Schedule Change Request Form**. The Change Request Form will be available in the student's house office as well as on-line. For a request to be considered, the form must be completely filled out including student, parent, and teacher signatures. The student must have completed all the requirements listed below prior to the end of the grading period. The teacher must have documentation of all attended tutorials and parent-teacher meetings. The teacher must complete their part of the form. Failure to meet any of the following criteria will result in an automatic denial to the change request.

- a. The teacher, parent, and student must have attended a face-to-face conference to address the student's needs and abilities.
- b. The student must attend no less than 4 tutorials with the teacher, and demonstrate a consistent effort on their part to receive help in the subject. (Four tutorials in one week is not a demonstration of consistent effort.)
- c. The student must have completed and turned in **ALL** assignments for the course.
- d. The teacher must document that the student has shown consistent effort.
- e. The teacher must document that the student has asked for help when it was needed and has tried to be successful.

3. In all cases, for an Honors or AP course, approved schedule changes will be subject to course availability.

4. Honors or AP schedule changes may be requested within the first 20 days of school. Advanced course changes after the first 20 days will be referred to the Advanced Placement Steering Committee.

### **Exit Deadlines**

*Honors/AP Schedule Change Request Form due to House Counselor by specified deadlines.*

Only courses with an academic subject equivalent may be considered if Exiting Requirements have been met.

- 1<sup>st</sup> 20 School Days
- End of the first quarter. (Form submitted no later than the 3rd School Day of the 2<sup>nd</sup> quarter.)  
(Only with Approval from the Advanced Placement Steering Committee.)
- Second Semester: only semester courses considered within the 1st 5 School days of 2nd Semester

\*Special Note: Some AP courses do not have an equivalent regular-level course. Therefore if a senior is dropping an AP course which does not offer an equivalent regular-level course and the student needs that class for graduation, the student would need to sign up for a learning lab and complete the necessary credit with a course offered on-line.

## **DUAL CREDIT COURSES**

Accredited schools in the state of Texas may offer dual credit for high school and college when the college meets the Texas Essential Knowledge and Skills components for that particular subject. The school district will make every effort to offer some of these classes on campus during the normal course of the day. Students must meet admission requirements for the college before enrolling for the college courses. Any student who receives a grade of less than 70 will not receive high school credit. \*AP and Dual Credit courses receive 2.00 additional grade weighting in the student's cumulative GPA than standard courses. Students may not drop AP US History to enroll in dual credit US History at the second semester. Honors courses receive 1.00 additional grade weighting in the student's cumulative GPA than standard courses. It is the parent's responsibility to check with each university to determine what dual credit courses will be accepted as transfer credits. \*Dual Credit courses are a permanent part of your high school transcript and college academic record.

## **CORRESPONDENCE COURSES**

High school students in grades 9 – 12 are eligible to take correspondence courses and earn credit toward graduation. Courses are available through the University of Texas at Austin and Texas Tech University. Enrollment materials are available in the counseling office.

Enrollment Information:

- Students may earn a maximum of two state required credits through correspondence courses from either Texas Tech University or The University of Texas.
- Prior to enrollment, students must make written request to the counselor and administrator for approval and the counselor *must* also sign the required registration form.
- To receive credit, students must score a grade of 70 or above on the examination. Pass/Fail will be entered on the transcript to reflect the grade earned.
- Students may be enrolled in only one correspondence course at a time.
- A grade of 70 or higher on an approved correspondence course will earn high school credit and will not be awarded grade points.
- Students will pay the cost of all correspondence courses.

## **CREDIT BY EXAM**

In certain situations credit by examination may be used to earn credit in an academic course at the secondary level. Prior approval of the campus counselor or administrator *is required*. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

The minimum passing standard for a student who has had prior formal instruction in the specific course from an accredited institution is a 70. The minimum passing standard for a student who has not had prior formal instruction is an 80. The principal or his/her designee makes the final determination regarding whether or not a student has received prior instruction from an accredited institution.

Students must register with the counselor according to the published calendar. The test shall be administered according to procedures and calendar approved by the superintendent or designee. The four published exam dates may be found in the Student Handbook. In preparation for graduation, when there is a credit deficit and additional credits are required, the superintendent or designee may allow additional credits to be earned through credit by exam. A grade that meets the requirements (70 with prior instruction; 80 without prior instruction) on a credit by exam will earn high school credit and will not be awarded grade points. Pass/Fail will be entered on the transcripts to reflect the grade earned. A student may not attempt to earn credit by examination for a specific high school course more than two times.

## **EARLY GRADUATION**

To be eligible to graduate early, a student shall complete all coursework and state-mandated assessments required of the ninth grade class in which he or she begins high school and shall notify the counselor/principal of his or her intent to graduate early. 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. Early graduates shall be eligible for honors positions including valedictorian and salutatorian.

\*Student intending to graduate early must:

- Have earned 19 credits by the start of their third year.
- Declare in writing with their counselor prior to the beginning of their third year of high school.
- Early graduates will be reclassified at the close of the summer semester.

## **SPECIAL EDUCATION**

Students experiencing difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Admission, Review, and Dismissal (ARD) committee. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan is developed. Instruction that is designed to meet a student's unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) resource classroom, (d) self-contained classroom, or (e) a separate campus. Related services necessary for the student to benefit from special education may also be provided.

## **TRANSITION COURSES**

Prerequisite: Committee Recommendation

- General Employability Skills
- Students to Industry Connection
- Career Preparation I-II
- Royse City Transition Academy

These courses are provided to students in order to fulfill the transition requirement for vocational experiences. These classes emphasize pre-vocational skill development, job-related skills and community participation.

## **PE EQUIVALENT POLICY**

All students are required to complete 1.0 credit of physical education. Athletics may count in lieu of PE as required for graduation up to a maximum of 4.0 credits. Students enrolled in Drill Team and Marching Band may earn 0.5 substitute physical education credit in the fall semester only, up to 1 credit.

The district may award state graduation credit for physical education for appropriate Olympic-level participation or private/commercially-sponsored physical activity programs conducted either on or off campus, upon approval by the Superintendent. Contact RCHS for application.

## **EXTRA CURRICULAR GUIDELINES**

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP), may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period. Students who pass remain eligible until the end of the next grading period. After the first six weeks of the school year, academically ineligible students in a nine week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.

A student otherwise eligible to participate in an extracurricular activity or a UIL competition is not ineligible because the student is enrolled in a course offered for joint high school and college credit, or in a course offered under a concurrent enrollment program, regardless of the location at which the course is provided. Education Code 33.087

- All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week. (See example at the end of this document.)

- If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.

- Students lose eligibility for a three school week period. For purposes of the law, “three school weeks” is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provided school has been dismissed for a scheduled holiday period. Two class days does not constitute a “school week” for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday and Friday. A school district may request an exception from UIL officials to the two day school week in the event of a disaster, flood, extreme weather condition or other calamity as listed in TEC §42.005. In the event two of three school weeks are shortened, one of the Academic Requirements (No Pass No Play) Academic Requirements (No Pass No Play) 3 Academic Requirements (No Pass No Play) 4 shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. A student with an “Incomplete” grade is ineligible at the end of the seven day grace period unless the “Incomplete” was replaced with a passing grade prior to the end of the seven day grace period. Students with an “Incomplete” grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed. Students are limited to eight (8) hours per school week of practice per activity outside the school day. (School week is defined as 12:01am on the first instructional day of a calendar week and ending at the close of instruction on the last instructional day of the calendar week.)

### **UIL COMPETITIVE SPORTS INFORMATION**

Royse City High School offers the following competitive sports:

Baseball	Football	Tennis
Basketball	Powerlifting	Tennis
Cheerleading	Soccer	Track
Cross Country	Softball	Volleyball
Football	Swimming	

**IMPORTANT!!** Students are allowed to sign up for any sport of their choosing. However, you must make the team in order to stay in the class. Athletic cuts are typically made the first few weeks of each semester. Those students who do not make the team will have to have a schedule change. Underclassmen who do not make the team will be transferred to a physical education class. Other students will be given their choice of elective classes that are still OPEN.

#### **Honors/Advanced Placement Course Waiver**

A student in grades 9–12 enrolled in a course designated by the District as advanced, including AP, Honors and dual credit courses, shall earn a grade average of 60 or above on a scale of 100 during the reporting period to remain eligible to participate in extracurricular activities.

#### **Extra-Curricular Absences**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition.

# College Career and Military Readiness

 **One required to earn CCMR.**



**College Readiness Assessment English and Math**



**Dual Credit-3 credit hours in English or Math**  
or  
**DualCredit-9 credit hours in any subject**



**Earn a 3 or higher on Advanced Placement Exam**



**Earn an approved Industry Based Certification**



**Enlist in the United States Armed Forces**



**Graduate with completed Individualized Education Plan (IEP) and workforce readiness.**

## **COLLEGE PREPERATORY COURSES**

**College Preparatory English Language Arts:** Designed for students in 12th grade who do not meet college readiness expectations, students who do not pass the TSI Reading and Writing sections will be enrolled in this course their senior year. This course will provide instruction in reading and writing skills that are most necessary for success in a post-secondary English course. This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students. These assignments include expository, persuasive, and text-dependent reading and writing through literary criticism. The goal of these three large assignments is to create a workshop environment in the classroom where students can participate in ongoing study of reading and writing. Students are encouraged to maintain a portfolio of the three assignments/artifacts throughout the college application process.

**College Preparatory Mathematics:** Designed for students in 12th grade who do not meet college readiness expectations, students who do not pass the TSI Mathematics sections will be enrolled in this course their senior year. This course will provide instruction to include real numbers, symbolic representation, graphing linear equations, basic Geometry, rational expressions and equations, and functions. Calculator use is not allowed during Module 1, calculator use is not allowed on the course final examination, and should be limited in use during Modules 2-6.

## **SAT AND ACT (COLLEGE ENTRANCE EXAMS) PSAT/NMSQT**

The SAT and ACT college entrance exams are administered on several dates during the year. The PSAT/NMSQT is a preliminary test for the SAT, but it is also the test by which 11th grade students enter competition for National Merit Scholarships. The PSAT is offered in October each year. RCHS will administer the SAT School Day exam each year at no cost to first time test takers enrolled in the eleventh grade.

## **TSI**

The TSI (Texas Success Initiative) exam is a program which determines the appropriate level of college course work for an incoming student. The **TSI test** consists of three separate exams: Mathematics, Reading, and Writing. A student must earn a qualifying score on each portion prior to taking a dual credit course. RCHS is a testing site for the TSI Exam.

# **Royse City College & Career Academy**

## **Pathways in Technology Early College High School**

RCCCA PTECH Early College High School is a school within the school of Royse City High School. Students are considered Early College High School students if they are working toward an associate degree or if they have been admitted into the PTECH program.

The PTECH program includes students who commit to receiving their high school diploma, work-based learning, either an Associate of Allied Health degree plan, and/or a postsecondary certificate or industry certification, while in high school. The current program of study offered through RCCCA PTECH is the Associate of Science in Allied Health, and Enhanced Nurse Aide Certification provided by the Texas Department of Aging and Disability Services, with opportunities for expansion.

### **Texas A&M University-Commerce Partnership**

Students may enroll in dual credit courses offered through Texas A&M University-Commerce. Courses will be taught on the Royse City High School campus during normal school hours. Students must meet admission requirements for the college before enrolling in university level courses. Dual credit courses offered through Texas A&M University will be taught by college instructors or by Royse City High School Accredited Instructors who have earned their Master degree in the field of study.

### **Paris Junior College Partnership**

Students may earn an associate degree from Paris Junior College upon successful completion of the recommended degree plan in addition to the high school diploma. Many courses are offered as dual credit with Royse City High School instructors. Students will work under close advisement with their counselor when choosing courses. Students will be responsible for transportation to the Paris Junior College-Greenville Campus for courses not offered at Royse City High School. Students are responsible for fees and tuition at the reduced rate, as determined by the district. The associate degree programs prepare students for transfer to a 4-year university.

### **Certification Programs through Dual Credit**

#### **Enhanced Nurse Aide Certification\*(25 hours)**

Courses include:

- Medical Terminology I
- Introduction to Gerontology
- Wellness and Health Promotion

- Anatomy & Physiology for Medical Assistants
- Clinical-Nursing Assistant/Aide & Patient Care Assistant/Aide
- Nurse Aide for Health Care

#### **Mechatronics-Electromechanical Technician Certification (16 hours)**

Courses include:

- DC-AC Circuits

Industrial Electronics  
Programmable Logic Controllers  
Hydraulics and Pneumatics

### **Air Conditioning and Refrigeration Certification (39 hours) \* classes will be held in the evening**

Courses include:

Basic Electricity for HVAC  
Air Conditioning Control Principles  
Refrigeration Principles  
HVAC Shop Practices and Tools

The following courses must be completed post high school:

Residential Air Conditioning & Refrigeration  
Gas and Electric Heating  
Commercial Air Conditioning  
Heat Pumps

EPA Recovery Certification Preparation  
Advanced Electricity for HVAC  
Air Conditioning Troubleshooting  
Air Conditioning Installation & Service  
Residential Air Conditioning Systems Design

### **Emergency Medical Services-Emergency Medical Technician Certification (43 hours)**

\*\*Student must be 18 years of age to sit for TX Department of Health EMT certification and must take the test within 6 months of the last course.

Courses include:

Prerequisites:

Emergency Medical Technician  
Clinical- Emergency Medical Technology/Technician

Royse City High School Component:  
Principles of Health Science  
Medical Terminology/Professional Communications  
Anatomy and Physiology  
Health Science Clinical

### **Criminal Justice (TSI reading & writing required)**

Courses include:

Introduction to Criminal Law and Public Safety  
Legal Aspects of Law Enforcement  
Business Correspondence and Communication  
Crime in America

Fundamentals of Criminal Justice  
Court Systems & Practices  
Correction Systems & Practices  
Juvenile Justice System

## COURSE OFFERINGS

### English Language Arts Courses

#### **English I - (1 credit)**

**9th grade**

**Prerequisite: none**

**Course #: 1100**

In English I, students strengthen skills in reading analysis and communication. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text, write in multiple modes, research, listen, and speak. Building on their knowledge of literary elements in traditional literary genres, students study the relationship between narrative voice and style, while also analyzing literary and stylistic elements in film and literature. They develop expository writing skills by using rhetorical and literary devices. Performance and oral interpretation of literature build students' speaking and listening skills. Research continues to play an important role as students evaluate social, cultural, and historical influences on texts. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations.

#### **English I Honors - (1 credit)**

**9th grade**

**Prerequisite: Fulfill Honors agreement**

**Course #: 1100**

English I-Honors engages students in learning all the essential knowledge and skills of English I while providing greater depth. Summer reading is required as it provides an avenue for Honors students to both activate academic skills during the summer and to launch academic progress at the beginning of the school year. This enhanced curriculum builds the tools necessary to succeed in AP Language and Literature classes. Independent reading in Pre-AP courses is structured to support students' interaction with a text through the application of close reading analysis with Pre-AP and AP reading strategies, leading to an ability to independently analyze any new text. Students are confronted with increasingly challenging texts, both classic and contemporary, fiction and nonfiction. Students are challenged by complex writing tasks in expository, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these rhetorical modes. With exposure to AP strategies, prompts, nonfiction texts, and varied writing tasks, students will exit the program equipped with the kind of higher-order thinking skills, knowledge, and behaviors necessary to be successful in AP classes and post-secondary education.

#### **English 1 A – (1 credit)**

**9th grade**

**Prerequisite: Committee Recommendation**

**Course #: 1100**

This course is based on the prerequisite skills of the English I TEKS. Students in this course are exposed to the essence of the TEKS. Students in this course will demonstrate performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs. This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.

#### **English II - (1 credit)**

**10th grade**

**Prerequisite: None**

**Course #: 1102**

In English II, students strengthen skills in reading analysis and communication. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text, write in multiple modes, research, listen, and speak. This course focuses on the concept of culture and community, and examines how these influences shape identity and perspective. Students read and analyze works of world literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in persuasive and argumentative texts, both print and non-print. Students deconstruct writing prompts and write a synthesis essay that incorporates perspectives from multiple sources.

Students develop their independent learning skills as they respond to opportunities for self-evaluation. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations.

**English II Honors - (1 credit)**

**10th grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1102**

Pre-AP English II engages students in learning all the essential knowledge and skills of English II while providing greater depth. This enhanced curriculum continues to build the tools necessary to succeed in AP Language and Literature classes. Independent reading in Pre-AP courses is structured to support students' interaction with a text through the application of close reading analysis with Pre-AP and AP reading strategies, leading to an ability to independently analyze any new text. Students are confronted with increasingly challenging texts, both classic and contemporary, fiction and nonfiction. Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these rhetorical modes. With exposure to AP strategies, prompts, nonfiction texts, and varied writing tasks, students will exit the program equipped with the kind of higher-order thinking skills, knowledge, and behaviors necessary to be successful in AP classes and post-secondary education.

**English II A – (1 credit)**

**10th grade**

**Prerequisite: Committee Recommendation**

**Course #: 1102**

This course is based on the prerequisite skills of the English II TEKS. Students in this course are exposed to the essence of the TEKS. Students in this course will demonstrate performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs. This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.

**English III - (1 credit)**

**11th grade**

**Prerequisite: None**

**Course #: 1104**

In English III, students strengthen skills in reading analysis and communication. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text, write in multiple modes, research, listen, and speak. This course focuses on American fiction and nonfiction, using literary and other texts to present the iconic idea of the American Dream. Students research historical and contemporary texts as they articulate the origins and impact of the ideas and realities of the American Dream on life today and on personal thinking. Students are expected to articulate personal convictions and propose solutions to social issues. Writing in a variety of modes - personal essays, opinions and editorials, credos, reflective self-evaluation, speeches, dramatic scripts, surveys, literary analysis, and research projects - students expand their skills in communicating well through written language. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations.

**English III Advanced Placement - Language and Composition – (1 credit)**

**11th grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1104**

AP Language and Composition is a college-level course that 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. This course focuses on writer's purpose, audience's expectations and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. This prepares students for the Advanced Placement Exam which may earn the student college credit. Students are encouraged to purchase or obtain outside novels for use in this class.

**Dual Credit College English I A/B (ENGL 1301/1302) - (1 credit)****11<sup>th</sup> grade****Prerequisite: Must meet eligibility requirements of partnering University, pay fees and tuition****Course #: 1104**

College English I Dual Credit is designed for students exhibiting above average reading and language arts skills. This class is an introductory college writing course focused on expository and persuasive texts. Students must be enrolled in this course for the entire year and will not be allowed to enter at the semester. College English I can substitute for English III or English IV (see your counselor for details.)

**English III A – (1 credit)****11th grade****Prerequisite: Committee Recommendation****Course #: 1104**

This course is based on the prerequisite skills of the English III TEKS. Students in this course are exposed to the essence of the TEKS. Students will demonstrate performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs.

**English IV - (1 credit)****12th grade****Prerequisite: None****Course #: 1106**

In English IV, students strengthen skills in reading analysis and communication. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text, write in multiple modes, research, listen, and speak. This course capitalizes on the confidence and expertise students have gained as interpreters and analyzers of texts by introducing them to multiple lenses through which to view text. Students are asked to broaden their understanding and their interpretive skills by thinking deeply about themes and ideas from multiple perspectives. Students learn to view texts through some of the filters that result in multiple interpretations of the same text or media story. Students apply the theories of criticism to their own reading and interpretation of both fiction and nonfiction texts. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations.

**English IV Advanced Placement - Literature and Composition – (1 credit)****12th grade****Prerequisite: Fulfill AP agreement****Course #: 1106**

AP Literature and Composition is a college level course that engages students in the careful reading and critical analysis of imaginative literature. This college level course will include intensive study of representative works from various genres and periods focusing on the work's artistry, social and historical context, textual detail, interpretation, and evaluation. The interpretative and argumentative writing will follow detailed discussions of poetry, drama, novel, short story, and expository literature. This course prepares students for the Advanced Placement Exam which may earn the student college credit.

**Dual Credit College English II A (ENGL 200) - (1 credit)****12th grade****Prerequisite: College English I; Must meet eligibility requirements of partnering University; pay tuition and fees****Course #: 1106**

College English II A is designed for the above average reading and language arts student. An introduction to the three major genres of literature: poetry, drama, and fiction. The course is designed to develop critical thinking habits, and the student may be required to make analyses and value judgments based on critical thought. College English II can only substitute for English IV.

**English IV A – (1 credit)****12th grade****Prerequisite: Committee Recommendation**

**Course#: 1106**

This course is based on the prerequisite skills of the English III TEKS. Students in this course are exposed to the essence of the TEKS. Students in this course will demonstrate performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs.

**Reading I – (1 credit)****9<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Administrative Approval****Course #: 1122**

Reading is a one or two semester course for those students who struggle with basic reading competencies. Emphasis is placed on using specific reading strategies to increase skills in comprehension, vocabulary development, fluency, reference usage and test-taking skills. Research-based technology and supplemental resources are used to differentiate instruction. Independent reading is utilized to apply strategies to increasingly demanding texts.

**Reading II – (1 credit)****10<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Administrative Approval****Course #: 1122**

Reading is a one or two semester course for those students who struggle with basic reading competencies. Emphasis is placed on using specific reading strategies to increase skills in comprehension, vocabulary development, fluency, reference usage and test-taking skills. Research-based technology and supplemental resources are used to differentiate instruction. Independent reading is utilized to apply strategies to increasingly demanding texts.

**Communication Applications (online only) – (.5 credit)****9<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: None****Course #: 1177**

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

**Debate I - (1 credit)****9<sup>th</sup> – 12<sup>th</sup> grade****Prerequisite: None****Course #: 1153**

Debate I is a course which specializes in developing such skills as critical thinking, sound reasoning, effective persuasion, and in-depth research. Students learn the method of structure within the debates, debate terminology, and the relevance of debate in today's world. The student will also be taught the skills of extemporaneous speaking and poetry and prose interpretation. The debate student is encouraged to develop his/her skill to the utmost by participating in debate competition with other schools. Tournaments and contests are provided for enhancement. May be used for Speech credit.

**Debate II - (1 credit)****10<sup>th</sup>- 12<sup>th</sup> grade****Prerequisites: Debate I****Course # 1154**

Debate II places further emphasis on the debate skills of critical thinking, rhetoric, critical listening, reasoning, research, and persuasion. It allows students further opportunities to improve their skills in debate by participating in debate workshops

and competitions. Emphasis is placed on case construction; plan preparation, evidence research, structure in logic, analysis, synthesis, and cross-examination techniques. Tournaments and contests will be a part of this course. May be used for Speech credit.

**Debate III - (1 credit)**

**11th-12th grade**

**Prerequisite: Debate II**

**Course #: 1155**

Debate III stresses many of the same areas of study. It emphasizes the higher order of critical thinking skills, critical reasoning, critical listening, analysis, synthesis, evaluation, organization, and research. There is continued emphasis on interscholastic competition at the local and state levels. This course also stresses independent study/mentorship in areas such as law and politics. Further experiences offered to students will be opportunities to travel to other schools to present various programs on a variety of topics. May be used for Speech credit.

**Debate IV - (1 credit)**

**12th grade**

**Prerequisite: Debate III**

**Course #: 1156**

Debate IV is a continuation of the debate program. It is for advanced debaters. It emphasizes higher order thinking skills, critical thinking, critical learning, and extensive research skills. There is continued emphasis on interscholastic competition at local and state levels. This course continues to stress independent study and mentorship. The student will continue to perfect their own skills by helping novice debaters. Emphasis will be placed on college and career opportunities. May be used for Speech credit.

**Professional Communications – (.5 credits)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course#: 1175**

This course blends written, oral and graphic communication in a career-based environment. Careers in the global economy requires individuals to be creative and have a strong background in computer and technology applications, have a strong academic foundation, and a proficiency in a professional oral 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 Public Speaking (SPCH 1315) – (.5 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1179**

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

**Dual Credit Introduction to Mass Communications (COMM 1307) – (.5 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1177**

Survey of basic content and structural elements of mass media and their functions and influences on society.

**Journalism (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course#: 1160**

Students enrolled in Journalism are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. They will write in a variety of forms and for a variety of audiences and purposes. Students will become analytical

consumers of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

**Advanced Journalism/Yearbook I (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 1150**

This course teaches students to plan, draft, and complete written and/or visual communications on a regular basis. Students enrolled will refine and enhance their journalistic skill by preparing student yearbook publication.

**Advanced Journalism/Yearbook II (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Yearbook I**

**Course #: 1151**

This course teaches students to plan, draft, and complete written and/or visual communications on a regular basis. Students enrolled will refine and enhance their journalistic skill by preparing student yearbook publication.

**Advanced Journalism/Yearbook III (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Yearbook II**

**Course #: 1152**

This course teaches students to plan, draft, and complete written and/or visual communications on a regular basis. Students enrolled will refine and enhance their journalistic skill by preparing student yearbook publication.

## **Mathematics Courses**

**Algebra I - (1 credit)**

**9<sup>th</sup> grade**

**Prerequisite: Mathematics grade 8 or its equivalent**

**Course #: 1200**

A student enrolls in Algebra I as a one-year course. The course involves a study of the real numbers and their properties, simplifying expression, the language of Algebra, solving and graphing linear equations and inequalities, linear and quadratic relations and functions, ratios, proportions and variations, and polynomials. The student should acquire a basic knowledge of the structure and use of Algebra

**Algebra I Honors - (1 credit)**

**9<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1200**

This course will provide higher level critical thinking skills and independent research. Students will experience more challenging problem-solving tasks than in the regular Algebra I class. Extra research and problem-solving skills are involved in preparation for pre-calculus and Calculus. Calculator explorations will be a regular part of the course as students examine functions and their graphs. The course will be expanded to include topics such as: simplifying and graphing radicals, simplifying rational expressions, and dividing polynomials. Topics will be explored in depth, and tests will prove more challenging than ones found in the regular Algebra I course.

**Geometry - (1 credit)**

**9<sup>th</sup>-10<sup>th</sup> grade**

**Prerequisite: Algebra I**

**Course #: 1202**

Students enroll in Geometry as a one-year course. This course is an in-depth study of plane and solid figures. The student will apply the principles of inductive and deductive reasoning in developing basic proofs. Particular emphasis is given to applying definitions, conjectures, postulates, and theorems. The student will study the basic properties of lines, planes, polygons, circles, and geometric solids. Topics include the principle of congruence and similarity of triangles and the basic concepts of coordinate and transformational geometry. The course is directed toward giving the student a thorough understanding of Euclidean geometry.

**Geometry Honors - (1 credit)**

**9<sup>th</sup>-10<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1202**

Geometry Pre-Advanced Placement is a preparatory course for the advanced placement test, which students will take when they complete Calculus. Higher level critical thinking skills, independent research, projects, extensive problem solving, and use of graphing calculators are all included in the course. Topics will be explored in depth, and tests will prove more challenging than ones found in the regular Geometry course.

**Math Models-(1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra I (Administrator Approval)**

**Course #:**

Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

**Algebraic Reasoning-(1 credit)**

**10<sup>th</sup> -12<sup>th</sup> grade**

**Prerequisite: Algebra I (Administrator Approval)**

**Course #: 1233**

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.

**Algebra II - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra I**

**Course #: 1205**

A student enrolls for Algebra II as a one-year course. This course includes a study of foundations of functions, identifying and graphing parent functions, extending those functions using transformations, analyzing the relationships between those functions and their inverses, and identifying and graphing conic sections. Systems of equations and inequalities will be solved using algebraic methods, tables, graphs, and matrices. Topics will be explored in depth, and tests will prove more challenging than ones found in the regular Algebra II course.

**Algebra II Honors – (1 credit)**

**10<sup>th</sup>-11<sup>th</sup> Grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1205**

This course will provide higher level critical thinking skills and independent research. Students will experience more challenging problem-solving tasks than in the regular Algebra II class. Extra research and problem-solving skills are involved in preparation for Pre-Calculus and Calculus. Calculator explorations will be a regular part of the course as students examine functions and their graphs. The course will be expanded to include an introduction to sequences and series and the study of polynomials. Composition of functions is included with inverse functions.

**Statistics – (1 credit)****11<sup>th</sup>-12<sup>th</sup> Grade****Prerequisite: Algebra I****Course #: 1226**

Students will broaden their knowledge of variability and statistical processes. Students will connect data and statistical processes to real-world situations by study sampling and experimentation, categorical and quantitative data, probability and random variables.

**Advanced Quantitative Reasoning - (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Geometry & Algebra II****Course #: 1223**

In Advanced Quantitative Reasoning, student will develop and apply skills necessary for college, careers, and life. The project-based course content consists primarily of application of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, and discrete mathematics.

**Pre-Calculus - (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Algebra I, Geometry, and Algebra II****Course #: 1207**

Pre-Calculus is a detailed study of the following functions: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. This course also covers sequences, series, vectors, and introductory parametric functions. This course meets the minimum prerequisite requirement for AP Calculus AB. This course is not recommended as a prerequisite for AP Calculus BC.

**Pre-Calculus Honors - (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Algebra II; Fulfill AP agreement****Course #: 1207**

Pre-AP Pre-Calculus expands on the concepts covered in regular Pre-Calculus. This course is fast paced and students will require excellent algebraic and problem-solving skills to be successful in this course. Students will also develop strategies that prepare them for AP Calculus AB. Students successful in Pre-AP Pre-Calculus must be organized, committed, and eager to persevere due to the fast paced, abstract nature of the course. This course is the recommended prerequisite requirement for either AP Calculus AB.

**AP Calculus AB - (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Pre-Calculus; Fulfill AP agreement****Course #: 1209**

AP Calculus AB covers advanced mathematical topics including elementary differential and integral calculus. AP Calculus AB is approximately equivalent to a one-semester calculus course at the college level. This course is designed to prepare students for the College Board Advanced Placement Exam. AP Calculus AB is a college level course.

**Statistics Advanced Placement****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisites: Algebra II; Fulfill AP agreement****Course #: 1232**

AP statistics is an option for any student who has successfully completed Algebra 1, Geometry, and Algebra 2. This course content will include exploratory analysis of data using graphical and numerical techniques, studies of patterns and departures from patterns, collection of data, and development of conjectures based on data, analysis of the distribution of data, and using models to draw conclusions from data. This course prepares the student to take the College Board Advanced

Placement exam. Upon completion of the course, the student will be expected to take the College Board Advanced Placement Exam.

**Dual Credit College Algebra (MATH 1314) - (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra II and meet eligibility requirements of partnering University**

**Course #: 1207**

College Algebra is a study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include complex numbers, systems of equations, and inequalities, theory of equations, progressions, the binomial theorem, proofs, and applications. Students must pass TSI to enroll.

**Dual Credit Statistics (MATH 1342) – (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra II & Dual Credit College Algebra, and meet the requirements of partnering University**

**Course #:**

This course focuses on collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Must be TSI complete.

**Dual Credit Pre-Calculus (MATH 2312)- (.5 credit)**

**12<sup>th</sup> grade**

**Prerequisite: Algebra II and meet eligibility requirements of partnering University**

**Course #: 1207**

Students enrolled in this course will cover topics such as: trigonometric functions and their graphs; radian measurement; solution of triangles; identities; logarithmic and exponential functions; trigonometric equations; applications of trigonometry; conic sections and their graphs.

**Dual Credit Calculus (MATH 2413) – (.5 credits)**

**12<sup>th</sup> grade**

**Prerequisites: DC Pre-Calculus**

**Course #: 1209**

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

**College Preparatory Mathematics (1 credit)**

**12<sup>th</sup> grade**

**Prerequisite: Administrative approval**

**Course #: 1227**

Topics in this two-semester course include real numbers, symbolic representation, graphing linear equations, basic Geometry, rational expressions and equations, and functions. Calculator use is not allowed during Module 1, calculator use is not allowed on the course final examination, and should be limited in use during Modules 2-6. Cumulative review should occur throughout the course. Successful completion of the course and the final examination will result in student readiness for entry level college mathematics. **\*Students who have not passed the mathematics section of the TSI will be enrolled in this course their senior year. Students will complete Texas College Bridge in the course.**

## **Science Courses**

**Biology - (1 credit)**

**9<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 1300**

Biology is a course designed around the study of living things. This course emphasizes a variety of topics such as 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; ecosystems; living systems; homeostasis; ecosystems; and plants and the environment. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, oral and written communication skills, along with career exploration will be stressed in this course.

**Biology Honors - (1 credit)**

**9th grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1300**

This course extends the biology concepts and TEKS with an emphasis on preparing students to take AP Biology. Pre-AP Biology will be a lab-oriented course designed for students exhibiting advanced achievement levels in the biological sciences. This course shall exceed the content and depth of a standard Biology course both in the classroom and laboratory experiences. Pre-AP Biology will strive for higher levels of learning; creative thinking, and critical evaluation tenets such as analyzing, synthesizing, and formulating logical conclusions.

**Biology Advanced Placement - (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Recommended Prerequisite: Biology; Chemistry; Fulfill AP agreement**

**Course #: 1300**

AP Biology is a course designed to be the equivalent of a college-level biology course. This course will provide students with the framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology. This course emphasizes topics such as microbiology, biochemistry, genetics, evolution, organisms and their environment and includes extensive biological laboratory experiences. This course is intended to prepare students to take the AP Biology exam in order to earn college course credit depending on exam score. Students may complete an independent research project. Additional contact time outside the normal school may be required. This is a college level course.

**Dual Credit Anatomy & Physiology I, II (BIOL 2401/2402) – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Biology; Chemistry; Must meet requirements of partnering college**

**Course #: 1300**

This course is the study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

**Dual Credit Microbiology (BIOL 2420)- (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Eight hours of Biology or Chemistry**

**Course #: 8109**

This course covers basic microbiology and immunology and is primarily directed at pre-nursing, pre-allied health, and non-science majors. It provides an introduction to historical concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health.

**Integrated Physics and Chemistry - (1 credit)**

**9th-11th Grade**

**Prerequisite: Administrative Approval**

**Course #:**

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

**Chemistry - (1 credit)**

**10th Grade**

**Prerequisite: One unit of science and Algebra I**

**Course #: 1302**

This course emphasizes a variety of topics that include: characteristics of matter, energy transformations during physical and chemical changes; atomic structure; the periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction; chemical equations; solutes; properties of solutions; acids and bases; and stoichiometric relationships. Chemistry is a course that is oriented toward college preparation and is grounded in a laboratory approach to the study of the matter. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, oral and written communication skills, along with career exploration will be stressed in this course.

**Chemistry Honors - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: One unit of science and Algebra I; Fulfill AP agreement**

**Course #: 1302**

This course extends the chemistry concepts with an emphasis on preparing students to take AP Chemistry. Pre-AP Chemistry will be a lab-oriented course designed for students exhibiting advanced achievement levels in the chemical sciences. This course shall exceed the content and depth of a standard Chemistry course both in the classroom and laboratory experiences. Pre-AP Chemistry will strive for higher levels of learning; creative thinking, and critical evaluation tenets such as analyzing, synthesizing, and formulating logical conclusions

**Chemistry Advanced Placement - (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Recommended Prerequisite: Chemistry, Algebra II; Fulfill AP agreement**

**Course #: 1302**

AP Chemistry is a course designed to cover material found in the college level general chemistry course and is for the college-bound science/engineering/pre-veterinary/premedical/pre-dental student. This course incorporates a more extensive quantitative understanding of the physical principles of chemistry. Major topics include electrochemistry, kinetics, thermodynamics and equilibrium. Advanced laboratory investigations involving independent data analysis are a major part of this course. This course is intended to prepare students to take the AP Chemistry exam in order to earn college course credit depending on exam score. Students enrolled in this course will be expected to take the AP Exam. This is a college level course.

**Dual Credit Introduction to Chemistry I (CHEM 1405) – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 8114**

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for non-science and allied health students.

**Environmental Systems-(1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisites: Biology**

**Course #: 1323**

In Environmental Systems, students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments; and current environmental issues (such as pollution energy and extinction).

**Environmental Science Advanced Placement-(1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisites: Biology, Chemistry; Fulfill AP agreement****Course #: 1325**

The Environmental Science AP course will provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science AP is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. This course prepares the student to take the College Board Advanced Placement exam. Upon completion of the course, the student will be expected to take the College Board Advanced Placement exam.

**Physics - (1 credit)****10<sup>th</sup>-12<sup>th</sup> grade****Suggested Prerequisite/Co-Requisite: Algebra I****Course #: 1304**

Physics is designed to provide a laboratory-oriented approach to the study of matter and energy. The course provides for the development of understanding of the physical laws and devices that govern the world around us. Topics of study include motion, forces, energy, momentum, thermodynamics, waves, and modern physics. This course emphasizes the use of mathematics to solve problems.

**Physics Honors- (1 credit)****10<sup>th</sup>-12<sup>th</sup> grade****Suggested Prerequisite/Co-Requisite: Algebra I****Course #: 1304**

In this laboratory-based course, students learn the basic motions of the universe and the equations that describe them. Topics include Newtonian mechanics, thermal physics, waves and optics, electricity and magnetism, and atomic and nuclear physics. Students will perform experiments and interpret the results of observations and perform activities which involve the assessment of experimental errors and uncertainties. Topics will be covered with more depth and involve independent learning in preparation for AP level course work.

**AP Physics 1 - (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Recommended Prerequisite: Algebra I, Algebra II and Geometry****Course #: 1304**

AP Physics 1 is equivalent to the first semester of a typical introductory, algebra-based college physics course. Topics of study include Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Emphasis is placed on student-centered, inquiry-based instructional practices to develop scientific critical thinking and reasoning skills. This course is intended to prepare students to take the AP Physics exam in order to earn college course credit depending on exam score.

**DC Physics I (PHYS 1401)- (1 credit)****12<sup>th</sup> grade****Prerequisite: College Algebra (MATH 1314)****Course #: 8117**

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving.

**DC Physics II (PHYS 1402)- (1 credit)****12<sup>th</sup> grade****Prerequisite: College Algebra (MATH 1314), Physics I (PHYS 1401)**

**Course #: 8118**

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving.

**Dual Credit Stars and Galaxies (PHYS 1303/1304)- (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: none****Course #:1332**

Study of stars, galaxies, the sun and its solar system, including its origin and the universe outside our solar system.

**Aquatics Science - (1 credit)****10<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Biology****Course #: 1311**

Aquatic science is the study a variety of topics that include: roles of cycles in an aquatic ecosystem; geologic and fluid dynamics; components of aquatic ecosystems, fresh, salt and estuary; relationships among aquatic habitats and ecosystems; changes within aquatic habitats and environments; and the origin and use of water in a watershed. It is a course in which students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

**Forensic Science- (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisites: Biology and Chemistry****Course #: 1324**

Students in Forensic science use a structured and scientific approach to the investigation of crimes. Students will learn terminology and investigative procedures. Using scientific methods students will collect and analyze evidence through case studies and simulated crime scenes. Students will learn the history, legal aspects, and career options for forensic science.

**Anatomy and Physiology - (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Recommended Prerequisite: three credits of science****Course #: 1310****Science Elective Course**

Anatomy and Physiology is a college preparatory and a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, and sequencing data; experiences in oral and written communication. Students in this course may choose to take courses in Health Science Technology. This course may count as the 4th science credit in the recommended and DAP graduation plans.

**Earth and Space Science - (1 credit)****11<sup>th</sup> - 12<sup>th</sup> grade****Prerequisite: 3 units of science, 1 may be taken concurrently, and 3 units of math, 1 can be taken concurrently****Course #: 1313**

Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

**Social Studies Courses****World History - (1 credit)****9<sup>th</sup>-10<sup>th</sup> grade****Prerequisite: None****Course #: 1403**

World History aims both to discover general knowledge about the development and diffusion of civilization and to foster an appreciation that such knowledge is vitally important to understanding our modern era. This course aims to develop students' historical understanding, broaden their perspective on world affairs and sharpen their critical thinking skills.

**World History Honors- (1 credit)**

**9<sup>th</sup>-10<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course#: 1403**

This course includes an advanced study of the history and development of a variety of world cultures, past and present. Opportunities are provided for students to compare and analyze various ways of life and cultural patterns, emphasizing the diversity and commonality of human experiences and the understanding of how these patterns occurred over time. A study of contemporary world affairs is an essential part of the course.

**AP World History - (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1403**

AP World History is designed to develop greater understanding of the evolution of global processes and contacts in interactions with different types of human societies. It highlights the nature of continuity and change over time and offers global coverage of Africa, the Americas, Asia and Europe. The course stresses the linkages between people and states formed through trade, the resultant migration of people and ideas, the mobilizations of mass society, revolutions, and the impact of technology upon humankind. This college level course will be both rigorous and rewarding and is open to all high school students who are motivated and willing to do advanced work. It moves rapidly and covers a lot of ground but teaches students skills needed to critically read, take notes and write historical essays. Interested students would be eligible to take the AP examination in May to qualify to earn college credit.

**United States History - (1 credit)**

**10<sup>th</sup>-11<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1406**

United States History covers the period after Reconstruction to the present and will include the following: emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States. This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.

**AP U.S. History - (1 credit)**

**10<sup>th</sup>-11<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1406**

AP United States History is a college level course designed to give students the opportunity to study the history and development of the United States in a more in-depth manner than regular United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The content for this course emphasizes the Colonial-Revolutionary War Period, Constitutional Period, the Age of Jackson, the Civil War and Reconstruction, the Progressive Era, the New Deal, and the emergence of America as a world power after World War II. Students will learn to assess historical materials -- their relevance to a given interpretive problem, reliability and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. Great emphasis is placed on the intellectual, cultural and socioeconomic history of the United States. Students will also study and analyze the politics and diplomacy of this country. Students will have the opportunity to take the Advanced Placement Exam upon completion of the course. This course fulfills the graduation requirement of U.S. History. This course covers the 11th grade standards (TEKS) in a different timeframe and sequence than on-level U.S. History. Students are strongly encouraged to complete both semesters of AP U.S. History. Students that move

from this course to on-level U.S. History during or at the semester will have gaps in coverage of 11th grade standards (TEKS) potentially impacting preparedness for End of Course Test.

**Dual Credit U.S. History (HIST 1301/1302)- (1.0 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Must meet eligibility requirements of partnering college**

**Course #: 1406**

Dual Credit United States History taught on-campus it incorporates the essential elements of the high school course with a more accelerated college instruction format. Tuition is paid by the student and the class meets for both semesters. Joint high school and college credit is obtained by passing. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college U.S. History WILL keep a student from graduating from high school.

**U.S. Government - (.5 credits)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 1408**

United States Government provides an opportunity for students to study foundations of the United States political system, development of the United States governmental system, the structure and functions of the United States government, and the role of decision-making in civic affairs.

**Economics - (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 1410**

Economics with Emphasis on the Free Enterprise System and Its Benefits emphasizes the American free enterprise system, government in the American economic system, American economic system and international economic relations, consumer economics, and social studies attitudes, values, and skills for citizenship.

**AP U.S. Government and Politics - (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1408**

AP United States Government is a course designed to give students an analytical perspective on government and politics in the United States. This course covers the constitutional foundations, political beliefs and behaviors, political parties and interest groups that make up the US government. All areas of the federal government – Congress, the presidency, bureaucracy, judiciary and civil liberties and civil rights are studied. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute US political reality. Students will have the opportunity to take the AP exam upon completion of this course. This is a college level course.

**AP Macroeconomics – (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Fulfill AP agreement**

**Course # 1410**

AP Macroeconomics is an introductory college-level course that focused on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**Dual Credit Macroeconomics (ECON 2301) - (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Must meet eligibility requirements of partnering college**

**Course #: 1410**

Dual Credit Macroeconomics with emphasis on the free enterprise system and its benefits is designed for students showing an advanced aptitude for the study of social studies and/or business. It undertakes an in-depth study of the capitalistic system and its purposes, functions, and results.

**Dual Credit Microeconomics (ECON 2302) – (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Must meet eligibility requirements of partnering college**

**Course #: 1432**

Dual Credit Microeconomics with emphasis on the market economy is designed for students showing an advanced aptitude for the study of price mechanism, supply and demand analysis, degrees of competition, and income distribution.

**Dual Credit Federal Government (GOVT 2305) – (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Must meet eligibility requirements of partnering college**

**Course #: 1408**

Dual Credit United States Government taught on-campus it incorporates the essential elements of the high school course with a more accelerated college instruction format. Tuition is paid by the student and the class meets for one semester. Joint high school and college credit is obtained by passing. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college government WILL keep a student from graduating from high school.

**Dual Credit Texas Government (GOVT 2306) – (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Must meet eligibility requirements of partnering college**

**Course #: 1438**

Dual Credit Texas Government is the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

**Ethnic Studies: African American Studies - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #:**

**History Elective Course**

In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

**Ethnic Studies: Mexican American Studies - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #:**

**History Elective Course**

In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

**AP Human Geography - (1 credit)****9<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Fulfill AP agreement****Course #: 1402**

This college level course is designed to introduce students to the patterns and processes of the earth, its regions, and its people. In examining how people have interacted with the earth over time, students will examine concepts such as culture, population, political organization, cities, agriculture and land use, as well as industrialization and economic development. They also learn about the methods and tools geographers use in their science and practice. This course is an introduction to college level coursework and will require academic determination and responsibility. Students taking this course should have strong reading and writing skills. To meet the standards for this course, a unit on physical geography will be included to address the TEKS that are not part of the College Board course. Upon completion of this course, interested students will also be eligible to take the national AP examination in May to earn college credit.

**Special Topics in Social Studies – (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Administrative Approval****Course#: 1433**

This course is specifically for students who need additional instruction in United States History and covers the period after Reconstruction to the present.

**Sociology - (.5 credit)****9<sup>th</sup>-12 grade****Prerequisite: none****Course #: 1415****History Elective Course**

The understanding of sociology as the scientific and systematic study of human behavior observed through patterns will be accomplished using the following methods: textbook reading, mastering sociological concepts and definitions, participating in class discussions, teacher lecturing, role playing, and small group activities. Students should be self-motivated and comfortable in participating in classroom discussions. Students will be required to research a current social problem and present findings.

**Dual Credit Sociology (SOC1 1306)- (.5 credits)****10<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Must meet eligibility requirements of partnering University****Course #: 1415**

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, and race/ethnicity.

**Psychology - (.5 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: None****Course #: 1414****History Elective Course**

Psychology encompasses broad areas of study about human behavior and it enables the students to better understand themselves and others. The goal of this course is to create active intellectual and emotional involvement by the student, not only in learning about the science of psychology, but in life as well. It is a one semester elective course.

**AP Psychology (.5 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Fulfill AP agreement****Course # 1414****History Elective Course**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**Dual Credit General Psychology (PSYC 2401) – (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1414**

This course is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**World Geography**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1400**

World Geography studies include the physical features of the planet Earth, its composition, tectonic forces, and surface structure. The use and abuse of the earth's resources by man are studied with regard to their effect on the ecology of the planet. A study of maps is presented to assist the student in recognizing the major land-forms and water systems of the world.

## **Fine Arts Courses**

### **Art**

**Art I - (1 credit)**

**9<sup>th</sup> – 12<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 1641**

Art I students will learn to appreciate art and practice artistic skills throughout the year. Students will be exposed to terminology that will enhance their ability to discuss artistic form. Many different art projects will be completed during the course. Some of the areas of skill will include drawing, painting, design and sculpture. Students will gain valuable insight and experience in the world of art.

**Art II – Drawing - (1 credit)**

**10<sup>th</sup> - 12<sup>th</sup> grade**

**Prerequisite: Art I**

**Course #: 1642**

**Supply Fee: \$20**

Art II students will explore several concepts in-depth. Particular areas of exploration will include conceptual design, art criticism, and art history. Students will learn more about technique and the successful execution of an idea from start to finish. Art II will require a more rigorous application of ideas acquired in Art I. Only students dedicated to the processes of art should take this course.

**Art II – Sculpture - (1 credit)**

**10<sup>th</sup> - 12<sup>th</sup> grade**

**Prerequisite: Art I**

**Course #: 1643**

**Supply Fee: \$20**

The Sculpture class will be involved in making three-dimensional designs in a variety of media. Students will use the Elements and Principles of Design, while working with clay, paper, metals, wood, and plastic to create both representational

and conceptual sculptures. While drawing is not a prerequisite for this class, it is strongly recommended. Students will be required to produce numerous sketches for each project.

**Art II – Painting - (1 credit)**

**10th - 12th grade**

**Prerequisite: Art I**

**Course #: 1654**

**Supply Fee: \$20**

Building on the foundation of Art I, Painting II students use a sketchbook for visual notation and planning original paintings. Students create original paintings with various techniques and media. They create paintings from sketchbook ideas, still life, models, perspectives, landscapes, portraits, self-portraits, and abstractions. While drawing is not a prerequisite for this class, it is strongly recommended. Students will be required to produce numerous sketches for each painting.

**Studio Art: Drawing Advanced Placement - (1 credit)**

**11th - 12th grade**

**Prerequisite: Art I and Art II**

**Course #: 1644**

**Supply Fee: \$20 up to \$100 additional AP submission fee**

Advanced Placement Studio Art is an accelerated program designed for students who have an interest and skill in art. It is an introductory college level course for high school students and will require organization, commitment, and work time outside of class. It offers specialized, advanced drawing artwork for talented students who wish to work on individual projects.

Students will be using the Creating and Understanding Drawings book by Gene A. Mittler, internet, and other resources to further their mastery and enrich their continuing knowledge of art appreciation. The course enables students to complete a portfolio containing 29 accomplished and compelling works of art. The drawing portfolio will address a broad interpretation of drawing concepts, techniques, and media. Students interested in careers in art or art-related fields should enroll.

Students *should* submit an AP Art Portfolio. ***\*A portfolio of a pre-assigned number of works, assigned at application time, must be completed in the summer after this course. The portfolio is due the first day of class in the fall. Information about work requirements may be obtained by the teacher. Number of college hours awarded based on admission criteria for specific college or university.***

**AP Studio Art 2D Design - (1 credit)**

**11th - 12th grade**

**Prerequisites: Art I**

**Course #: 1645**

**Supply Fee: \$20 up to \$100 additional AP submission fee**

For the 2D Design Portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. ***\*A portfolio of pre-assigned number of works, assigned at application time, must be completed in the summer preceding this course. The portfolio is due the first day of class in the fall. Information about work requirements is to be picked up by registered students in May. It will be available in the front office and from your art teacher. Number of college hours awarded based on admission criteria for specific college or university.***

**Dual Credit Art Appreciation (ARTS 1301) -(1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1636**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

## **Music**

### **Dual Credit Music Appreciation/Theory**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1634/1635**

Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. Further analysis and writing of tonal melody and diatonic harmony up to and including the chords and compositional forms.

### **Band I-IV - (1 credit)**

**9th – 12th grade**

**Course #: 1600 Band I**

**Course #: 1601 Band II**

**Course #: 1602 Band III**

**Course #: 1603 Band IV**

**Prerequisite: Audition or Director Approval**

High School Band is a performance-based music class. Grades will be based on performance individually, and as a group. The band functions within two main areas during the school year. Those areas are Marching Season and Concert Season

#### **Marching Season**

- Performances during marching season will include all pep rallies, football games (no scrimmages), parades, Invitational contests and UIL Marching contests. The band will rehearse outside of the school day as well.
- Color guard (Audition Only)-Color Guard will be a group of students who will add “color” to the fall marching show. This is an auxiliary unit of the band and is by audition only. Students need not play an instrument for this activity, but must follow the same rules and schedule as the band. Color Guard students will enroll in the marching band class. Color guard members who are not band members will need to find an additional class for the spring semester or may choose to learn to play an instrument and be enrolled in band during the spring semester.

#### **Concert Season**

- Performances will include, concerts, solo and ensemble contest, UIL concert and sight-reading contest, as well as other events.

### **Jazz Band I-IV - (1 credit)**

**9th – 12th grade**

**Course #: 1646 Jazz I**

**Course #: 1647 Jazz II**

**Course #: 1648 Jazz III**

**Course #: 1649 Jazz IV**

**Prerequisite: Concurrent enrollment Band I, II, III, IV. Students may not participate in Jazz only; exceptions may be made in the rhythm section at the director’s discretion and by audition. Rhythm section includes drum set, piano, guitar and bass guitar.**

This class will explore the different areas of Jazz music and playing in many different styles. Students will also be exposed to improvisation (make up music while soloing). This group will be ready to perform at a moment’s notice for public events, concerts, or other invitational events.

## **Theatre Arts**

### **Theatre Arts I - (1 credit)**

**9th – 12th grade**

**Prerequisite: None**

**Course #: 1637**

Theatre Arts students will increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

### **Theatre Arts II - (1 credit)**

**10th - 12th grade**

**Prerequisite: Theatre Arts I**

**Course #: 1638**

A continuation of Theatre Arts I, this course is designed to focus on acting, directing, theatre history and design. These classes require that students read, write, memorize and perform. Attendance of all department productions is required. Auditioning, and production work is also required. The theatre will be open, which will facilitate a significant amount of *“hands on activity”*.

### **Theatre Arts III - (1 credit)**

**11th-12<sup>th</sup> Grade**

**Prerequisite: Theatre Arts II**

**Course #: 1639**

PRODUCTION INTENSIVE: This course is designed to focus on acting, directing, theatre history, design and the *“business of show business.”* These classes require that students read, write, memorize, perform and direct. Attendance of all department productions is required. Auditioning and production work is required.

### **Theatre Arts IV - (1 credit)**

**12th grade**

**Prerequisite: Theatre Arts III**

**Course #:1640**

PRODUCTION INTENSIVE: This course is designed to focus on acting, directing, theatre history, design and the *“business of show business.”* These classes require that students read, write, memorize, perform and direct. Attendance of all department productions is required. Auditioning and production work is required.

### **Dual Credit Introduction to Theatre (ARTS 1310)- (1 credit)**

**9th-12<sup>th</sup> grade**

**Prerequisite: Must meet the requirements of the partnering college**

**Course #: 1670**

This course is a survey of theater including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Participation in productions may be required.

### **Technical Theatre I - (1 credit)**

**9th – 12th grade**

**Prerequisite:**

**Course #: 1650**

This class is designed as a practicum in which students will organize, maintain, replace and repair theatre facilities and other equipment (for school functions.) Students will be required to work booked events, meetings and performances which are not Theatre Department productions. Students will be trained to operate lighting, sound, projection and rigging equipment. Class will require some after school time and evenings to facilitate events.

**Technical Theatre II - (1 credit)****10th - 12th grade****Prerequisite: none****Course #: 1651**

This class is designed as a practicum in which students will organize, maintain, replace and repair theatre facilities and other equipment (for school functions.) Students will be required to work booked events, meetings and performances which are not Theatre Department productions. Students will be trained to operate lighting, sound, projection and rigging equipment. Class will require some after school time and evenings to facilitate events.

**Technical Theatre III - (1 credit)****11<sup>th</sup>-12th grade****Prerequisite: none****Course #: 1652**

This class is designed as a practicum in which students will organize, maintain, replace and repair theatre facilities and other equipment (for school functions.) Students will be required to work booked events, meetings and performances which are not Theatre Department productions. Students will be trained to operate lighting, sound, projection and rigging equipment. Class will require some after school time and evenings to facilitate events.

**Technical Theatre IV - (1 credit)****12th grade****Prerequisite: none****Course #:1653**

This class is designed as a practicum in which students will organize, maintain, replace and repair theatre facilities and other equipment (for school functions.) Students will be required to work booked events, meetings and performances which are not Theatre Department productions. Students will be trained to operate lighting, sound, projection and rigging equipment. Class will require some after school time and evenings to facilitate events.

**Theatre Production I-IV - (1 credit)****9<sup>th</sup>-12th grade****Course #: 1659 Theatre Production I****Course #: 1660 Theatre Production II****Course #: 1661 Theatre Production III****Course #: 1662 Theatre Production IV****Prerequisite: Auditions Required**

This class is designed as a practicum in which students will rehearse and prepare for the productions that occur during the school's theatre seasons. Students will be required to audition and be a part of all productions. Students will learn and teach others new acting styles and become acting coaches for the other students. Students are also required to attend a theatre/debate competition.

**Choir****Treble Choir I-IV - (1 credit)****9th -12th grade****Course #: 1671 Treble Choir I****Course #: 1672 Treble Choir II****Course #: 1673 Treble Choir III****Course #: 1674 Treble Choir IV**

Treble Chorale is designed for the student who has an appreciation of music and wishes to develop advanced choral techniques through rehearsal and different styles of choral literature. Students are involved in the rehearsal and performance of choral literature throughout the year. This ensemble concentrates on developing a solid background of sight-reading skills, music literacy, and performance skills. Students enrolled in Treble Chorale are required to attend extra

rehearsals when scheduled, after school hours. Required participation in co-curricular and extracurricular activities range from one hour to as many as eight extra hours of rehearsals and/or concerts each week.

**Tenor-Bass Choir I-IV – (1 credit) 9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1616 Tenor-Bass Choir I**

**Course #: 1617 Tenor-Bass Choir II**

**Course #: 1618 Tenor-Bass Choir III**

**Course #: 1619 Tenor-Bass Choir IV**

Concert Tenor Bass Choir is the beginning and intermediate tenor-bass ensemble and is comprised of men. Students are involved in the rehearsal and performance of choral literature throughout the year. This ensemble concentrates on developing a solid background of sight-reading skills, music literacy, and performance skills. Students enrolled in the Concert Tenor Bass Choir are required to attend extra rehearsals when scheduled, after school hours. Required participation in co-curricular and extracurricular activities range from one hour to as many as eight extra hours of rehearsals and/or concerts each week.

**Bel Canto I-IV – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1609 Bel Canto I**

**Course #: 1610 Bel Canto II**

**Course #: 1611 Bel Canto III**

**Course #: 1612 Bel Canto IV**

**Prerequisite: Audition**

Bel Canto is an auditioned, intermediate to advanced treble ensemble comprised of women in grades 10-12. They participate in selected UIL & TMEA competitions and all concerts and performances throughout the year. Participation in Solo & Ensemble is strongly encouraged. The focus of this ensemble is to continue to develop intermediate to advanced sight-reading and performance skills.

**Chorale I-IV (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1604 Chorale I**

**Course #: 1605 Chorale II**

**Course #: 1606 Chorale III**

**Course #: 1607 Chorale IV**

**Prerequisite: Audition, Instructor Approval**

Concert Choir is a mixed voice ensemble comprised of men and women. Students are involved in the rehearsal and performance of choral literature throughout the year. This ensemble continues developing a solid background of sight-reading skills, music literacy, and performance skills. Students enrolled in the Concert Choir are required to attend extra rehearsals when scheduled, after school hours. Required participation in co-curricular and extracurricular activities range from one hour to as many as eight extra hours of rehearsals and/or concerts each week.

**Women's Select I-IV (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1675 Women's Select I**

**Course #: 1676 Women's Select II**

**Course #: 1677 Women's Select III**

**Course #: 1678 Women's Select IV**

**Prerequisite: Audition, Instructor Approval**

Women's Select is a treble ensemble comprised of women. They participate in selected UIL & TMEA competitions and all concerts and performances throughout the concert season. The focus of this ensemble is to continue to develop intermediate to advanced sight-reading and performance skills.

**Show Choir/Vocal Ensemble I-IV - (1 credit) 9th -12th grade**

**Course #: 1612 Show Choir/Vocal Ensemble I**

**Course #: 1613 Show Choir/Vocal Ensemble II**

**Course #: 1614 Show Choir/Vocal Ensemble III**

**Course #: 1615 Show Choir/Vocal Ensemble IV**

**Prerequisite: Audition and/or Approval of the Instructor**

This touring performance-oriented group is designed for students who wish to explore various musical styles such as jazz, pop, gospel, country, swing and Broadway. Students will continue to develop their musicianship through rehearsal and literature while learning the choral techniques required for small ensemble and solo singing. Student eligibility plays a large role in this ensemble and is a factor for many performances. Required participation in co-curricular and extracurricular activities range from one hour to as many as eight extra hours of rehearsals and/or each week. Each member will be required to participate in All-Region auditions and Solo & Ensemble Contest. Uniform purchase is required.

**Dance**

**Principles of Dance I - (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 1657**

Dance I is designed for those interested in learning the basic fundamentals of dance. This class will include the vocabulary of dance movement, creative expression through movement, awareness of space, time, and energy as design factors in dance composition, fitness principals, and development of self-confidence through the use of the body as an expression instrument, dance history and appreciation of dance as an art form. Students may earn a Fine Arts credit or a PE credit for this course, but not both at the same time.

**Principles of Dance II- (1 credit)**

**Prerequisite: Dance I**

**Course #: 1658**

**9<sup>th</sup>-12<sup>th</sup> grade**

Dance II is designed for those interested in a continuation of the basic fundamentals of dance. This class will include the vocabulary of dance movement, creative expression through movement, awareness of space, time, and energy as design factors in dance composition, fitness principals, development of self-confidence through the use of the body as an expression instrument, incorporate more advanced choreographic processes, dance history and appreciation of dance as an art form. Students may earn a Fine Arts credit or a PE credit for this course, but not both at the same time.

**Principles of Dance III – (1 credit)**

**Prerequisite: Dance I & II**

**Course #: 1664**

**11<sup>th</sup>-12<sup>th</sup> grade**

Dance III is designed for those interested in a continuation of Dance II. This class will include the vocabulary of dance movement, creative expression through movement, awareness of space, time, and energy as design factors in dance composition, fitness principals, development of self-confidence through the use of the body as an expression instrument,

incorporate more advanced choreographic processes, dance history and appreciation of dance as an art form. Students may earn a Fine Arts credit or a PE credit for this course, but not both at the same time.

**Principles of Dance IV- (1 credit)**

**Prerequisite: Dance I, II, & III**

**Course #: 1665**

**12<sup>th</sup> grade**

Dance IV is designed for those interested in a continuation of Dance III. Students may earn a Fine Arts credit or a PE credit for this course, but not both at the same time.

**Dance Performance/Drill Team I-IV - (1.5 credits)**

**9th – 12th grade**

**Prerequisites: Audition & Member of the High School Drill Team**

**Course#: 1666 Dance Performance/Drill Team I**

**Course#: 1667 Dance Performance/Drill Team II**

**Course#: 1668 Dance Performance/Drill Team III**

**Course#: 1669 Dance Performance/Drill Team IV**

Varsity Dance I-IV is an intense study of the dance progress. These classes are designed for performances as a group. Students enrolled in these classes should be highly skilled dance performers with an interest in hard work and improvement. This class does require participation in extra-curricular activities that include as much as 8 hours of outside rehearsal each week and various performances and community events. Students will receive 1 Fine Arts credit. In addition, students will receive 1/2 credit PE Equivalency for participation in after-school and evening drill team activities.

## **Languages Other Than English Courses**

**French I - (1 credit) 9th –12th grade**

**Prerequisite: none**

**Course #: 1508**

French I begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of oral drills, vocabulary building, simple composition and readings, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the francophone (French-speaking) world and its impact on North America.

**French II - (1 credit)**

**10th - 12th grade**

**Prerequisite: French I**

**Course #: 1509**

French II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs and folklore of the francophone (French-speaking) world. Course work includes oral drills, vocabulary building, dialogue, reading authentic and cultural materials, creative and expository writing, and A-V presentations.

**Honors French III - (1 credit)**

**11th – 12th grade**

**Prerequisite: French II, Fulfill AP agreement**

**Course #: 1510**

This course will emphasize vocabulary expansion, grammatical concepts, both speaking and listening skills and reading and writing in French. Students will study French culture, history and art. A more advanced level of work will be expected in order to prepare the students for the AP level. Students who choose this class should take French IV AP

**AP French IV - (1 credit)**

**11th - 12th grade**

**Prerequisite: Pre-AP French III, Fulfill AP agreement**

**Course #: 1511**

This course is focused on students developing proficiency and integrating their language skills using authentic materials and sources. This course will focus on the grammar, vocabulary, speaking, listening, reading and writing skills needed for the French AP test taken in May. This is an advanced course and will cover topics in greater detail. *Number of college hours awarded based on admission criteria for specific college or university.*

**Spanish I - (1 credit)**

**9th – 12th grade**

**Prerequisite: none**

**Course #: 1500**

Spanish 1 begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of oral drills, vocabulary building, simple composition and reading assignments, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the Spanish-speaking world and its impact on North America.

**Spanish II - (1 credit)****9th – 12th grade****Prerequisite: Spanish I****Course #: 1501**

Spanish II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, dialogue reading of authentic and cultural material, creative and expository writing, and A-V presentations.

**Honors Spanish II - (1 credit)****9th – 12th grade****Prerequisite: Spanish I, Fulfill AP agreement****Course #: 1501**

Pre-AP Spanish II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, dialogue reading of authentic and cultural material, creative and expository writing, and A-V presentations. Students enrolling in Pre-AP will be required to produce, in impromptu and prepared formats, oral presentations of extended length which demonstrates complex syntax and grammatical structures. Reading comprehension skills will be expanded through analysis of a variety of literary and expository texts. Increased auditory proficiency will be developed through the study of authentic audio-visual materials including movies, documentaries, television and radio broadcasts, and music.

**Dual Credit Intermediate Spanish I/II (SPAN 2311/2312) – (1 credit) 11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Spanish I, Spanish II, Spanish III; Must meet requirements of partnering college****Course #: 1504**

Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend and further develop proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**Honors Spanish III - (1 credit)****10<sup>th</sup>-12th grade****Prerequisite: Spanish II; Fulfill AP agreement****Course #: 1503**

Spanish III Pre-AP completes the program required for the distinguished diploma plan and is recommended for students who have experienced great success in language study or are planning to take the advanced placement course of study at level four. Students enrolling in Pre-AP will be required to produce, in impromptu and prepared formats, oral presentations of extended length which demonstrates complex syntax and grammatical structures. Reading comprehension skills will be expanded through analysis of a variety of literary and expository texts. Increased auditory proficiency will be developed through the study of authentic audio-visual materials including movies, documentaries, television and radio broadcasts, and

music. Course work for Pre-AP is challenging and requires a commitment to intensive study and preparation by the dedicated student.

**AP Spanish IV Language - (1 credit)**

**11th -12th grade**

**Prerequisite: Fulfill AP agreement**

**Course #: 1504**

AP Spanish Language focuses on the advanced development and the integration of oral and auditory skills, written communication, and reading comprehension. Through the study of cultural, artistic, literary, and contemporary issues and mediums, students will have the opportunity to develop their skills to the intermediate high proficiency level. Students will frequently take part in discussions, informal conversations, and prepared formal presentations based on current events, literature, and real-life situations. Students will analyze and interpret representative works of literature including short stories and poems, and will develop oral fluency through extensive work with advanced topics in grammar, extensive vocabulary, and stylistics, including idioms. Considerable commitment and additional preparation and study time are required for successful completion of the course. At the conclusion of the course students will have the opportunity to take the Advanced Placement Spanish Language Exam. This is a college level course.

## **Health and Physical Education Courses**

### *Physical Education Requirements:*

Credit may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. The substitution activities of drill team, cheerleading, color guard\* and marching band may be awarded one P.E. credit toward graduation that may satisfy the physical education credit requirement. (\*through participation in the extracurricular activity of marching band).

See your counselor for more detailed information on courses that qualify for PE credit.

**Aerobic Fitness I and II – (.5 – 1 credit)**

**9th - 12th grade**

**Prerequisite: None**

**Course #: 1800**

Students will learn how to become aerobically fit in an effort to lead healthy lifestyles. Students will have the opportunity to progress through 8 levels of fitness during their high school career. Fitness components from nutrition, stretching, jogging, fit walking, heart rate monitoring, motivation and support are some of the topics that will be covered.

**Individual Sports/Team Sports I & II – (.5 - 1 credit)**

**9th - 12th grade**

**Prerequisite: None**

**Course #: 1801**

Individual Sports is a course that teaches lifetime individual fitness activities. Students participating in Individual Sports will receive instruction in table tennis, badminton, golf, bowling, weight lifting, swimming, walking/running, Frisbee, etc. Team Sports is a course that teaches intramural/fitness for life. Students participating in Team Sports will receive instruction in of flag football, basketball, volleyball, soccer, hockey, softball, Frisbee football, etc.

**Off Campus PE-(1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Superintendent Approval Required**

The purpose of the program is to accommodate students who are making a serious effort to develop high level capabilities and to allow them to be involved in an off-campus program that provides training exceeding that offered in the school district. Students applying for Off-Campus Physical Education will be considered under two categories: 1) Olympic-level participation which includes 15 hours per week in a supervised setting with highly intensive professional training; and 2) Private or commercially-sponsored physical activities that are not Olympic level which includes 5 hours of training per week by appropriately trained instructors

**Peer Assistance for Students with Disabilities I-(.5 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 3013**

This course is designed to promote an inclusive educational environment for students receiving special education services. This course provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.

**Peer Assistance for Students with Disabilities II- (.5 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Peer Assistance for Students with Disabilities II**

**Course #: 3014**

This course differs from Peer Assistance for Students with Disabilities I in that the peer assistant provides more one-on-one instruction to the student receiving assistance. The peer assistant role is designed to accompany the student receiving assistance as a facilitator of learning as the peer assistant goes out to courses within the school. The relationship that develops inside the classroom between these peer assistants and learners with special needs allows for growth for each student as the peer assistants act as a support and voice in the classroom and the student receiving assistance learns lifelong skills and develops confidence within and outside of the school environment.

**Peer Assistance for Students with Disabilities Local- (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Peer Assistance for Students with Disabilities 1-II**

**Course #: 3015**

The peer assistant role is designed to accompany the student receiving assistance as a facilitator of learning as the peer assistant goes out to courses within the school. The relationship that develops inside the classroom between these peer assistants and learners with special needs allows for growth for each student as the peer assistants act as a support and voice in the classroom and the student receiving assistance learns lifelong skills and develops confidence within and outside of the school environment.

**Health Education - (.5 credit)**

**9th – 12th grade**

**Prerequisite: None**

**Course #: 1700**

Health Education stresses concepts and skills that foster individual personal health and safety, health-related concepts and skills that invoke interaction between individuals and health-related concepts and skills that affect the well-being of people.

**Sports Medicine I - (1 credit)**

**9th - 11th grade**

**Recommended Prerequisite/Co-requisite: Principles of Health Science or Health**

**Course #: 2000**

Sports Medicine I is a full year class. This class is designed for students interested in fields such as athletic training, physical therapy, or health care. This class may involve practice and game coverage, first aid, emergency care, and team travel.

**Sports Medicine II - (1 credit)**

**11th - 12th grade**

**Prerequisite: Sports Medicine I**

**Course #: 2001**

Sports Medicine II is a full year course and is designed for students interested in fields such as athletic training, physical therapy, or health care. The course includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, and emergency procedures. The course also offers practical experiences with local sports medicine specialists. Student athletic training duties are mandatory. Application is required.

**Sports Medicine III - (1 credit)**

**11th - 12th grade**

**Prerequisite: Sports Medicine II**

**Course #: 2002**

The course will provide opportunities for the advanced students in the sports medicine programs to research, investigate, prepare, and present case studies, research projects, visual poster presentations, and multimedia presentations on instructor approved topics. Sports Medicine III will provide the athletic training students the opportunity to explore a health care career of their choice. Student athletic training duties are mandatory. Application is required.

**Athletic Trainer- (1 credit)**

**12th grade**

Course #:2008

Student athletic training duties are mandatory. Application is required.

**Boys Athletics- (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1904 Boys Athletics I**

**Course #: 1905 Boys Athletics II**

**Course #: 1906 Boys Athletics III**

**Course #: 1907 Boys Athletics IV**

**Prerequisite: Coach Approval**

Royse City High School is a member of the University Interscholastic League's athletic program and subscribes to its rules and regulations along with its purposes, goals and objectives. Students, both boys and girls, are urged to participate in the appropriate activities that are offered. The following sports constitute the program. Football (Boys) Golf (Boys & Girls) after school Basketball (Boys & Girls) Tennis (Boys & Girls) Volleyball (Girls) Soccer (Boys & Girls) after school Track & Field (Boys & Girls) Softball (Girls) Baseball (Boys)before school Cross Country (B & G) Before/after School Power lifting (Boys & Girls) Students may earn no more than two units of credit in physical education/athletics or substitutions (flag corps, dance or marching band) for any high school program.

**Girls Athletics - (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1900 Girls Athletics I**

**Course #: 1901 Girls Athletics II**

**Course #: 1902 Girls Athletics III**

**Course #: 1903 Girls Athletics IV**

**Prerequisite: Coach Approval**

Royse City High School is a member of the University Interscholastic League's athletic program and subscribes to its rules and regulations along with its purposes, goals and objectives. Students, both boys and girls, are urged to participate in the appropriate activities that are offered. The following sports constitute the program. Football (Boys) Golf (Boys & Girls) after school Basketball (Boys & Girls) Tennis (Boys & Girls) Volleyball (Girls) Soccer (Boys & Girls) after school Track & Field (Boys & Girls) Softball (Girls) Baseball (Boys)before school Cross Country (B & G) Before/after School Power lifting (Boys & Girls) Students may earn no more than two units of credit in physical education/athletics or substitutions (flag corps, dance or marching band) for any high school program.

**Golf – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1923 Golf I**

**Course #: 1924 Golf II**

**Course #: 1925 Golf III**

**Course #: 1926 Golf IV**

**Soccer Boys – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1916 Boys Soccer I**

**Course #: 1917 Boys Soccer II**

**Course #: 1918 Boys Soccer III**

**Course #: 1919 Boys Soccer IV**

**Soccer Girls – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1912 Girls Soccer I**

**Course #: 1913 Girls Soccer II**

**Course #: 1914 Girls Soccer III**

**Course #: 1915 Girls Soccer IV**

**Cross Country Track – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 1927 Cross Country I**

**Course #: 1928 Cross Country II**

**Course #: 1929 Cross Country III**

**Course #: 1930 Cross Country IV**

**Baseball – (1 credit)**

**9<sup>th</sup>-12 credit**

**Course #: 1931 Baseball I**

**Course #: 1932 Baseball II**

**Course #: 1933 Baseball III**

**Course #: 1934 Baseball IV**

**Cheerleading I-(1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Student must be selected for Junior Varsity Cheerleading Squad**

**Course #: 1908**

Students will increase their tumbling and cheerleading skills. Students may earn up to one physical education substitute credit.

**Varsity Cheerleading II-(1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Student must be selected for Varsity Cheerleading Squad**

**Course #: 1909**

Students will increase their tumbling and cheerleading skills. Students may earn up to one physical education substitute credit.

## **Miscellaneous Courses**

**General Employability Skills- (1 credit)****11<sup>th</sup>-12<sup>th</sup> grade****Prerequisite: Committee Approval****Course #:**

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

**Students in Industry Connection****Prerequisite: Committee Approval****Course #:**

The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment.

**Community Based Instruction I-V- (1 Credit)****12th Grade****Prerequisite: Committee Approval****Course #: Local Credit**

CBI provides instructions through the use of academic and functional skills in the student's natural environment. Students will work on job skills, daily living skills, transition goals through partnerships with local businesses and organizations.

**Royse City Transition Academy-RCTA (Post Graduation)****Prerequisite: Completion of HS Graduation credits/Committee Approval****Course #: 2474**

Royse City Transition Academy's goal is to work with businesses, community leaders, and adult agencies to help students graduate with a better quality of life in the areas of employment, independent living, personal recreation, adult education, and community involvement. Students will work on transition goals by offering multiple opportunities to learn and use the skills necessary to function as independently as possible. Based on individual interests, strengths, and choices, each student will participate in community, recreational, employment, and independent living activities. These activities will continue into their adult life independent of educational services. Individualized supports for a successful transition to adult life are provided in the area of employment, recreation/activities, and independent living. Each young adult's daily schedule is based upon their postsecondary goals and corresponding performance expectations, and Individualized Education Program goals and objectives developed with collaboration of the student, his/her parents, teachers, and identified adult agencies. Transition Services Programming is offered at on-campus locations and off-campus locations.

**Career Preparation I – (2-3 credits)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: student must remain employed**

**Course #: 3000**

Career Prep provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment and provides strong partnership among school, business and community stakeholders. The goal is to prepare students with a variety of skills with a fast-changing workplace. The students are taught employability skills which include job specific skills, job interview techniques, job communication skills, financial and budget techniques and portfolio development.

**Career Preparation II – (2-3 credits)**

**12<sup>th</sup> grade**

**Prerequisite: Career Preparation I; student must remain employed**

**Course#: 3001**

Career Preparation II develops essential knowledge and skills through classroom technical instruction and in the job training. Student will develop skills for lifelong learning, employability, leadership, management, work ethic, safety, and collaboration. Each student will have an individual training plan with job specific knowledge and skills.

**Peer Assistance and Leadership I - (1 credit)**

**11th-12<sup>th</sup> grade**

**Prerequisite: Application, recommended by teacher/counselor/administrator, interview with PAL teacher**

**Course#: 2006**

The Peer Assistance/PAL course is a peer helping program in which selected students will be trained to work as peer facilitators with other students on their own campus, and/or from feeder middle and elementary schools. The course will

include training in a variety of helping skills that will enable students to assist other students in having a more positive and productive school experience. Positive peer influence will be utilized as a central strategy for addressing such issues as at-risk youth, substance abuse prevention, teen pregnancy, suicide, absenteeism, low achievement, eating disorders, behavior problems, and other areas of concern in the school district.

**Peer Assistance and Leadership II-(1 credit)**

**12<sup>th</sup> grade**

**Prerequisite: Application, recommended by teacher/counselor/administrator, interview with PAL teacher**

**Course#: 2007**

The Peer Assistance/PAL course is a peer helping program in which selected students will be trained to work as peer facilitators with other students on their own campus, and/or from feeder middle and elementary schools. The course will include training in a variety of helping skills that will enable students to assist other students in having a more positive and productive school experience. Positive peer influence will be utilized as a central strategy for addressing such issues as at-risk youth, substance abuse prevention, teen pregnancy, suicide, absenteeism, low achievement, eating disorders, behavior problems, and other areas of concern in the school district.

**Lead Worthy I - (.5 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Course #: 2003**

Teen Leadership is a program in which students develop leadership, as well as professional and business skills. They focus on a healthy self-concept, stronger relationships, personal responsibility, and Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Also, students will develop skills in the following areas: public speaking and communication, understanding of personal image, principle-based decision-making, problem-solving, identifying and counteracting the effects of peer pressure, and goal setting; personally, and professionally.

**Dual Credit College Transition (PSYC 1300) - (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 8010**

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies.

**Student Leadership - (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Student Council**

**Course#: 2004**

This Texas Association of Secondary School Principals leadership program is designed to inspire young people to take responsibility for the future and to teach them some of the skills they will need to succeed as leaders. Through hands-on, cooperative, long-term projects, guest speakers and school/community involvement, students will be able to master and put into practice the concepts and theories of leadership.

**Late Arrival Dismissal 1<sup>st</sup> Period - (0 credit) 11th – 12th grade**

**Prerequisite: Counselor/Administrator Approval**

**Course #: 2451/2453**

**Early Dismissal 7th Period - (0 credit)**

**11th – 12th grade**

**Prerequisite: Counselor/Administrator Approval**

**Course #: 2452/24**

## **Business and Industry Endorsement**

### **Agriculture, Food & Natural Sciences**

\*All Students enrolled in Ag courses highly encouraged to be in FFA.

**Principles of Agriculture, Food & Natural Resources (1 credit)**

**9<sup>th</sup> - 12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 3100**

**Supply Fee: \$20.00**

The student learns the employability characteristics of a successful worker in the modern workplace; the student identifies concepts related to cultural diversity; the student describes the historical, current, and future significance of the agricultural industry; the student analyzes the structure of agricultural leadership organizations; the student explains the food and fiber system at local, state, national, and international levels; the student demonstrates appropriate personal and communication skills; the student applies appropriate research methods on agricultural topics; the student identifies basic plant and animal science concepts; the student safely applies basic science and mathematical skills to mechanical agricultural systems. (Course required for all Agriculture, Food & Natural Science Programs of Study)

## **Animal Science**

**Livestock Production (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Principles of Agriculture, Food & Natural Resources, and one additional Ag credit**

**Course #: 3101**

**Supply Fee: \$20.00**

The student learns the employability characteristics of a successful worker in the modern workplace; the student explains animal anatomy and physiology related to nutrition, reproduction, health, and management of domesticated animals; the student determines nutritional requirements of ruminant and non-ruminant animals; the student explains animal genetics and reproduction; the student identifies animal pests and diseases; the student recognizes livestock management techniques; the student knows current topics in animal science.

**Small Animal Management – (0.5 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

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

**Course #: 3112**

**Supply Fee: \$20.00**

This course along with Livestock Production covers the area of Animal Science. Animal Science explains animal anatomy and physiology related to nutrition, reproduction, health, and management of domesticated animals; identifies nutritional requirements of ruminant and non-ruminant animals; and discusses animal genetics, reproduction, animal pests and diseases, and traditional and current issues in animal science and livestock production.

**Equine Science (0.5 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

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

**Course #: 3102**

The student learns the employability characteristics of a successful worker in the modern workplace; the student analyzes equine science as it relates to the selection of horses; the student knows the nutritional requirements of horses; the student analyzes equine science as it relates to the management of horses.

**Veterinary Medical Applications – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisites: Principles of Agriculture, Food & Natural Resources**

**Course #: 3148**

**Supply Fee: \$20.00**

Vet Med prepares students to develop and expand their knowledge and techniques in skills pertaining to Veterinary Technical Assistant area. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/employee relationship, and techniques used in surgical practices. 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 - (1 credit)**

**12th Grade**

**Prerequisites: Biology, Chemistry, Algebra I, Geometry, Small Animal Management, Equine Science, Livestock Production**

**Course #:**

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.

## **Applied Agricultural Engineering**

**Agricultural Mechanics & Metal Technologies - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

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

**Course #: 3107**

**Supply Fee: \$20.00**

To be prepared for careers in mechanized agricultural systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to mechanized agricultural systems and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**Agricultural Structures Design & Fabrication - (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Agricultural Mechanics & Metal Technologies**

**Course #: 3108**

**Supply Fee: \$20.00**

The student learns the employability characteristics of a successful worker in the modern workplace; the student knows metal joining technology and processes relating to assembly of equipment in agricultural mechanics operations; the student uses appropriate bench metal techniques; the student plans and performs cost-effective construction techniques.

**Agriculture Equipment Design and Fabrication - (1 credit)**

**12<sup>th</sup> grade**

**Prerequisite: Agriculture Structures Design & Fabrication**

**Course #: 3163**

**Supply Fee: \$20.00**

In Agriculture Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**Plant Science**

**Floral Design - (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Principles of Ag**

**Course #: 3110**

**Supply Fee: \$20.00**

To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is designed to 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. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

**Advanced Floral Design - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Floral Design**

**Course#: 3111**

**Supply Fee: \$20.00**

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

**Practicum in Agriculture - (2 credits)**

**12<sup>th</sup> Grade**

**Prerequisite: 3 Ag credits in a coherent sequence**

**Course #: 3207**

**Supply Fee: \$20.00**

The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

**Wildlife, Fisheries & Ecology Management - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

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

**Course #: 3104**

**Supply Fee: \$20.00**

The student learns the employability characteristics of a successful worker in the modern workplace; the student analyzes the importance of wildlife with an emphasis on use and management; the student knows the scientific basis for wildlife management; the student knows the interrelationships between the various public aspects of wildlife and outdoor recreation management.

**Horticultural Science - (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #:**

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

## **Architecture & Construction**

### **Architectural Design**

**Principles of Architecture – (1 credit)**

**9th -12th grade**

**Prerequisite: None**

**Course #: 3154**

This course is focused on designing, planning, managing, building, and maintaining the built environment. Students will be provided an overview of the various fields of architecture, interior design and construction management. Students will use self-knowledge, education and career information to set and achieve realistic career and educational goals. Classroom studies include topics such as safety, work ethics, communication, information technology applications, health, leadership, teamwork, and responsibility.

**Interior Design I- (1 credit)**

**9th –12th grade**

**Prerequisite: Principles of Architecture**

**Course #: 3150**

**Supply Fee: \$20.00**

Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry. Materials fee may be required for this course.

**Interior Design II - (2 credits)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Interior Design**

**Course #: 3151**

**Supply Fee: \$20.00**

This course provides occupationally-specific training designed to develop knowledge and skills for employment in the area of housing, furnishings, and equipment production, management, and services. The course addresses residential and nonresidential interiors and their furnishings; elements and principles of design; technology applications; workplace expectations, safety and sanitation practices; career options in the industry; customer relationships; and managing multiple family, community, and career roles. The training specialization in production emphasizes the use of tools and equipment and meeting consumer and industry standards in product design and construction. The management and services specialization addresses business promotion practices as well as materials, quality standards, treatments, accessories, and furnishings suitable for residential and nonresidential applications. The floral design specialization includes floral products, floral design, and floral services.

**Career Prep I-Interior Design– (2 credits)**

**11th– 12<sup>th</sup> grade**

**Design Studio**

**Prerequisite: Advanced Interior Design**

**Course #: 3152**

**Supply Fee: \$20.00**

This course is an occupationally-specific course designed to provide classroom technical instructions. Job-specific skilled training is provided through the use of laboratory training or training plans by local training sponsors in areas compatible with identified career goals in interior design. In addition, students are expected to develop knowledge and skills in housing, furnishings, equipment construction and management.

**Arts, A/V Technology & Communication**

**Design and Multimedia Arts**

**Graphic Design & Illustration I - (1 credit)**

**10th-12<sup>th</sup> grade**

**Prerequisite: Principles of Arts, Audio Video Technology, and Communications**

**Course #: 3205**

Graphic Design is an exploration of computerized art using various operating systems, applications, communications, and networking components. Program used Photoshop CC

**Graphic Design & Illustration II– (1 credit)**

**11th –12th grade**

**Prerequisite: Graphic Design & Illustration**

**Course #: 3206**

Advanced Digital Graphics Design and Illustration is a continuation of Digital Graphic Design & Illustration. This course addresses advanced problems in editorial and promotional graphics (advertising) using a combination of type, image, and color. Program used Photoshop CC

**Practicum in Graphic Design & Illustration (2 credits)**

**12<sup>th</sup> Grade**

**Prerequisites: Advanced Graphic Design & Illustration**

**Course # 3207**

Careers in graphic design and illustration spans all aspects of the advertising and visual communications industry. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Program use: Photoshop CC

**Fashion Design I - (1 credit)**

**9th –12th grade**

**Prerequisite: None**

**Course #:3208**

**Supply Fee: \$35.00**

Careers in fashion span all aspects of the textile and apparel industries. Within this content, the student will look at clothing and society, the fashion world, design elements and principles in apparel, fibers and fabrics, clothing care, selection of clothing, personal color profile, career preparation in apparel, repair, alteration, and construction techniques. Student will learn how to operate a sewing machine that will construct 3 projects.

**Fashion Design II- (2 credits)**

**10th –12th grade**

**Prerequisite: Fashion Design**

**Course #: 3209**

**Supply Fee: \$35**

In this course content, the students will further their fashion design knowledge by studying and practicing the following concepts: design influences on the fashion industry, worldwide fashion production, various roles in the fashion industries, personal fashion image analysis, portfolio of fashion figure designing, produce fashion products, fashion promotion/fashion show.

**Practicum of Entrepreneurship – (2 credits)**

**11<sup>th</sup>-12th grade**

**Prerequisite: Advanced Fashion Design**

**Course #: 3210**

**Supply Fee: \$35**

Students will apply knowledge and skills acquired throughout their program of study by participating in a learning experience that combine classroom instruction with industry work experiences through either acquiring an internship, job shadowing or being mentored by a local retail vendor. Students will gain experience in running a laboratory-based manufacturing project.

## **Digital Communications**

**Principles of Arts, Audio Video Technology, and Communications (1 credit) 9th –12th grade**

**Prerequisite: None**

**Course #: 3200**

**Supply Fee: Personal SD card or \$10.00**

In this beginning course, students will gain a creative aptitude, a strong background in computer and technology applications as well as proficiency in oral and written communications, which is all needed for a career in this cluster. Students will be expected to develop an understanding of the various & multifaceted career opportunities in the cluster.

**Audio Video Production I - (1 credit)**

**10th –11th grade**

**Prerequisite: Principles of Arts, Audio Video Technology, and Communications**

**Course #: 3203**

**Supply Fee: Personal SD card or \$10.00**

This is a hands-on introductory course where students will explore visual communications methods in photography, video, and computer-video integration. The course will include formats, techniques, and artistic skills within several visual communications fields. In addition, industrial and new technology applications will be explored.

Software used: Adobe Premier Pro

**Audio Video Production II – (1 credit)**

**11th - 12th grade**

**Prerequisite: Audio Video Production**

**Course #: 3204**

**Supply Fee: Personal SD card or \$10.00**

Emphasis in Broadcasting: Students in Advanced Audio Video Production (Broadcasting) will produce a TV newscast. Students will serve as the production crew and act as news and sports anchors for the show. Instruction includes operation of different types of cameras, mastery of audio techniques, set lighting, electronic editing using Adobe Premier Pro and other software, script writing, direction, production and special effects. Software used: Adobe Premier Pro

Emphasis in Film: Students in the Advanced AV Production (Film) will produce several short films through the year. Students will serve in various positions for each production ranging from Producer, Director, Camera Person etc. Students will learn to operate advanced film production equipment such as a stabilizer, jib, and commercial-grade video cameras. Students will also learn scriptwriting and advanced storyboarding.

**Practicum in Audio Video Production - (2 credits)**

**11th - 12th grade**

**Prerequisite: Advanced Audio and Video Production**

**Course #: 3211**

**Supply Fee: Personal SD card or \$10.00**

Emphasis in Broadcasting: Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experience or career preparation opportunities. Software used: Adobe Premier Pro

Emphasis in Film: Each student in this class will be required to produce and direct their own original short film which will be entered into film festivals around the country including the All-American Film Festival in New York City. Students will intern with a company where they will produce training videos or a documentary video about the company. Software used: Adobe Premier Pro

\*Students will be required to participate as part of the football stadium video board crew for home and hosted play-off games.

## **Business, Marketing and Finance**

**Business Information Management I – (1 credit)**

**9th –12th grade**

**Prerequisite: None**

**Course #: 3250**

Business Information Management I develop technology skills with applications to personal or business situations focusing on features in word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, emerging technologies and skills. (BIM I is the Level 1 course for Accounting & Financial Services and Business Management.)

## **Accounting & Financial Services**

**Money Matters - (1 credit)**

**10th –12th grade**

**Prerequisite: none**

**Course #: 3350**

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning achieving long-term financial goals through investment, tax planning, short-term savings, budgeting, asset allocation, risk management, consumer awareness, retirement planning, estate planning, and various insurance options. In addition, students will explore a variety of resources that will aid them in making financially sound decisions.

**Financial Mathematics-(1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra I**

**Course #:**

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.

**Accounting I - (1 credit)**

**11th –12th grade**

**Prerequisite: Business Information Management System I**

**Course #: 3352**

**Supply Fee: \$30**

Accounting I introduce general accounting concepts, principles, and procedures; emphasizes the need for financial records; provides the fundamental equation and its application to accounting procedures, including the basic steps of the accounting cycle, special journals and ledgers, work sheets, adjusting and closing entries, special problems in the purchase and sale of merchandise, notes and interest, depreciation, accruals and prepaid items, payroll records, and personal income taxes. This course develops the skills, knowledge, 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.

**Accounting II - (1 credit)**

**12th grade**

**Prerequisite: Accounting I; may count as 4<sup>th</sup> math credit**

**Course # 3253**

**Supply Fee: \$30**

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 and/or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment.

## **Business Management**

**Business Information Management II – (2 credit)**

**11th –12th grade**

**Prerequisite: Business Information Management I**

**Course #: 3251**

This course provides advanced technology skills required in the business environment includes workplace technology standards in applications of word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops advanced level skills. Students will have the opportunity to become MOUS certified in Word, Excel and PowerPoint. Students will have the opportunity to earn the Google Suite certification.

**Global Business- (0.5 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course#: 3554**

Students implement personal and interpersonal skills to strengthen individual performance in the workplace in society to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications and emerging technologies.

**Human Resources Management- (0.5 credit)**

**9<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 3555**

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility

and adaptability. Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of human resources in order to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, financial, ethical, and international dimensions of business to make appropriate human resources decisions.

**Virtual Business – (0.5 credits)**

**10th -12th grade**

**Prerequisite: none**

**Course #: 3253**

Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Students will also be able to provide administrative services using technology for data delivery.

**Business Management- (1 credit)**

**10th -12th grade**

**Prerequisite: Recommended BIM I, BIM II**

**Course #:**

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

**Dual Credit Introduction to Computers (COSC 1301)– (1 credit)**

**9th—12th grade**

**Prerequisite: Must meet eligibility requirements of partnering college**

**Course #: 8009**

Introduces and develops foundational skills in applying essential and emerging business productivity information technology tools. The focus of this course is on business productivity software applications, including word processing, spreadsheets,

databases, presentation graphics, data analytics, and business-oriented utilization of the internet.

## **Hospitality and Tourism**

### **Culinary Arts**

**Introduction to Culinary Arts - (1 credits) 9th –10th grade**

**Prerequisite: None**

**Course #:**

**Supply Fee: \$25**

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

**Culinary Arts – (2 credits)**

**10th –12th grade**

**Prerequisite: Principles of Hospitality & Tourism**

**Course #: 3501**

**Supply Fee: \$85**

The Culinary Arts class is a pre-employment laboratory instructional course designed to provide job specific training for entry-level employment in the food service and hospitality industries. Instruction continues with the fundamentals of safety and sanitation and basic cooking instruction including baking, breakfast, stocks, and soups. Students will have the opportunity to take the SERV Safe Food Safety Manager test.

**Advanced Culinary – (2 credits)**

**10th -12th grade**

**Prerequisite: Culinary Arts**

**Course #: 3507**

**Supply Fee: \$85**

This course extends content and enhances skills introduced in Culinary Arts by in depth instruction, industry driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment in the field of food services.

**Practicum in Culinary Arts – (2 credits)**

**11th- 12th grade**

**Prerequisite: Advanced Culinary Arts**

**Course # 3502**

**Supply Fee \$120**

This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. In Practicum in Culinary Arts students work in the student run café and participate in additional before and after school Special Events.

## **Information Technology Support & Services**

**Principles of Information Technology-(1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 3607**

Students will develop computer literacy skills to adapt to emerging technologies used in the global market place. Students implement personal and interpersonal skills to prepare for rapidly evolving workplace environment. Students enhance reading, writing, computing, communication and reasoning skills and apply them to the information technology environment.

**Computer Maintenance – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Principles of Information Technology; C4L I; Application only**

**Course #: 3600**

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

**Computer Technician Practicum-(2 credits)**

**11th-12<sup>th</sup> grade**

**Prerequisite: Principles of Information Technology; C4L II; Application only**

**Course #: 3602**

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.

**Project Based Research - (1 credit)**

**11th-12th grade**

**Prerequisites: C4L III; Application only**

**Course #:**

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

## **Manufacturing**

### **Advanced Manufacturing and Machinery Mechanics**

**Principles of Applied Engineering – (1 credit)**

**9<sup>th</sup>-10<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 3563**

This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations by using a variety of computer hardware and software applications. Upon completion of the course, students will understand the various fields of engineering. Furthermore, students will have worked on a design team to develop a product or system.

**Robotics I – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite or concurrent enrollment: Principles of Applied Engineering**

**Course #: 3564**

Students will transfer academic skills to component design in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations and educational needs in the robotic and automation industry.

**Robotics II – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Robotics I**

**Course #: 3565**

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

**Science, Technology, Engineering and Math**

**Cybersecurity**

**Fundamentals of Computer Science - (1 credit)**

**9<sup>th</sup>-11<sup>th</sup> grade**

**Prerequisite: Algebra I**

**Course #: 2905**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

**Computer Science I - (1 credit)**

**10<sup>th</sup>-12th grade**

**Prerequisites: Algebra I**

**Course #: 2902**

This course introduces Computer Science and a backbone for further studies in the field. It is intended for those students considering Computer Science as a major in college. While a significant portion of the course is dedicated to studying the analysis, design, implementation and debugging of programs in a variety of computer programming languages, this is not the only focus. Students will learn about the history of the computer, computer architecture, Boolean algebra, binary and other number systems, and data types and representations. No previous programming experience is required. *Note: Computer Science courses can be used to satisfy the Languages Other Than English (LOTE) requirements for graduation in the state of Texas. Please be advised that many college and universities do not accept Computer Science as a foreign language. Students and parents should research admissions requirements to verify acceptance into specific colleges or universities.*

**AP Computer Science Principles - (1 credit)**

**9th-12th grade**

**Prerequisites: Fulfill AP agreement, Algebra I, Recommended: Computer Science I**

**Course #:**

This course is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**Project Based Research - (1 credit) 11th-12th grade**

**Prerequisites: Recommended AP Computer Science Principles**

**Course #:**

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

## **Engineering**

**Principles of Applied Engineering – (1 credit)**

**9<sup>th</sup>-10<sup>th</sup> grade**

**Prerequisite: None**

**Course #: 3563**

This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations by using a variety of computer hardware and software applications. Upon completion of the course, students will understand the various fields of engineering. Furthermore, students will have worked on a design team to develop a product or system.

**Engineering Design and Presentation I – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra I and Principles of Applied Engineering**

**Course #: 3568**

This course will emphasize problem solving, moving from well-defined toward more open-ended problems with real-world application. Students will be taught more advanced concepts of engineering through the implementation of the design process. Students will transfer their academic skills to component designs using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes.

**Engineering Design & Problem Solving – (1 credit) 11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Algebra I, Geometry**

**Course #: 3565**

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.

**Engineering Design and Presentation II – (2 credits)**

**12<sup>th</sup> grade**

**Prerequisite: Algebra I, Geometry, & Engineering Design and Presentation I**

**Course #: 3566**

This course is a continuation of knowledge and skills learned in Engineering and Design Presentation I. Students will use the engineering design process to investigate, plan, design, create and evaluate solutions to a justified, open-ended problem. Students will apply authentic engineering practices in a project-based learning environment. Students will plan, manage and provide research and professional and technical support to their project from conception to completion. The final solution may be a product, technique, structure or process. Students culminating design project portfolio and solution will be presented to a team of professionals specific to their identified problem for constructive evaluation and feedback.

**Public Service Endorsement**

**Education and Training**

**Teaching and Training**

**Principles of Education and Training - (1 credit)**

**9th –12th grade**

**Prerequisite: None**

**Course #: 3800**

Students in the Principles of Education & Training course will explore the basic knowledge and skills essential to careers within the field of education. Student will develop a graduation plan that leads to a specific career choice in the student's interest.

**Human Growth and Development – (1 credit)**

**10th -12th grade**

**Prerequisite: Principles of Education and Training**

**Course #: 3803**

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

**Instructional Practices in Education & Training - (2 credits)**

**11th -12th Grade**

**Prerequisite: Human Growth and Development**

**Course#: 3801**

Instructional Practices in Education & Training is a field based unpaid internship that provides the students with background knowledge of child and adolescents as well as the principles of effective teaching and training practices. Students will work under the joint direction and supervision of a teacher who has expertise in the areas of child development and educational methodology and an exemplary educator who is working in an instructional role in an elementary/middle school setting. Students will learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for education environments, assist with record keeping and complete other responsibilities of teachers. It is the student's responsibility to provide his or her own transportation to and from the job-training site.

**Practicum in Education & Training – (2 credits)**

**12th grade**

**Prerequisite: Instructional Practices in Education & Training**

**Course #: 3802**

Practicum in Education & Training is a capstone experience for students participating in a coherent sequence of courses in education and training. Practicum experiences are designed to give students supervised, off campus, practical application appropriate to the level and nature of skills acquired in their chosen sequence. It is the student's responsibility to provide his or her own transportation to and from the job-training site.

**Health Science**

**Healthcare Therapeutic**

**Principles of Health Science (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

**Course #: 3400**

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. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. 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. 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. *This course will satisfy the graduation requirement for Health.*

**Medical Terminology (1 credit)**

**10<sup>th</sup>-11<sup>th</sup> Grade**

**Prerequisite: None**

**Course #: 3401**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

**Health Science Theory – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Principles of Health Science, Biology & Chemistry**

**Course #: 3408**

Students in this course will demonstrate professional standards and employability skills as required by business and industry. Students will explore current major human health problems in the world and discuss who pays for health care. Furthermore, students will research the engineering technologies developed to address clinical needs. Students will explore how human clinical trials are designed, conducted, and evaluated, as well as the ethics involved in clinical research.

**Practicum in Health Science (2-3 credits)**

**11th-12th grade**

**Prerequisite: Principles of Health Science & Biology**

**Course #: 3407**

These courses focus on planning, managing, and providing therapeutic services, diagnostic services, support services, and biotechnology resources and development. Students will employ hands on experiences for continued knowledge and skill development related to a wide variety of health careers.

**Dual Credit Lifespan, Growth and Development (PSYC 2314) - (.5 credit)      10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 8110**

Lifespan Growth and Development is the study of social, emotional, cognitive and physical factors and influences of a developing human from conception to birth.

**Dual Credit Introduction to Gerontology (GERS 1301) - (.5 credit)      10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 8110**

Overview of the social, psychological, and biological changes that accompany aging. Focuses on the implications of these changes for the individual, as well as for the larger society.

**Dual Credit Wellness and Health Promotion (HPRS 1202) - (1 credit)      10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 8101**

An overview of wellness theory and its application throughout the life span. Focus is on attitude development, impact of cultural beliefs, and communication of wellness.

**Dual Credit Medical Terminology I (HITT 1305) - (1 credit)      10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 3401**

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties.

**Dual Credit Pharmacology for Health Professions (HPRS 2300) - (1 credit)      10<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: Biology, Chemistry, Principles of Health Science**

**Course #: 8116**

A study of drug classifications, actions, therapeutic uses, adverse effects, routes of administration, and calculation of dosages. Emphasis is placed on professional standards/employability skills as required by business and industry, careers associated with manufacturing, dispensing, and administering pharmaceuticals, ethical and legal responsibilities of pharmacists and pharmacy technicians, and demonstrates mathematical knowledge and skills to solve problems with systems of measurement used in the pharmacy.

**Dual Credit Nurse Aide for Health Care (NURA 1301) - (1 credit)      11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite: none**

**Course #: 8102**

Knowledge, skills, and abilities essential to provide basic care to residents of long-term care facilities. Topics include resident's rights, communication, safety, observation, reporting and assisting residents in maintaining basic comfort and safety. Emphasis on effective interaction with members of the health care team, restorative services, mental health, and social service's needs.

**Dual Credit Clinical Nurse Aide (NURA 1260) - (2 credits)      11<sup>th</sup>-12<sup>th</sup> grade**

**Prerequisite:**

**Course #: 8101**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

**Dual Credit Emergency Medical Technician (EMSP 1501) - (1 credit)      12<sup>th</sup> grade**

**Prerequisite:**

**Course #: 8111**

Preparation for certification as an Emergency Medical Technician (EMT).

**Dual Credit Clinical-Emergency Medical Technician (EMSP 1160) - (1 credit) 12<sup>th</sup> grade**

**Prerequisite:**

**Course #: 8112**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.