



# Channelview

INDEPENDENT SCHOOL DISTRICT

*“Actively Engaged in the Future of our Community”*

# *Academic Planning Guide 2016 – 2017*

# Channelview Independent School District

## ADMINISTRATION

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Steven Dennis – Vice President  
Raquel Dobbins - Secretary  
Patrick Lacy - Parliamentarian  
Greg Johnstone - Member  
Alex Ybarra- Member  
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Greg Ollis  
(281) 452-8008

### Assistant Superintendent of Administration

Mike Niemeyer  
(281) 452-8010

### Assistant Superintendent of Curriculum and Instruction

Don Beck, Ed.D.  
(281) 452-8017

### Assistant Superintendent of Finance

Kris Lynn  
(281) 452-8014

### Administrators

Chief Financial Officer	Jennifer Carnathan	(281) 452-8003
Coordinator of Elementary Curriculum	Heather Gilpin	(281) 860-9825
Coordinator of Secondary Curriculum	Pam Latiolais	(281) 860-9825
Coordinator of Security	Lieutenant Pat Kaptchinskie	(281) 452-8002
Coordinator of School Improvement/Testing	Patricia Glaeser	(281) 860-3790
Director of Athletics	William Jennings	(281) 860-3803
Director of Bilingual/ESL	Magdalena Garcia	(281) 860-9825
Director of Career Technical Education	Mia Young	(281) 457-7330
Director of Federal Programs	Veronica Pasternack	(281) 452-8018
Director of Fine Arts	Kenneth Wright	(281) 452-8004
Director of Human Resources	Kay Kerr	(281) 452-8016
Director of Maintenance	Mike Lyons	(281) 452-8005
Director of Nutrition Services	David Bienvenu	(281) 860-3807
Director of Special Services	Gloria Roach	(281) 452-8006
Director of Technology	Darrell Cheney	(281) 860-1420

### Administration Building

828 Sheldon Road Channelview, Texas 77530 (281) 452-8002  
Web Address - <http://www.cvisd.org>

### Tax Office

828 Sheldon Road Channelview, Texas 77530 (281) 457-7323

## High School Directory

### **Channelview High School**

7:05-2:25  
1100 Sheldon Road  
Channelview, Texas 77530  
Phone: 281/452-1450  
Fax: 281/457-7346

**Principal**  
Associate Principal  
Assistant Principal  
Assistant Principal  
Assistant Principal  
Assistant Principal  
Counselor  
Counselor  
Counselor  
Counselor  
At-Risk Facilitator

**Cindi Ollis**  
Alan Smith  
Andre Phillip  
Lizette Castellon  
Troy Michaud  
Jan Melancon  
Karen Bryant  
Bridgette Galloway  
Valerie Deese  
David Myrick  
Michelle Armenta  
Susan Johnson

### **Kolarik 9<sup>th</sup> Grade Center**

7:05-2:25  
1120 Sheldon Road  
Channelview, Texas 77530  
Phone: 713/378-3400  
Fax: 713/378-3498

Associate Principal  
Assistant Principal  
Assistant Principal  
Counselor  
Career Advisor  
Career Advisor

Robert Laird  
Cynthia Benitez  
Cedric LePeuch  
Shiwann Simpson  
Neysha Small  
Sowanda Henderson

### **Joe Frank Campbell Learning Center**

**Endeavor**  
8:00-4:00  
915 Sheldon Road  
Channelview, Texas 77530  
Phone: 281/860-3800  
Fax: 281/860-3826

**Principal**  
Counselor

**Mark Sims**  
Natasha Simon

Title IX Coordinator: Questions concerning the district's implementation of Title IX should be directed to the Title IX Coordinator, Mike Niemeyer, (281-452-8010), CISD Administration Building, 828 Sheldon Rd. Channelview, Texas 77530. This includes complaints regarding sexual harassment.

Section 504 Coordinator: Information concerning the identification or services for students under Section 504 can be obtained by calling or writing the campus principal or the District 504 Coordinator, Gloria Roach, (281-452-8006), CISD Administration Building, 828 Sheldon Rd., Channelview, Texas 77530.

The Channelview Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, or age in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The District Title IX Coordinator is Assistant Superintendent of Administration, Mike Niemeyer.

El Distrito Escolar Independiente de Channelview no discrimina por motivos de raza, religión, color, origen nacional, género, sexo, discapacidad, o edad en la prestación de servicios de educación, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI de los Derechos Civiles la Ley de 1964, según enmienda, Título IX de las Enmiendas Educativas de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada. El Coordinador del Distrito del Título IX es el Asistente Superintendente de Administración, Mike Niemeyer.

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# *General Information*

The purpose of the Academic Planning Guide is to present a brief description of the courses offered at Channelview High School. It is updated as often as necessary to address curriculum changes and evolving student needs. The Academic Planning Guide is designed to assist students and parents in planning their high school course of study by providing information on graduation requirements and credit options. Students and parents are encouraged to consult their guidance counselor to answer questions or concerns regarding their high school plan.

A variety of counseling services are offered at Channelview High School. Counselors work with students, parents, and teachers to select appropriate courses that are challenging and meet graduation requirements. Catalogs, handbooks, and internet sources are available to students seeking post high-school educational opportunities. These opportunities include two-year and four-year colleges and universities, trade/technical schools and the armed forces. Financial aid resources and workshops are also available. For more information, please contact the appropriate school counseling center.

## **PLANNING YOUR HIGH SCHOOL PROGRAM**

Practical suggestions for students and parents:

### **Seniors**

- Plan a schedule with rigorous coursework and activities. Colleges look at courses and grades in making admission decisions and students must be prepared to compete academically on the college campus.
- Take an Advanced Placement or dual credit course to experience a college-level curriculum. Colleges look for AP designation on high school transcripts.
- CISD believes that all students need to be college and career ready. We encourage students to continue in core courses even if all graduation requirements have been met.
- Take three years of a language other than English. It demonstrates the student's desire to be more competitive and prepared for college.
- Review your grade point average and your test scores to make wise choices on courses for the senior year and for college choices.
- Participate in school-related activities and community service. Institutes of higher learning consider a student's involvement in activities other than academics.
- Take the SAT/ACT in the summer after your junior year. Review your SAT/ACT scores and take again in the fall if necessary.
- Attend College Night in the fall and College Information Seminars to gain information on the college admission process.
- Apply to colleges early (October) in your senior year.
- Complete the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) in January of senior year.

### **Juniors**

- Take challenging courses and do your best at earning high grades in all classes.
- Discuss your grade point average and test scores with your counselor to make wise choices about junior and senior classes and college/career options.
- Review and update your four-year plan for graduation.
- Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. The PSAT is administered **only** in October. Use the PSAT score report to study and improve your SAT score.
- Take the SAT/ACT in the summer following your junior year and use your score report to study and improve your score when the SAT is repeated in the senior year.
  - SAT website [www.collegeboard.com](http://www.collegeboard.com)
  - ACT website [www.act.org](http://www.act.org)
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college.
- Maintain an updated resume and portfolio of accomplishments.
- Attend CISD College Night in the fall and gather information on colleges and careers.

- Continue your college search and planning.

### **Sophomores**

- Plan the schedule to complete required courses for graduation.
- Plan to schedule prerequisite courses for electives you want to take in grades 11 and 12.
- Review your transcript and verify grade point average.
- Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the 11th grade.
- Attend CISD College Night in the fall and gather information on colleges and careers.
- Participate in school related activities and community service.
- Keep an updated resume and portfolio of accomplishments.
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college.

### **Freshman**

- Make a four- year plan for graduation in 8th grade to plan courses for freshman year. Plan to take courses in your junior or senior year, which are relevant to your career and college goals.
- Select courses that not only meet graduation requirements but also ensure or increase college readiness skills and/or prepare you for your career focus.
- Remember the courses and grades determine the grade point average used by the school and colleges.
- Participate in school related activities and community service.
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college.
- Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 and 12.
- Take the ACT EXPLORE in October. The EXPLORE will help prepare you for the ACT in the 11th grade.

## **The Advanced Placement Program**

### **What are Pre - AP and AP courses?**

The Advanced Placement (AP) Program allows motivated high school students the opportunity to undertake college-level studies while they are still in high school and to obtain college placement or credit on the basis of their performance on challenging AP examinations. Students may receive college credit, advanced placement credit, or both from thousands of colleges and universities that participate in the Advanced Placement Program. Currently, 60% of U.S. high schools teach AP courses and offer the annual examinations. About 2,900 colleges and universities grant college credit and advanced placement credit to entering students whose AP Exam grades meet their requirements. Each individual college and university has its own policy on credit for AP Exams. **For specific college and university AP credit information, please see the College Board website: <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>**

AP courses make substantial academic demands on students. Most courses are a full year in length. Students are required to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a college program. Students who successfully complete AP courses receive the following important benefits.

- Motivation to attempt more challenging courses in high school and college
- The opportunity to develop in a high school environment, the study skills and habits they will need in college
- The confidence they can meet college requirements
- Exemption from some introductory college courses, thus permitting students to move more quickly into advanced classes
- Reduction of college costs and time to obtain a degree
- College credit for courses and examinations successfully taken in high school

Additionally, when AP students reach college, they typically take additional courses in the academic areas of their AP courses. They also tend to achieve higher grade-point averages, earn double majors, and go on to graduate at a rate double that of their non-AP peers. The exposure to college-level courses while in high school strengthens students' self-confidence, enabling them to meet the demands of college.

Pre-AP Courses are offered to Freshmen, Sophomores, and Juniors as preparation for the Junior and Senior AP Courses. Pre-AP courses promote the appropriate development at each grade level of the reading and study skills required for success in AP courses. Like the AP courses, Pre-AP courses are academically enriched at each grade level and require more outside reading and research or other types of projects. Pre-AP courses challenge students to develop their analytical and critical thinking abilities.

## **Pre-AP / AP Guidelines**

The following are general guidelines and procedures for Pre-AP and AP courses in Channelview ISD. In addition, please see each individual course descriptions outlined in this guide book as each course may have additional prerequisites.

A committee has been designated to oversee the Pre-AP/AP program. The Pre-AP/AP Committee consists of the campus principal and/or designee, counselor and Pre-AP/AP teacher. Students and parents are also encouraged to be a part of the committee. The purpose of the Pre-AP/AP Committee is to:

- Ensure the implementation of the rigorous standards set by the College Board
- Meet with students and parents at the end of each grading period when a student's grade falls below 75

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### **Enrollment:**

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- To enroll in a Pre-AP or AP course, students must have met the passing standard on the previous year's TAKS/STAAR tests.
- To enroll in Pre-AP or AP courses, the student must have passed the preceding course (subject specific) with a minimum yearly average of a 70 in a Pre-AP/AP class or an 80 in a regular class.
  - For example, if a student takes Pre-AP World Geography and makes an average below 70 in the course, he/she cannot take the next course in the sequence which is Pre-AP World History.
  - Students who do not meet the above criteria may request a meeting with the AP Committee to discuss enrollment.
- Students must complete a Pre-AP/AP Agreement to be enrolled in a course. A copy of the form will be held by the teacher and by the AP Committee. Students without a valid agreement on file by the end of the 1<sup>st</sup> grading period will be exited from the course.
- Please see the individual course descriptions for any additional requirements.

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### **Exiting the Course:**

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- A student may exit a Pre-AP or AP course within the first three weeks of the 1<sup>st</sup> grading period by making a request through his/her counselor.
- After the 1<sup>st</sup> grading period, a student may only exit the Pre-AP or AP course at the end of the first semester to enroll in the level course of the same subject.
- Any withdrawals from Pre-AP or AP courses after the first three weeks must be approved by the campus principal.
- Any time a student exits from a Pre-AP or AP course, his/her grade point scale and transcript information will revert back to the level course.
- If a student's average is below a 70 at the end of the first semester, he/she is required to exit the course and enroll in the level course of the same subject.
- If the course is a one semester course, the student will be required to exit at the end of the 1<sup>st</sup> / 3<sup>rd</sup> 9 weeks grading period if his/her average is below a 70.
- If at the end of the 1<sup>st</sup> and/or 3<sup>rd</sup> grading period a student's grade falls below a 75, the student and parent will be required to meet with the AP Committee.



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## PreAP/AP Grading Procedures:

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- Pre-AP courses:
  - Major grades – 45%
  - Daily grades – 40%
  - Nine weeks curriculum-based assessment – 15%
- AP courses:
  - Major grades – 55%
  - Daily grades – 30%
  - Nine weeks curriculum-based assessment – 15%
- Students will have a minimum of 18 grades each 9 weeks, with a minimum of two being test/major grades.
- Teachers will follow the district handbook policy regarding absences and make-up work.
- AP courses are on a 7 point grade scale.
- Pre-AP courses are on a 6 point grade scale.

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## Summer Reading Requirements:

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English Pre-AP/AP Courses – Summer reading for Pre-AP and AP English courses is a requirement. Students will be required to take a pre-assessment over the summer reading materials during the first week of class. Failure to complete the pre-assessment at the beginning of the school year could lead to the student's exit from the course.

## Pre-Advanced Placement and Advanced Placement FAQ's

### **Why should a student enroll in Pre-AP?**

Enrolling in Pre-AP is based on the belief that we can prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Pre-AP strategies and tools engage the students in active, high-level learning, thereby ensuring that middle and high school students develop the skills, habits of mind, and concepts they need to succeed in college.

### **How does an AP class differ from other high school courses?**

AP classes are challenging and rigorous, and aligned with university courses. They will require more effort on the student's behalf, so students need to be motivated and willing to tackle this challenge.

### **How does Pre-AP differ from AP?**

Pre-AP courses are embedded with strategies that specifically target middle and high school students providing knowledge, concepts, and skills needed to engage in a higher level of learning that prepares them for the rigor of college level work. These classes prepare a student for the rigorous coursework of AP. The AP program offers college level instruction to the academically successful student while in high school with the option of taking the advanced placement examination to possibly qualify for college credit.

### **What background would I need in order to succeed in an AP course?**

A student should exhibit previous academic success, the ability to problem-solve, draw comparisons, analyze and reason. Reading abilities should support independent progress and perceptive thinking. Proficient and clear writing skills are beneficial. The earlier students prepare for advanced placement courses by enrolling and succeeding in other rigorous courses, like Pre-AP, the more likely they will experience success in Advanced Placement.

### **Is there any limit to the number of Pre-AP or AP courses a student may take?**

A student may take as many Pre-AP or AP courses that fit his/her schedule. Careful consideration should be given to the instructional needs of the individual student.

### **What do colleges think of Pre-AP and AP?**

Research has found that a secondary school curriculum of high intensity and quality, such as that found in Pre-AP and AP courses has the strongest correlation to bachelor's degree completion, while class rank/GPA hold comparatively weak

relationships to bachelor's degree completion. The study additionally found that 85 percent of those who took AP courses continued their education after high school. ( <http://www.ed.gov/pubs/Toolbox/toolbox.html>, Clifford Adelman Senior Research Analyst, U.S. Department of Education)

**Will a student have time for after school activities if enrolled in Pre-AP/AP courses?**

As in any coursework where there will be additional challenges; therefore, students who choose to enroll should be prepared for the added academic rigor of the course.

**Parents and students should visit the College Board website for additional information on Pre-AP and AP courses.**  
[www.collegeboard.com](http://www.collegeboard.com)

**COURSE CREDIT**

Students receive credit for courses by earning a grade of 70 percent or better. According to state law, students must attend 90 percent of the days a class is offered to receive credit.

**CREDIT BY EXAMINATION With/Without Prior Instruction**

**Subject to Change:** The district offers students the opportunity to accelerate through credit by examination in a course where the student has received **no prior instruction. A student will receive credit if the examination score is 80 or above.** Acceleration is defined as "testing out of a course in grades 9-12 where the student has had no prior instruction." It is important to note for students in grades 9-12 the law states, "If a student is given credit in a subject on the basis of examination, the school district must enter the examination score on the student's transcript." Parents or students interested in credit by examination for course acceleration should submit a completed application two weeks before the testing dates. See your counselor for test dates, information and applications. Applications can be picked up from the counselor's office.

**Note: The examination score for students in grades 9-12 carries regular grade points and will be entered on the student's transcript. NCAA Clearinghouse does not recognize credit by exam.**

Students may also take a credit by examination in order to regain credit for a previous course. The student will receive credit for a course that was denied credit provided the student makes a 70 or above on the credit by exam.

**DUAL CREDIT/ENROLLMENT OPPORTUNITIES**

San Jacinto College North campus offers opportunities for eligible high school students through dual credit classes and the MECA program.

1. Dual Credit course offerings include United States History 1301 and 1302 for juniors and for seniors, English 1301 and 1302, Government 2301 and 2302, and Economics 2742. Along with these dual credit academic courses, a variety of Articulated Tech Prep courses are also offered and described in this course selection guide. Course descriptions for the Technical Dual Credit program are also included.
2. The **MECA** (Modified Early College Academy) Program is designed to provide high school students the opportunity to earn high school credits while working on an Associate's Degree. Participating students enroll in 23-26 college credit hours during both their junior and senior years of high school. During the summer between the junior and senior years, students may enroll in the remaining 11-13 credits required for the Associate's Degree. All of the college credits are matched with the courses required for high school graduation.
3. OnRamps Dual Enrollment Program offered via the University of Texas Austin. Students can receive credit from UT Austin in geoscience, English, statistics, and pre-calculus. Students will receive a separate grade for the university and the high school. No textbook charges since all information will occur through Canvas online.

Tuition, supplies and textbooks for dual credit and MECA courses must be paid directly to San Jacinto College by the student/parent. Financial assistance is available to high school students, and students needing financial assistance should see their high school counselor or visit the Financial Aid Office at San Jacinto College. Any college textbooks or course supplies purchased by Channelview High School must be returned to the CHS Library or CHS Career Technical Education Department within a week of the student completing the course(s). A replacement fee will be charged for any textbook/course supply that is not returned.

CHS students wishing to attend a San Jacinto College mini and/or summer course(s) available through either dual credit or MECA should meet with their grade level counselor. Students receiving approval from their grade level counselor to enroll in mini and/or summer course(s) must pay for their course fees and textbooks. CHS is not responsible for transportation during mini and/or summer course(s).

All dual credit courses are held at the college campus. In order to be eligible for these opportunities:

- A student must be classified as a junior (application is at the end of the sophomore year,)
- Verify that testing requirements have been met by appropriate TSIA scores (See also Dual Credit below)
- Must have completed Pre-AP Algebra II (for MECA,)\*\*
- Have room in his/her schedule
- Complete the college application and all required documents
- Have a "B" average or higher in the subject area for academic dual credit
- Counselor's signature

A student may not register for a college class that conflicts with scheduled high school classes. Prior to registration, students and their parent are required to attend one of the scheduled informational meetings held at San Jacinto College or the high school. Students are responsible for ensuring the college/university they are planning to attend will accept transfer credits from San Jacinto College. For more information, see your high school counselor.

Premium points are awarded for courses having premium point equivalents in the regular high school programs. Premium courses at the high school include academic AP courses only. If an academic course is available through dual credit and not at the high school, the student will receive premium points. All grades, including "F," appear on the official high school and college transcripts. Each college course counts as three semester hours and one-half credit toward high school graduation. Grades of "A" or "B" count as advanced measures for the Distinguished Achievement Program.

\*\* Students wanting to enroll in MECA need to successfully complete Algebra 1 in eighth grade, Pre-AP Geometry in ninth grade, and Pre-AP Algebra II in tenth grade. MECA consists of four classes each semester.

#### **Dual Credit and STAAR EOC Assessments**

A student receiving high school course credit through a San Jacinto College dual credit program must take the corresponding STAAR EOC assessment. The score a student receives on the assessment is required to count for 15% of the student's final grade in the high school course. This requirement does not apply to the grade a student receives for college credit.

**Bacterial Meningitis Requirement** – The 82<sup>nd</sup> Texas Legislature requires that all incoming Texas college students must receive a vaccination or booster against bacterial meningitis. This includes high school students attending San Jacinto College for dual credit courses. The student or parent/guardian of the student must provide a certificate signed by a health practitioner or an official immunization record showing the student has received the bacterial meningitis vaccination or booster during the five-year period prior to enrollment and not less than ten days before the first day of classes. Please see the information posted on the San Jacinto College website regarding the bacterial meningitis requirement.

## **EXTRA CURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

### **(No Pass No Play)**

Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. Participation is a privilege. While many of the activities are governed by the University Interscholastic League (UIL)-a statewide association of participating districts-eligibility for many of these activities is governed by state law as well as UIL rules.

A student who receives, at the end of the first six weeks of school or any nine weeks grade evaluation period, a grade below 70 or an "I" (incomplete) in any academic class may not participate in extracurricular activities for at least three weeks. An ineligible student may practice or rehearse. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are Advanced Placement Classes (Pre-AP and Honors courses are not exempt from no pass, no play), and (2) completed the three weeks of ineligibility.

All UIL activities and other activities approved by the local Board of Trustees are subject to these restrictions. A student who misses class because of participation in a non-approved activity will receive an unexcused absence.

*Please Note: Student clubs and performing groups such as band, choir, drill and athletic teams may establish codes of conduct and consequences for misbehavior that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct will apply in addition to any consequences specified by the organization. Such codes are to be in writing and approved by the local Board of Trustees. In addition, exemptions are not automatic. They must be approved by the campus principal.*

The following is the list of courses **EXEMPT** under “No Pass No Play” rule:

Pre-Calculus	AP English III Language	AP World History
Pre-AP Pre-Calculus	AP Calculus	AP English IV Literature
AP Statistics	AP Biology	
AP Chemistry	AP B/C Physics	
AP Environmental Science	AP Government	
AP Economics	AP Human Geography	
AP Psychology	AP Spanish Language	
AP European History	AP Spanish Literature	

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### **Initial Eligibility Clearinghouse**

If a student intends to participate in Division I or II athletics as a freshman, he/she must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Check with your counselor at (281) 452-1450 or the athletic director at (281) 860-3802 to determine the standards that apply. Information is also available on the web at [www.act.org/ncaa](http://www.act.org/ncaa)

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### **Irreconcilable Conflicts**

If scheduling conflicts should exist among school activities, the parent should choose which activity the student will participate. The student shall not be penalized due to school scheduling conflicts. A conference will be held with the teacher, parent, and counselor to resolve the conflict.

## **GRADE CLASSIFICATION**

After the ninth grade, students are classified according to the number of credits earned toward graduation.

<b>Grade Placement</b>	
10 <sup>th</sup>	6 credits
11 <sup>th</sup>	12 credits
12 <sup>th</sup>	19 credits (and have completed three years of high school)

## **GRADUATION REQUIREMENTS**

To receive a high school diploma from the district, a student must successfully complete the required number of credits and pass the statewide exit level examinations. A student who does not pass the exit-level assessment will have additional opportunities to take the test. [District Policy EIF and EKB]

A senior who graduates after the first semester should turn in his or her name, address, and phone number to the principal’s secretary in order to be kept advised concerning senior activities.

Students who entered grade 9 in the 2007-2008 school year and thereafter are encouraged to enroll in the courses

necessary to complete the curriculum requirements for the Recommended High School Program or Distinguished Achievement Program. In addition, they must demonstrate proficiency on four exit-level TAKS exams.

**All students entering 9th grade in 2013-2014 and prior will be placed in the Recommended Program, and they will be required to successfully complete 5 STAAR (State of Texas Assessments of Academic Readiness) End-of-Course exams to meet graduation requirements. End-of-Course assessments will be given in Algebra I, Biology, English I, English II, and United States History. High School students will be required to meet the end-of-course testing requirements, as well as pass their classes to earn a diploma.**

Permission to graduate under the minimum high school program must be agreed to in writing and signed by the student, student's parent (or other person standing in parental relation to the student), and a school counselor or school administrator. Under HB 3, to graduate under the minimum high school program, students must:

- Be at least 16 years of age;
- Have completed 2 credits required for graduation in each subject of the foundation curriculum; or
- Have failed to be promoted to the 10th grade one or more times as determined by the school district.

Students already in the minimum high school program do not have to meet the HB 3 requirements to enter the program, but must be given the choice of opting back into the recommended high school program.

Graduation requirements are:

- Minimum High School Program – 23 credits
- Recommended High School Program - 26 credits
- Distinguished High School Program - 26 credits with advanced measures

Specific course selection requirements for each plan will be made available by the campus counselors.

## **DISTINGUISHED ACHIEVEMENT PROGRAM**

Students who participate in the Distinguished Achievement Program must complete three credits in the same foreign language, and receive any combination of FOUR of the advanced measures listed below. These measures must reflect college or professional level work which will be judged by an external review process. The advanced measures include the following:

Original research/project that is:

- Judged by a panel of professionals in the field that is the focus of the project: or
- Conducted under the direction of mentor and reported to an appropriate audience;
- Related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills); and may not be used for more than two of the four advanced measures.

Test data where a student receives:

- A score of three or above on The College Board Advanced Placement Examination;
- A score of four or above on an International Baccalaureate examination;
- A score on the PSAT that qualifies a student for recognition as:
  - A Commended Scholar or higher by the National Merit Scholarship Corporation
  - A part of the National Hispanic Scholar Program of The College Board
  - A part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation

(The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.)

- Academic college courses with a grade point of 3.0 or higher using the college's grading scale (Eligible courses include tech-prep programs.)

Students planning to graduate on the Distinguished Achievement Plan must meet with their assigned counselor by January of their junior year to establish the advanced measures they are planning to complete.

**In addition, to the advanced measures requirements identified above, students entering high school in 2011-2012 and beyond, must meet the college readiness performance standard on the Algebra II and English III STAAR assessments in addition to the cumulative score requirement for the Distinguished**

<b>SPECIAL EDUCATION GRADUATION REQUIREMENTS</b>
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§89.1070. Graduation Requirements

- (A) Graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's entitlement to the benefits of the Foundation School Program.
- (B) A student receiving special education services may graduate and be awarded a regular high school diploma if:
- (1) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements) applicable to students in general education, including satisfactory performance on the exit level assessment instrument or on the end-of-course assessments beginning with the freshman class of 2011-2012; or
  - (2) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's admission, review, and dismissal (ARD) committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.
  - (3) The district shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's individualized education program. The District shall allow student who receives a certificate to attendance to participate in a graduation ceremony with student receiving high school diplomas. A student may participate in only one graduation ceremony under this provision. This provision does not preclude a student from receiving a diploma if the student successfully completes an IEP. Education Code 28.025(f)
- (C) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
- (1) The student's individualized education program (IEP);
  - (2) One of the following conditions, consistent with the student's IEP:
    - (a) Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
    - (b) Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district;
    - (c) Access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;
  - (3) The state's or district's (whichever is greater) minimum credit requirements for students without disabilities;
  - (4) The state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.
- (D) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

- (E) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.
- (F) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection of this section.
- (G) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (H) For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

**Graduation Plans and STAAR EOC Requirements  
for students entering 9<sup>th</sup> grade 2013-2014 and before**

<b>Discipline</b>	<b>Minimum HS Plan</b>		<b>Recommended HS Plan</b>		<b>Distinguished HS Plan</b>	
<b>ENGLISH LANGUAGE ARTS</b>	<b>4 credits</b>		<b>4 credits</b>		<b>4 credits</b>	
	English I	EOC	English I	EOC	English I	EOC
	English II	EOC	English II	EOC	English II	EOC
	English III		English III		English III	
	Other Eng. class		English IV		English IV	
<b>MATH</b>	<b>3 credits</b>		<b>4 credits</b>		<b>4 credits</b>	
	Algebra I	EOC	Algebra I	EOC	Algebra I	EOC
	Geometry		Geometry		Geometry	
			Algebra II		Algebra II	
	Other math class		Other math class		Other math class	
<b>SCIENCE</b>	<b>3 credits</b>		<b>4 credits</b>		<b>4 credits</b>	
	Biology	EOC	Biology	EOC	Biology	EOC
	IPC		Chemistry		Chemistry	
			Physics or Principles of Technology		Physics	
	Other science class		Other science class		Other science class	
<b>SOCIAL STUDIES</b>	<b>2 ½ credits</b>		<b>3 ½ credits</b>		<b>3 ½ credits</b>	
	World History or World Geography		World Geography		World Geography	
	US History	EOC	World History		World History	
	US Government		US History	EOC	US History	EOC
			US Government		US Government	
<b>ECONOMICS</b>	<b>½ credit</b>		<b>½ credit</b>		<b>½ credit</b>	
<b>ACADEMIC ELECTIVE</b>	<b>1 credit</b> from one of the following		<b>NONE</b>		<b>NONE</b>	
	SBOE approved science class					
	World History or World Geography	EOC				
<b>P.E.</b>	<b>1 credit</b>		<b>1 credit</b>		<b>1 credit</b>	
<b>FOREIGN LANGUAGE</b>	<b>None</b>		<b>2 credits (same language)</b>		<b>3 credits (same language)</b>	
<b>SPEECH</b>	<b>½ credit</b>		<b>½ credit</b>		<b>½ credit</b>	
	Communication Applications or Professional Comm.		Communication Applications or Professional Comm.		Communication Applications or Professional Comm.	
<b>FINE ARTS</b>	<b>1 credit</b>		<b>1 credit</b>		<b>1 credit</b>	
<b>ELECTIVES</b>	<b>6 ½ credits</b>		<b>5 ½ credits</b>		<b>4 ½ credits</b>	
<b>Credits/ EOC's</b>	<b>23 credits / 9-12 EOC's</b>		<b>26 credits / 12 EOC's</b>		<b>26 credits / 12 EOC's</b>	



<b>Graduation Requirements – Four Year Plan</b>		
<b>Subject Area</b>	<b>Recommended Program</b>	<b>Distinguished Achievement Program</b>
<b>English</b>	<b>4 credits</b> English I, II, III, IV	<b>4 credits</b> English I, II, III, IV
<b>Math</b>	<b>4 credits</b> Algebra I Geometry, Algebra II The additional credit may be Mathematical Models with Applications; however, it <b>must be successfully completed prior to Algebra II.</b> The fourth credit may be selected from the following after successful completion of Algebra I, Geometry and Algebra II: Pre-calculus, Algebra III AP Statistics AP Calculus AB Statistics and Risk Management (CTE)	<b>4 credits</b> Algebra I Geometry Algebra II The fourth credit may be selected from any of the following after successful completion of Algebra I, Geometry and Algebra II: Pre-calculus, Algebra III AP Statistics AP Calculus AB Statistics and Risk Management (CTE)
<b>Science</b>	<b>4 credits</b> Biology Chemistry Physics The additional credit may be IPC; however, it <b>must be successfully completed prior to chemistry and physics.</b> The fourth credit may be selected from any of the following: Astronomy Environmental Systems AP Biology AP Chemistry AP Physics C Anatomy and Physiology (CTE) Advanced Animal Science (CTE) Forensic Science (CTE)	<b>4 credits</b> Biology Chemistry Physics After successful completion of biology, chemistry and physics, the fourth credit may be selected from any of the following: Astronomy Environmental Systems AP Biology AP Chemistry AP Physics C Anatomy and Physiology (CTE) Advanced Animal Science (CTE) Forensic Science (CTE)
<b>Social Studies</b>	<b>3 ½ credits</b> World History Studies World Geography Studies U.S. History Studies U.S. Government (1/2 credit)	<b>3 ½ credits</b> World History Studies World Geography Studies U.S. History Studies U.S. Government (1/2 credit)
<b>Economics</b>	<b>½ credit</b>	<b>½ credit</b>
<b>Foreign Language</b>	<b>2 credits:</b> The credits must consist of two levels in the same language. French Spanish AP Spanish Language AP Spanish Literature AP French	<b>3 credits:</b> The credits must consist of two levels in the same language. French Spanish AP Spanish Language AP Spanish Literature AP French
<b>Physical Education</b>	<b>One credit</b> The required credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Physical Education • In accordance with local district policy, credit for any of the courses listed above may be	<b>One credit</b> The required credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Physical Education • In accordance with local district policy, credit for any of the courses listed above may be

	<p>earned through participation in the following activities:  Athletics  JROTC  Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</p> <ul style="list-style-type: none"> <li>• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:  Drill Team  Marching Band  Cheerleading</li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>• Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</li> </ul>	<p>earned through participation in the following activities:  Athletics  JROTC  Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</p> <ul style="list-style-type: none"> <li>• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:  Drill Team  Marching Band  Cheerleading</li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>• Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</li> </ul>
<b>Speech</b>	<b>½ credit from either of the following:</b> Communication Applications Professional Communications (CTE)	<b>½ credit from either of the following:</b> Communication Applications Professional Communications (CTE)
<b>Fine Arts</b>	<b>One credit from any of the following:</b> Art Dance Music Theatre	<b>One credit from any of the following:</b> Art Dance Music Theatre
<b>Elective Courses</b>	<b>5 ½ credits from any of the following:</b> The list of courses approved by the SBOE for grades 9-12 (relating to Essential Knowledge and Skills) State-approved innovative courses JROTC	<b>4 ½ credits from any of the following:</b> The list of courses approved by the SBOE for grades 9-12 (relating to Essential Knowledge and Skills) State-approved innovative courses JROTC
<b>Total Credits</b>	<b>26 credits</b>	<b>26 credits plus 4 advanced measures</b>
<b>STAAR End of Course Exams</b>	<b>Level II: Satisfactory Academic Performance on English III EOC and Algebra II EOC</b>	<b>Level III: Advanced Academic Performance on English III EOC and Algebra II EOC</b>

**Graduation Plans and STAAR EOC Requirements  
for students entering 9<sup>th</sup> grade 2014-15 and after**

<b>Discipline</b>	<b>Foundation High School Plan (22 credits)</b>
<b>ENGLISH LANGUAGE ARTS</b>	<b>4 credits</b> English I (PAP) EOC English II (PAP) EOC English III (AP) Advanced English course (See page 20)
<b>MATH</b>	<b>3 credits</b> Algebra I EOC Geometry (PAP) Advanced Math course (See page 20)
<b>SCIENCE</b>	<b>3 credits</b> Biology (PAP) EOC IPC or an advanced Science course Advanced Science course (See page 20)
<b>SOCIAL STUDIES</b>	<b>3 credits</b> World History (AP) or World Geography (AP) US History (AP) EOC US Government (AP) (one-half credit) Economics (AP) (one-half credit)
<b>P.E.</b>	<b>1 credit</b>
<b>FOREIGN LANGUAGE</b>	<b>2 credit</b> Two credits in the same language
<b>FINE ARTS</b>	<b>1 credit</b>
<b>ELECTIVES</b>	<b>5 credits</b>
	<b>Endorsements for FHP (26 credits)</b>
<b>STEM</b>	<i>See Complete CISD List on Next Page</i>
<b>Business and Industry</b>	<i>See Complete CISD List on Next Page</i>
<b>Public Service</b>	<i>See Complete CISD List on Next Page</i>
<b>Arts and Humanities</b>	<i>See Complete CISD List on Next Page</i>
<b>Multidisciplinary Studies</b>	<i>See Complete CISD List on Next Page</i>
<b>Distinguished Achievement</b>	<ul style="list-style-type: none"> <li>• Four Credits in Math</li> <li>• Four Credits in Science</li> <li>• Completion of Curriculum requirements for at least one endorsement</li> </ul>
<b>Performance Acknowledgement</b>	<ul style="list-style-type: none"> <li>• For outstanding performance:               <ul style="list-style-type: none"> <li>- In a Dual Credit Course</li> <li>- In Bilingualism and Bi-literacy</li> <li>- On an AP or IB exam</li> <li>- On the PSAT, ACT-Plan, SAT or ACT</li> </ul> </li> <li>• For earning a nationally or internationally recognized business or industry certification or license.</li> </ul>

## Endorsements

Endorsements					
	Business & Industry	Business & Industry (Cont.)	STEM	Public Service	Multidisciplinary
CISD Program of Studies	Accounting I and II	Advanced Audio Video Production	Concepts of Engineering and Technology	Child Development	Allows students to earn credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program
	Business Information Management I and II	Audio Video Production	Construction Technology	Lifetime Nutrition and Wellness	
	Business Management	Humanities	Digital and Interactive Media	Principles of Human Services	
	Career Prep I and II	Practicum in Video Production I	Engineering Design and Problem Solving	Principles of Health Science	
	Entrepreneurship	Practicum in Video Production II	Forensic Science	Health Science	
	Fashion Marketing	Principles of Arts, A/V Technology, and Communications	Principles of Information Technology	Anatomy and Physiology	
	Money Matters	Professional Communications	Scientific Research and Design	Medical Terminology	
	Principles of Business, Marketing & Finance	Air Conditioning Technology	Web Technologies	Principals of Education & Training	
	Sports and Entertainment Marketing	Auto Body	Statistics and Risk Management	Instructional Practices in Education and Training	
	Statistics and Risk Management	Diesel Technology	Aquatic Science	Principles of Law, Public Safety, Corrections & Security	
	Virtual Business	Electrical Technology	Astronomy	Law Enforcement I and II	
	Advanced Animal Science	Maritime and Logistics	Environmental Systems	Human Growth and Development	
	Agriculture Facilities Design and Fabrication	Welding	Anatomy and Physiology	JROTC I-IV	
	Agriculture Mechanics and Metal Technologies		Engineering Design Graphics (Drafting)	Practicum in Health Science	
	Automotive Technology	<b>Arts &amp; Humanities</b>	All Math and science classes will count as well.	Practicum in Law Enforcement	
	Equine Science	Psychology		Cosmetology	
	Horticulture Science	Sociology		Criminal Justice	
	Livestock Production	All other Fine Art classes		Culinary Arts	
	Principles of Agriculture, Food, and Natural Resources	3rd and 4th levels of a foreign language			
	Principles of Transportation, Distribution, and Logistics	All English classes			
	Landscape Design and Turf Management	All Social Studies classes			
	Veterinary Medical Applications				
	Wildlife Fisheries and Ecology Management				
	Logistics, Planning, & Management Systems - Maritime				
	Advance Automotive Technology				
	Principles of Architecture and Construction				
	Advanced Construction Technology				
	Architectural Design				



## HIGH SCHOOL COURSES

Required and elective course offerings are outlined on the following pages. Students should choose their electives carefully. It may be difficult to change the elective choice after scheduling has been completed as other electives may have already been filled. In addition, decisions about electives affect the future, because students often continue in those programs year after year. Thus, this decision is an important one.

In addition to regular course offerings, there are courses designed to meet the special learning needs of students:

College Board Advanced Placement	College level course developed by the College Board
Dual Credit	College courses provided by San Jacinto College
Pre-Advanced Placement	Preparation for College Board Advanced Placement courses
ESL	Determined by the Language Proficiency Assessment Committee (LPAC)
Special Education	Determined by the Admission, Review, and Dismissal Committee (ARD)

### ENGLISH LANGUAGE ARTS

**Possible career objectives for students with English Language Arts training:** Actor, Advertising, Copywriter, Business Administrator, Court Reporter, Editor, Film, Radio and TV, Columnist, Publisher, Writer, Lawyer, Librarian/Media Specialist, Minister, Newscaster, Salesperson, Teacher, Industry/Business Writer, Critic, Blogger, and Politician

In earning the four credits in English Language Arts required for graduation, all students will take English I-IV in the proper sequence. Students with limited English proficiency will take English I and II for speakers of other languages (SOL) and then English III and IV for their graduation requirements. Course titles, credits, grade level, prerequisites and course descriptions are provided below.

Course	Credit	Grade Level			
English I, II, III, IV	1	9	10	11	12
PreAP English I	1	9			
PreAP English II	1		10		
AP English III	1			11	
AP English IV	1				12
Rhetoric and Writing (Dual Enrollment)	1				12
Dual Credit English IV	1				12
English I for Speakers of Other Languages	1	9			
English II for Speakers of Other Languages	1		10		

#### **English I**

**1 credit**

**Course Description:** This course is an overall introduction to high school level English. Ninth Grade ELA TEKS are taught and STAAR readiness and supporting standards are incorporated into course content throughout the year. Units include essay-writing, vocabulary with emphasis on SAT/ ACT skills, analysis of literature, grammar and usage, formal research, listening, oral presentation, viewing skills and independent work.

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

**1 credit**

**Course Description:** Pre-AP English I will encourage students to develop higher level thinking skills in English composition and literary studies and prepare the student for the even more rigorous advanced placement course to be taken the junior and senior years.

**Prerequisites:** Met passing standard on 8<sup>th</sup> grade STAAR reading, successfully completed 8<sup>th</sup> Pre-AP ELA or 80 or above in general 8<sup>th</sup> grade ELA; summer reading required

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**English II** **1 credit**

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**Course Description:** This course builds on higher level skills and strategies mastered in English 1. English Language Arts TAKS Reading and writing objectives are strongly emphasized throughout the year. Units include quality writing, vocabulary with emphasis on SAT/ACT skills, analysis of literature, formal research, grammar and usage, listening, oral presentations, viewing skills and independent work.

**Prerequisite:** English I

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**Pre-AP English II** **1 credit**

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**Course Description:** Pre-AP English II prepares students for the challenge of Advanced Placement English. This course will focus on the development of fundamental composition skills as well as higher level reading, analytical and conceptual thinking skills.

**Prerequisites:** Met passing standard on 9<sup>th</sup> grade English I STAAR EOC; successfully completed 9<sup>th</sup> grade Pre-AP English I or 80 or above in general 9<sup>th</sup> grade English I; summer reading required

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**English III** **1 credit**

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**Course Description:** This course builds on higher-level skills and strategies mastered in English I and II. Mastery of the English Language Arts Exit TAKS objectives is required for graduation. SAT/ACT objectives are also emphasized through the study of units on American Literature, American Culture, grammar and usage, formal research, listening, oral presenting, viewing, and independent work.

**Prerequisites:** English I and II

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**AP English Language and Composition (English III)** **1 credit**

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**Course Description:** AP English Language and Composition is designed to be equivalent to the college freshman's first English writing course. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will be prepared for the AP English Language and Composition exam and are expected to take this exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on 10<sup>th</sup> grade Reading TAKS; successfully completed 10<sup>th</sup> Pre-AP English II or 80 or above in 10<sup>th</sup> general English II; summer reading required

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**English IV** **1 credit**

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**Course Description:** This course is specifically designed to prepare students for college and contains a curriculum based on British Literature from the Anglo-Saxon Age to the Modern Age. An emphasis is placed on the history of English language, analyzing grammatical structure; SAT/ACT testing skills, independent research, and independent reading.

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

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**AP English Literature (English IV)** **1 credit**

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**Course Description:** Advanced Placement English IV engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical context and in becoming skilled writers who compose for a variety of purposes. Students will be prepared for the AP English Literature exam and are expected to take this exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on 11<sup>th</sup> grade ELA TAKS; successfully completed 11<sup>th</sup> AP English Language and Composition or 80 or above in 11<sup>th</sup> general English III; summer reading required

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**Rhetoric and Writing (Dual Enrollment)** **1 credit**

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**Course Description:** This dual enrollment class offered by the University of Texas offered via Channelview High School allows the student to potentially receive six credits from UT-Austin (RHE 306 and 309K or as Eng 1301 and 1302). The goal of this course is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own. This course will count as English IV for recommended high school graduates or as a fourth year of English for the students graduating under endorsements. This is an extremely rigorous course.

**Prerequisites:** Met passing standard on all STAAR Exams; successfully completed 11<sup>th</sup> AP English Language and Composition or 80 or above in 11<sup>th</sup> general English III; TSI exam is waived for this course.

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**Hebrew Scriptures and New Testament (Independent Studies in English)** **1 credit**

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**Course Description:** This course is specifically designed to prepare students for college and contains a curriculum based

on British Literature from the Anglo-Saxon Age to the Modern Age. An emphasis is placed on the history of English language, analyzing grammatical structure; SAT/ACT testing skills, independent research, and independent reading.

**College Preparatory Course for Language Arts** **1 credit**

**Course Description:** College Preparatory Course for Language Arts is designed for students who have successfully completed English III and who qualify for the course based on district criteria. This course will enhance the higher level thinking skills developed in English III through a more in-depth study of the reading and writing techniques needed for a successful transition to college.

**Creative Writing** **½ credit**

**Course Description:** Creative writing is designed to aid students in their creative expression, as well as delivery of one’s writing. The course emphasizes the development of skills in the writing and study of prose, drama, and poetry in a workshop atmosphere. Students will demonstrate a mastery of self and peer editing skills, and develop a beginning knowledge of publication.

**COMMUNICATION APPLICATIONS**

**Possible career objectives for students with speech training:** Advertising, Freelance Writer, Mass Communications, Public Relations, Teacher, Speech Writer, Government, Business Communications, Broadcasting, Lawyer, Researcher, Salesperson, Consultant, and Politician

Course	Credit	Grade Level			
Communication Applications	½	9	10	11	12
Professional Communications (CTE)*	½	9	10	11	12

\*This course is found in the Career and Technology section (Business Education) of this guide, and it counts for the Communication Applications class that is required for all three graduation plans.

**Communication Applications (Speech)** **½ credit**

**Course Description:** Students will learn to identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.  
**Note:** *Professional Communications can be used to meet the requirement for Communication Applications.*

**Professional Communications** **½ credit**

Students develop effective communication skills necessary for success in business and social areas. Students learn to present clear verbal messages, communicate effective non-verbal behaviors while applying critical thinking and analytical skills.  
**Note:** *This course will count for the required Communication Applications class required for graduation under all three graduation plans.*

**DEBATE**

Course	Credit	Grade Level			
Debate I-IV	1	9	10	11	12
Debate IV (Independent Study in Speech)	1			11	12

**Debate I-III** **1 credit**

Debate focuses on analysis and research of current social issues. Improving logical and critical thinking skills enables students to compete in oratory, extemporaneous speaking, impromptu speaking, as well as value and policy debate. Students are required to participate in UIL contests  
**Prerequisite:** Audition, taken in sequence



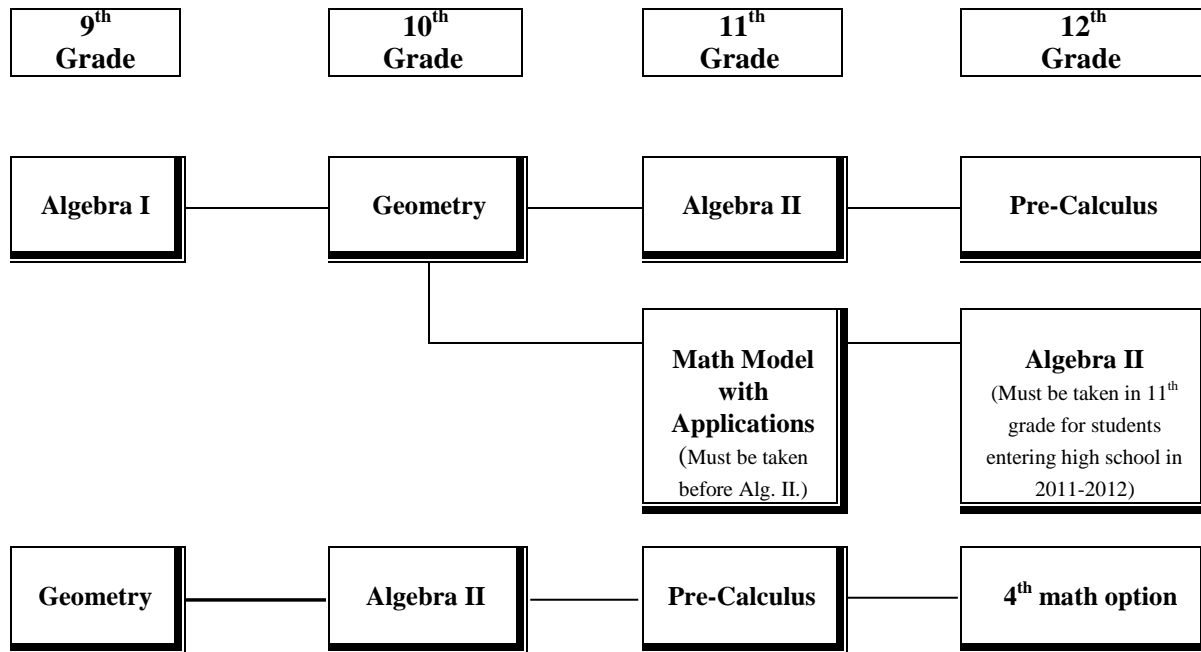
**Debate IV (Independent Study in Speech)**

**1 credit**

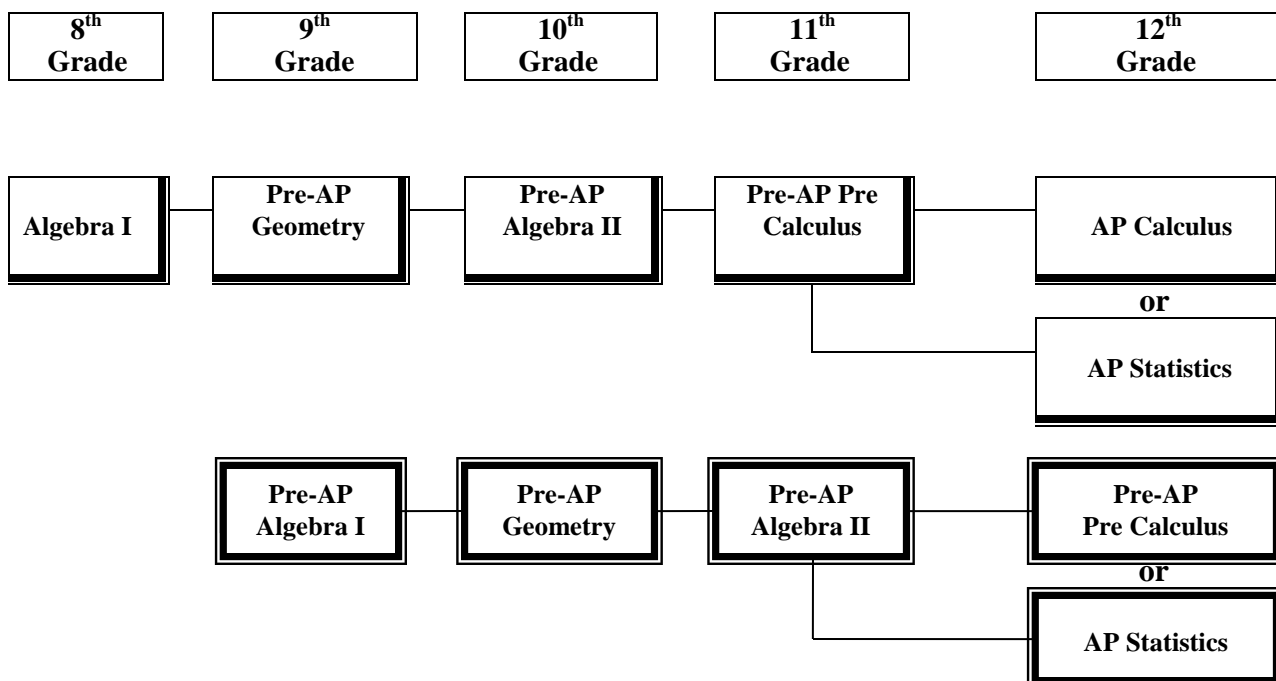
This is the fourth year course for the advanced debater with a competition component. Its primary purpose is to prepare students for college and/or career work in public speaking. This course expands research skills and provides more in-depth study using higher level critical thinking skills. Students are required to participate in UIL contests. This course can replace English for students graduating under the Foundation Plan with Endorsements (NOT for recommended plan).

**Prerequisite:** Audition, Debate III

**SUGGESTED SEQUENCE OF COURSES FOR MATHEMATICS – Recommended HSP**



**SUGGESTED COURSE SEQUENCE FOR ADVANCED PLACEMENT**



## MATHEMATICS

**Possible career objectives for students with adequate mathematics training:** Accounting, Actuary, Architect, Banker, Business, Computer Science, Data Processor, Engineer, Financial Analyst, Physicist, Pre-medicine, Science/Social Science Research, Government Agencies, Statistician, Systems Analyst, Teacher, Salesperson, and Investment Broker

Calculators are deemed handheld technology and will be available for student use in the appropriate courses. Since students will need these calculators on college entrance examinations, students are encouraged to purchase their own graphing calculators during high school. This will enable students to utilize their calculators for homework, projects and to become familiar with their own calculator. The TI-83 Plus and TI-84 calculators are models used at Channelview High School. There are other brands available, but parents should make sure that the other brand offers the same features and abilities as the TI-83 Plus/TI-84 since these are the models that will be used to teach students.

Course	Credit	Grade Level			
		9	10	11	12
Algebra I	1	9			
PreAP Algebra I	1	9			
Geometry	1	9	10		
PreAP Geometry	1	9	10		
Algebra II**	1		10	11	
PreAP Algebra II	1		10	11	
Mathematical Models with Applications***	1		10	11	12
Algebra III	1			11	12
College Preparatory Course for Mathematics	1				12
Pre-Calculus	1			11	12
Discovery Pre-Calculus (Dual Enrollment)	1			11	12
PreAP Pre-Calculus	1			11	12
Data, Modeling, and Inference (Dual Enrollment)	1			11	12
AP Statistics	1			11	12
AP Calculus	1			11	12

\*\* Students who enter high school in 2011-2012 or thereafter, must take Algebra II in 11th grade. Students who completed Algebra I in 8th grade, must take Algebra II in 10th grade.

\*\*\* Mathematical Models with Applications must be taken prior to Algebra II. It is not a suggested option for students graduating on the recommended or distinguished high school plan.

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### Algebra I

**1 credit**

**Course Description:** Algebra 1 students use symbols in a variety of ways to study relationships among quantities. They use functions to represent and model problem situations and to analyze and interpret relationships. Students use a variety of representations, tools, and technology to model mathematical situations and to solve meaningful problems. As they do algebra, students continually use problem solving, computation in problem-solving contexts, language and communication, connections within and outside mathematics, and reasoning, as well as multiple representations, applications and modeling and justification and proof. *Students must have credit in Algebra I prior to enrolling in any other high school mathematics course.*

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### Geometry

**1 credit**

**Course Description:** Geometry students study properties and relationships having to do with size, shape, location,

direction, and orientation of figures. They solve meaningful problems using geometric ideas, relationships, properties, and extend their use of algebraic concepts. As they do geometry, students continually use problem solving; computation in problem-solving contexts; language and communication; connections within and outside mathematics; reasoning; as well as multiple representations; applications and modeling; and justification and proof.

**Prerequisite:** Algebra I credit

**Pre-AP Geometry**

**1 credit**

**Course Description:** Students will examine the same topics as in Geometry, but with a greater emphasis on depth, complexity, and analysis.

**Prerequisites:** Met passing standard on previous year’s math STAAR; successfully completed Pre-AP Algebra I or 80 or above in regular Algebra I

**Algebra II**

**1 credit**

**Course Description:** Algebra II students continue their study of algebraic concepts and the relationships among them to better understand the structure of algebra. Students perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. They learn that equations and functions are algebraic tools that can be used to represent geometric curves and figures and they perceive the connections between algebra and geometry and use the tools of one to help solve problems in the other. Students who enter high school in 2011-2012 or after will need to complete Algebra II during their junior year or before.

**Prerequisites:** Algebra I credit and Geometry credit

**Pre-AP Algebra II**

**1 credit**

**Course Description:** Pre-AP Algebra II is the third level mathematics course that includes all of the elements taught in Algebra 2, but requires higher levels of understanding and performance. Emphasis is placed on functional relationships and problem solving in real situations. It is primarily intended to prepare student who plans to pursue Calculus in high school. The base of knowledge upon which Pre-AP Algebra 2 must build includes mastery of Algebra I and Geometry topics and basic knowledge of a graphing calculator.

**Prerequisites:** Met passing standard on previous year’s math STAAR EOC; successfully completed Pre-AP Geometry

**Student Expectations:** To be successful in this course, a student must be willing to complete a minimum of six hours homework per week. Questions, problems and tasks presented to students will be open-ended. Students will participate in research projects, presentations, discussions and debates. Many of the learning activities will be structured cooperatively and students will have the opportunity to perform demonstrations and conduct investigations.

**Units of Study:**

Foundations for Functions	Linear Functions
Linear Equations	Linear Inequalities
Systems of Equations	Conics
Matrices	Quadratic Functions
Exponential and Logarithmic Functions	Rational and Polynomial Expressions and Equations
Polynomial and Rational Functions	Sequences and Series
Trigonometric Functions	Trigonometric Graphs and Identities
	Solution of Stated Problems

**Mathematical Models with Applications**

**1 credit**

**Course Description:** Mathematical Models students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, and to solve problems. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. **This class must be taken prior (not concurrent) to Algebra II to be counted towards the math graduation requirements, and it is not a suggested course for students on the recommended or distinguished graduation plans.**

**Prerequisites:** Algebra I credit (can be taken concurrently with Geometry)

**Algebra III (Independent Studies in Math I)**

**1 credit**

**Course Description:** Independent Studies in Math I is designed for students who have successfully completed Algebra II. This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study and will explore some pre-calculus concepts. The integration of technology will be used to model real world situations and will explore some pre-calculus concepts. Topics include polynomial functions, sequences, series exponential, logarithmic functions, quadratic functions, trigonometry, and statistics.

**Prerequisites:** Algebra I credit, Geometry credit, and Algebra II credit

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**College Preparatory Course for Mathematics****1 credit**

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**Course Description:** College Preparatory Course for Mathematics is designed for students who have successfully completed Math Models or Algebra II and who qualify for the course based on district criteria. This course will enhance the higher level thinking skills developed in Algebra II and Math Models through a more in-depth study and will explore some pre-calculus concepts. The integration of technology will be used to model real-world situations. Topics will include polynomial functions, sequences, series, exponential equations, logarithmic functions, quadratic functions, trigonometry, and statistics.

**Prerequisites:** Algebra I credit, Geometry credit, and Algebra II credit

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**Pre-Calculus****1 credit**

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**Course Description:** Pre-Calculus students continue to build upon their Algebra I, Algebra II, and Geometry foundations by using symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students use a variety of representations, tools, and technology to model functions and equations and solve problems. Pre-Calculus provides the foundation for college mathematics.

**Prerequisites:** Algebra I credit, Geometry credit, and Algebra II credit

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**Discovery Pre-Calculus (Dual Enrollment)****1 credit**

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**Course Description:** This dual enrollment course is taught in conjunction with the University of Texas Austin and Channelview High School. In Discovery Pre-Calculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university level calculus course. This course is designed to push students way beyond the “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. Students can earn 3 hours of UT credit with feedback and assessment provided by UT course staff. These 3 hours of math credit will transfer to any public state university in Texas. This course will serve as an advanced math option.

**Prerequisites:** Met passing standard on all portions of the STAAR exam (with the exception of the US History exam); successfully completed Pre-AP Algebra II; TSI is waived for this course.

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**Pre-AP Pre-Calculus****1 credit**

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**Course Description:** Pre AP Pre-Calculus is an academically rigorous course requiring daily preparation. The primary focus of this course is the study of trigonometric functions and their applications. Functions, graphing, trigonometry, problem-solving, and technological skills are some of the topics covered in this course. It is designed for the highly motivated student of mathematics, thus enabling the student to understand and compare relationships and structures that exist in mathematics.

**Prerequisites:** Met passing standard on previous year’s Math TAKS; successfully completed Pre-AP Algebra II

**Student Expectations:** To be successful in this course, a student must be willing to complete a minimum of six hours of homework per week. Questions, problems and tasks presented to students will be open-ended. Students will participate in research projects, presentations, discussions and debates. Many of the learning activities will be structured cooperatively and students will have the opportunity to perform demonstrations and conduct investigations. The base of knowledge upon which Pre-AP Pre-Calculus must build includes mastery of Algebra I, Algebra II, and Geometry topics. The student should also have basic knowledge of the graphing calculator.

***Units of Study:***

Functions	Solving Trig Equations
Trig Functions	Polar Coordinates
Applications of Trig Functions	Complex Numbers
Inverse Trig Functions	Polynomial functions
Rational Functions	Parametric Equations
Exponential and Logarithmic Functions	Binomial Expansion
Analytic Geometry	Sequences and Series
Mathematical Inductions	

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**AP Statistics****1 credit**

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**Course Description:** This is a rigorous College Board course that introduces students to the major concepts and tools for collection, analyzing and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistic. Students enrolled in this course will be prepared for the AP Statistics exam and will be expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Successful completion of Algebra II

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**Data, Modeling, and Inference (Dual Enrollment)****1 credit**

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**Course Description:** This dual enrollment course offered in conjunction with the University of Texas Austin and Channelview High School is a data analysis course for high school juniors and seniors seeking to develop the quantitative reasoning skills and habits of mind necessary to succeed in the higher education environment. This course will target conceptual understanding and hone highly relevant mathematical skills through scaffolded introduction to statistical methodologies, informal game play, and strategic lab exercises that engage students in hands-on analysis of real data. Students will receive 3 credit hours in Statistics that can be used as UT credit or transferred to any other university. This course will serve as an advanced math option.

**Prerequisites:** Have successfully passed the Algebra EOC; successfully completed PreAP Algebra II; teacher recommendation is required for those coming from Algebra 2; TSI waived for this course

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**AP Calculus AB****1 credit**

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**Course Description:** AP Calculus AB is a rigorous College Board defined course. It covers the basic components of advanced mathematics: limits, derivatives and integrals. Extensive use of a graphing calculator is necessary. Several outside projects, both written and oral, will be done throughout the year. Students shall have an advanced foundation in Algebra and Trigonometry, Geometry and Coordinate Geometry. Students enrolled in this course will be prepared for the AP Calculus AB exam and will be expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Successful completion of Pre-AP Pre-Calculus

**Student Expectations:** To be successful in this course, a student must be willing to complete a minimum of six hours homework per week. Questions, problems and tasks presented to students will be open-ended. Students will participate in research projects, presentations, discussions and debates. Many of the learning activities will be structured cooperatively and students will have the opportunity to perform demonstrations and conduct investigations.

**Units of Study:**

Functions, Graphs and Limits, Derivatives, Integrals

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**AP Calculus BC****1 credit**

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**Course Description:** Calculus BC is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. It is equivalent to at least a year of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. Students enrolled in this course will be prepared for the AP Calculus BC exam and will be expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Successful completion of Pre-AP Pre-Calculus

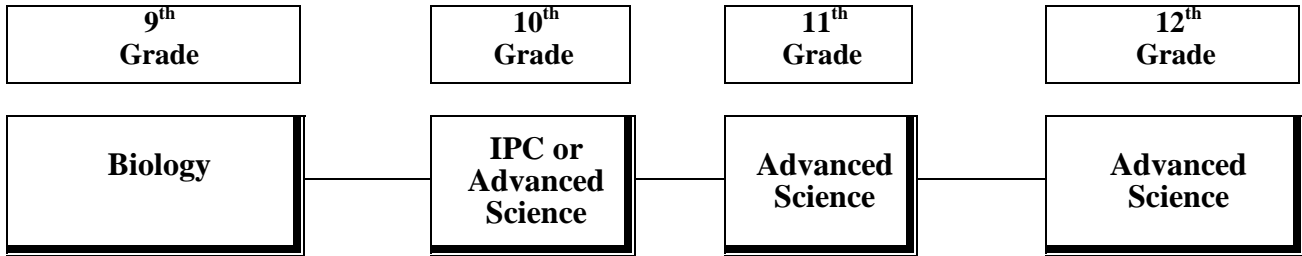
**Student Expectations:** To be successful in this course, a student must be willing to complete a minimum of six hours homework per week. Questions, problems and tasks presented to students will be open-ended. Students will participate in research projects, presentations, discussions and debates. Many of the learning activities will be structured cooperatively and students will have the opportunity to perform demonstrations and conduct investigations.

**Units of Study:**

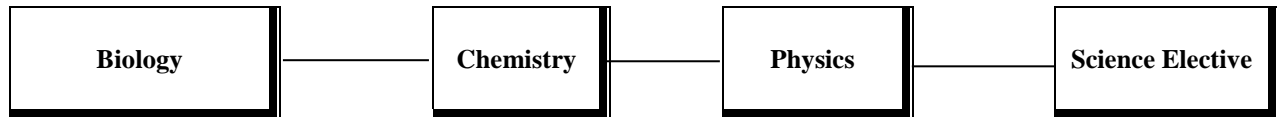
Functions, Graphs and Limits, Derivatives, Integrals (same as above), Plus additional topics in differential and integral calculus, Series

**SUGGESTED SEQUENCE OF COURSES FOR SCIENCE – Recommended HSP**

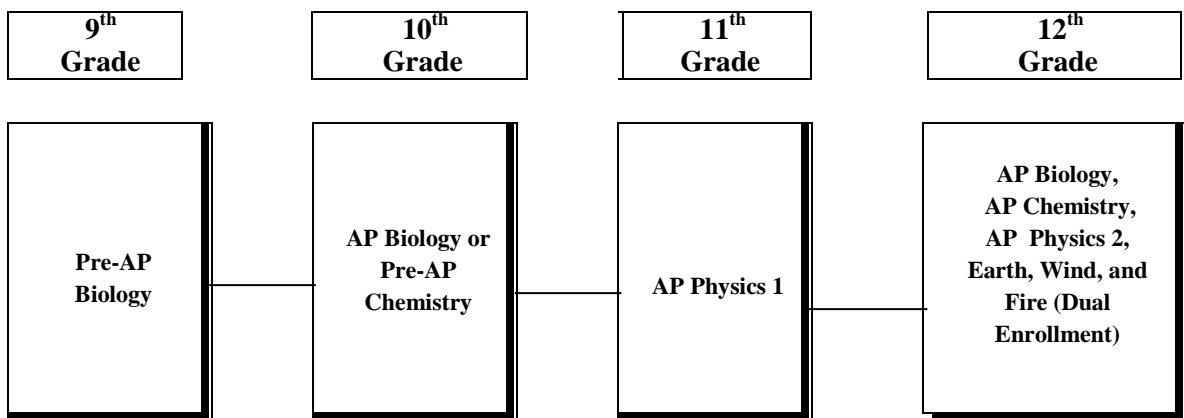
For students entering 9<sup>th</sup> grade in 2014 and after



For students entering 9<sup>th</sup> grade in 2011, 2012, 2013



**SUGGESTED SEQUENCE OF COURSES FOR ADVANCED PLACEMENT**



## SCIENCE

**Possible career objectives for students with adequate science training:** Biologist, Geologist, Medical Professions, Museum Curator, Public Health, Environmental Protection, Game Management, Lab Technician, Industrial Chemist, Microbiologist, Physicist, Forestry, Park Services, Research, Teacher, Agriculture, Zoo/Marine Biologist, Pharmacist, Forensic Scientist, Medical Technician, Engineering, Meteorologist

Course	Credit	Grade Level			
Biology	1	9			
Pre AP Biology	1	9			
AP Biology	1		10	11	12
Integrated Physics and Chemistry	1		10		
Chemistry	1		10	11	
PreAP Chemistry	1		10	11	
AP Chemistry	1			11	12
Physics	1		10	11	12
Earth, Wind, and Fire (Earth and Space Science)	1			11	12
AP Physics 1	1		10	11	12
AP Physics 2	1			11	12
Anatomy and Physiology of Human Systems	1			11	12
Environmental Systems	1		10	11	12
Forensic Science	1			11	12
Astronomy	1			11	12

### **Biology**

**1 credit**

**Course Description:** Students will study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution and taxonomy; metabolism and energy transfers in living organisms; homeostasis in living systems; ecosystems; plants and the environment. Students are expected to conduct 40% field and laboratory investigations by using safe, environmentally appropriate, and ethical practices.

### **Pre-AP Biology**

**1 credit**

**Course Description:** The Pre-AP Biology course is a rigorous college preparatory course that covers the basic biology with extensive enrichment. The primary focus of the Pre-AP Biology course is to develop biological concepts and enhance critical thinking skills as they relate to science. This course goes beyond regular biology by having more depth and content.

**Prerequisite:** Met passing standard on previous year's Science STAAR

### **AP Biology**

**1 credit**

**Course Description:** AP Biology is an advanced biology course designed to be the equivalent of college biology. It stresses biology, chemistry and math integration. The three main topics covered are molecules and cells, genetics and evolution, and organisms and populations. Students enrolled in AP Biology will be prepared for the AP Biology exam, and they are expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on 1 Science TAKS, successfully completed Pre-AP Biology and Pre-AP Chemistry or taking Pre-AP Chemistry concurrently.

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

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**Course Description:** This course is an introductory course integrating concepts of physics and chemistry in the following topics: forces and motion, waves, energy transformations, properties of matter and its components, changes in matter that affect everyday life, and solution chemistry. Students are expected to conduct 40% field and laboratory investigations and use critical thinking and scientific problem solving in order to make informed decisions. **This course must be taken prior to chemistry and physics for students on the recommended or distinguished high school plan.**

*Students who enrolled into high school as a freshman in 2014-15 may take IPC as one of their perspective science courses.*

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**Chemistry****1 credit**

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**Course Description:** Students will study a variety of topics that include: characteristics of matter; energy transformations, physical and chemical properties and changes of matter; atomic structure and nuclear chemistry; the periodic table of elements; behavior of gases; chemical bonding and reactions; oxidation-reduction processes; solution chemistry; acids, bases and salts; and kinetics and equilibrium. Students will investigate the relationship between chemistry and everyday life, conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions through critical thinking and scientific problem solving.

**Prerequisites:** Biology, Algebra I

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**Pre-AP Chemistry****1 credit**

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**Course Description:** The Pre-AP Chemistry course is an introductory course preparing students to take AP Chemistry. Students will conduct laboratory and fieldwork investigations using scientific methods to make informed decisions. Mathematical applications are stressed. Students study various topics: structure of matter, energy changes, reaction types, atomic structure, acids, bases and salts, chemical and physical changes, gas laws, solutions, bonding, kinetics and equilibrium.

**Prerequisites:** Met passing standard on previous year's Science STAAR EOC; successfully completed Biology and Algebra I.

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**AP Chemistry****1 credit**

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**Course Description:** AP Chemistry is an in-depth study of the chemical concepts and principles encountered in chemistry. Topics include: atomic theory, bonding, stoichiometry, equilibrium, acid-base theory, thermodynamics, nuclear chemistry and an introduction to organic chemistry. Students in AP Chemistry will be prepared for the College Board Advanced Placement exam, and they are expected to take the AP exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on Science TAKS or Biology STAAR EOC; successfully completed Pre-AP Chemistry, Algebra II, and/or Pre-Calculus

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**Physics****1 credit**

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**Course Description:** Students will study a variety of topics that include: Newton's laws of motion, changes within physical systems conservation of energy and momentum, forces and energy, thermodynamics and heat, characteristics and behaviors of waves, and quantum physics. This course focuses on the integration of conceptual knowledge, mathematical, analytical and scientific skills. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

**Prerequisites:** Biology and Chemistry, Algebra II or concurrently enrolled in Algebra II

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**AP Physics 1****1 credit**

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**Course Description:** AP Physics 1: is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

**Prerequisites:** Algebra , Geometry, and Algebra II or concurrently enrolled in Algebra II



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**AP Physics 2****1 credit**

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**Course Description:** AP Physics 2: is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

**Prerequisites:** AP Physics 1 or equivalent, and concurrently enrolled in Pre-Calculus or equivalent

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**Anatomy and Physiology of Human Systems****1 credit**

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**Course Description:** Students will conduct 40% lab and fieldwork to study: the energy needs of the human body, the processes through which these needs are fulfilled, responses of the human body to internal and external forces, body processes that maintain homeostasis and electrical conduction, body transport systems, environmental factors that affect the human body, anatomical and physiological functions, and reproduction, growth and development of humans.

**Prerequisites:** Successful completion of Biology

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**Environmental Systems****1 credit**

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**Course Description:** Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; and environmental changes in ecosystems. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

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**Forensic Science****1 credit**

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**Course Description:** Forensic science can be defined as the application of science to the law. Some of the sciences that are useful during a crime scene investigation may include physics, chemistry, biology, psychology and criminal justices. This course will involve a minimum of 40% hands-on laboratory and field investigations.

**Prerequisites:** 2 credits of science

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**Earth, Wind, and Fire (Dual Enrollment)****1 credit**

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**Course Description:** This dual enrollment course offered in conjunction with the University of Texas Austin and Channelview High School is a course in geoscience literacy. It covers the fundamentals of how the earth works, and how its various systems – the lithosphere, atmosphere, hydrosphere, and biosphere – interact to form the complex world in which we live. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require the skills of geologic thinking to solve. Students will receive 3 UT credit hours that will be transferrable to any university. The high school course that this university course will be paired with is Earth and Space Science. All ESS TEKS will be covered. This course will serve as an advanced science option.

**Prerequisites:** 3 credits of science; Successful completion of PreAP Biology and PreAP Chemistry preferred. Concurrent enrollment in physics would be allowed to satisfy the 3<sup>rd</sup> science requirement.

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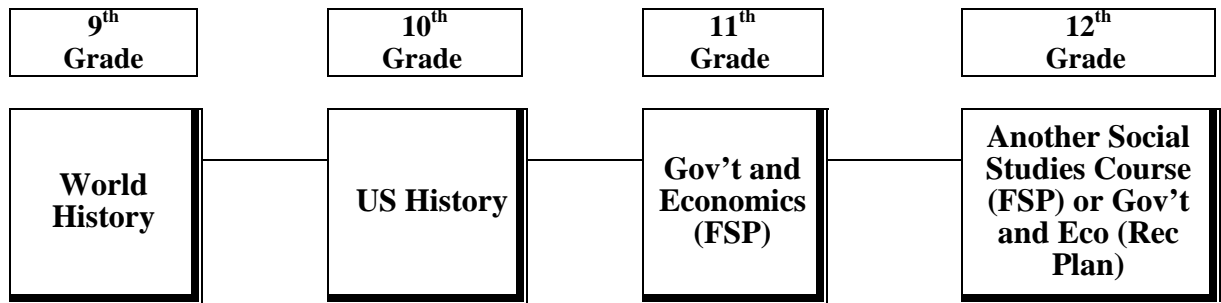
**Astronomy****1 credit**

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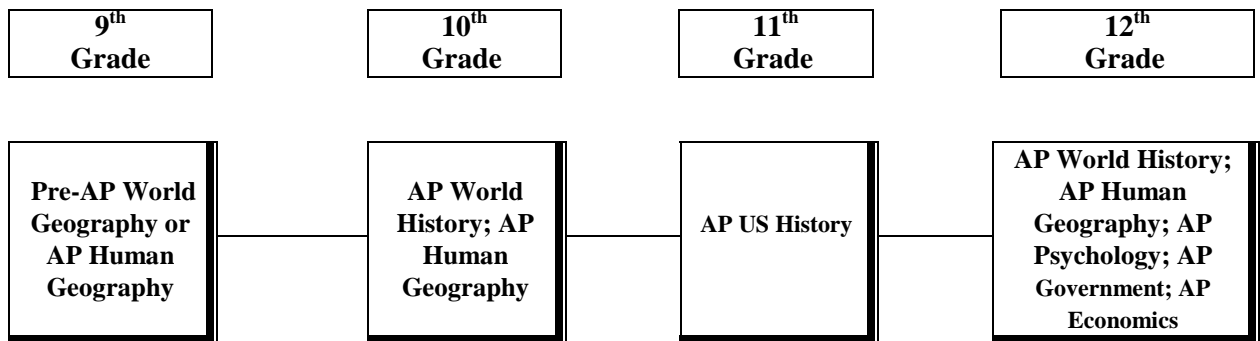
**Course Description:** In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our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

**Prerequisites:** Successful completion of Biology

**SUGGESTED SEQUENCE OF COURSES FOR SOCIAL STUDIES – FSP w/  
Endorsements or Recommended Plan**



**SUGGESTED SEQUENCE OF COURSES FOR ADVANCED PLACEMENT**



## SOCIAL STUDIES

**Possible career objectives for students with adequate social studies training:** Anthropologist, Archivist, Armed Forces, Journalist, Foreign Service, Government Service, Historian, Writer, Psychologist, Sociologist, Archaeologist, Curator, Economic Advisor, Law Enforcement, Intelligence, Teacher, Politician/Political Analyst, Social Worker and Welfare Programs

Course	Credit	Grade Level			
PAP World Geography	1	9			
AP Human Geography	1	9	10	11	12
World History	1	9	10		
AP World History	1		10	11	12
United States History	1		10	11	
World Geography	1		10	11	12
AP United States History				11	12
Economics	½			11	12
AP Macroeconomics	½			11	12
United States Government	½			11	12
AP United States Government and Politics	½			11	12
Psychology	½			11	12
AP Psychology	½			11	12
Sociology	½			11	12

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### **World Geography**

**1 credit**

**Course Description:** This course examines people, places, and environments on local, regional, national and international scales from the spatial and ecological perspectives of geography. It describes the influence of geography on events of the past and present and examines cultural influences, regional characteristics, and the impact of technology.

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### **AP Human Geography**

**1 credit**

**Course Description:** AP Human Geography is a comprehensive, social studies course that includes activities that help the student understand the physical, economic, cultural, political, and historical geography of each continent in the world. Activities focus on real-life issues and problem solving through the use of investigation, debate panel discussions, and other forums for the exchange of ideas.

**Prerequisite: Prerequisites:** Met passing standard on US History STAAR EOC; scored 80 or above in US History or successfully completed Pre-AP US History

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### **World History**

**1 credit**

**Course Description:** This is the only course offering students an overview of the entire history of mankind from earliest times to the present. Major emphasis is on the study of significant people, events, and issues in western civilization and in civilizations in other parts of the world as well.

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### **AP World History**

**1 credit**

**Course Description:** Students in Pre-AP World History will go beyond regular World History by studying with a humanities emphasis so as to be provided with the foundation for advanced studies required at the 11<sup>th</sup> and 12<sup>th</sup> grade levels. This class is more comprehensive, in-depth, and faster paced than regular World History. Special attention is

given to the themes of historical geography, the rise of civilizations, world religions, global encounters and exchanges, the evolution of government and political systems and the development of economic systems.

**Prerequisites:** Met passing standard on US History STAAR EOC; scored 80 or above in US History or successfully completed Pre-AP US History

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**United States History Studies Since Reconstruction****1 year**

**Course Description:** This course is the second part of a two-year study of U.S. History that begins in grade 8. Content focuses on political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements, including civil rights. Students are introduced to the process of historical inquiry.

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**AP United States History Since Reconstruction****1 year**

**Course Description:** Chronologically, this course covers a time period from the colonial experience of the early 1700's to the present. The course is extensive, challenging, and covers the material in a discussion format with emphasis on student contribution to the overall discussion. Students enrolled in AP United States History are expected to take the College Board Advanced Placement exams when they are administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on US History STAAR EOC; scored 80 or above in US History or successfully completed Pre-AP US History

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**United States Government****½ credit**

**Course Description:** This course is the study of principles and beliefs upon which the United States was founded. It also includes the structure, functions, and powers of government at the national, state, and local levels.

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**AP Government****½ credit**

**Course Description:** AP Government is a rigorous one-semester class taught at the college level, which will give the student an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students enrolled in AP Government are expected to take the College Board Advanced Placement exams when they are administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on US History STAAR EOC; scored 80 or above in US History or successfully completed Pre-AP US History

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**Economics****½ credit**

**Course Description:** Economics is the study of basic principles of production, consumption, and distribution of goods and services in the U.S. free enterprise system and a comparison of this system with systems in others parts of the world. Students apply critical thinking skills to evaluate economic activity patterns.

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**AP Macroeconomics****½ credit**

**Course Description:** AP Macroeconomics is a rigorous, one-semester class taught at the college level. In this course, the student will come to a deeper understanding of the principles of economics that apply to economic system as a whole. AP Macroeconomics will go beyond the study of basic economic concepts and emphasize the study of national income and price-level determination, economic growth, economic performance measures, the financial sector, stabilization policies, and international economics. Students enrolled in AP Macroeconomics are expected to take the College Board Advanced Placement exams when they are administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisites:** Met passing standard on US History STAAR EOC; scored 80 or above in US History or successfully completed Pre-AP US History

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**Psychology****½ credit**

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**Course Description:** This course is the study of the development of the individual and the personality. Students explore topics such as theories of human development, personality, motivation, and learning.

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**AP Psychology (Second semester only)****½ credit**

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**Course Description:** The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. This is a one-semester course where students are exposed to the psychological fact, principles, and phenomena associated with each of the major sub-fields in Psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. Students enrolled in AP Psychology are expected to take the College Board Advanced Placement exams when they are administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

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**Sociology****½ credit**

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**Course Description:** The study of the dynamics and models of individual and group relationships; includes such topics as history and systems of sociology, cultural and social norms, social institutions, and mass communications.

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**Personal Financial Literacy****½ credit**

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**Course Description:** The students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Units will include: income and careers, money management, credit and debt management, planning, saving and investing, consumerism, and risk management and insurance.

# CAREER AND TECHNICAL EDUCATION



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## Agriculture, Food and Natural Resources

**Possible career pathway models in agriculture, food and natural resources include:** Agriculture Financial Planning, Animal Caretaker, Vet Technician, Water Treatment Operations, Agricultural Communications, Meats Processing, Biotechnology, Farm Management, Floral Design, Welding, and Fish Hatchery Manager

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**Students enrolled in Agriculture, Food and Natural Resources are eligible for membership in the FFA youth organization.**

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

**1 credit**

Grade Placement: 9

Prerequisite: None

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

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### Livestock Production

**½ credit**

Grade Placement: 10

Prerequisite: Principles of Agriculture, Food, and Natural Resources

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

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### Equine Science

**½ credit**

Grade Placement: 10

Prerequisite: Principles of Agriculture, Food, and Natural Resources

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of horses, donkeys, and mules.

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### Veterinary Medical Applications

**1 credit**

Grade Placement: 11-12

Prerequisite: Livestock Production or Equine Science

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

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### Advanced Animal Science

**1 credit**

Grade Placement: 11-12

Prerequisite: Veterinary Medical Applications

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To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. 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. Scientific inquiry, science and social ethics and science models will also be discussed. May be used as a fourth year science.

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**Wildlife Fisheries and Ecology Management****1 credit**

Grade Placement: 11-12

Prerequisite: Principles of Agriculture, Food and Natural Resources

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To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices.

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**Horticulture Science****1 credit**

Grade Placement: 10

Prerequisite: Principles of Agriculture, Food, and Natural Resources

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This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Landscape design, turf maintenance, plant nutrition, plan use and identification, plant chemical uses and precautions are introduced along with tools and equipment used in the industry.

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**Landscape Design and Turf Grass Management****1 credit**

Grade Placement: 10-11

Prerequisite: Horticulture Science

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

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**Agriculture Mechanics and Metal Technologies****1 credit**

Grade Placement: 10-12

Prerequisite: Students may take this course in grade 9 if they have met the recommended prerequisite of Principles of Agriculture, Food and Natural Resources.

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

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**Agriculture Facilities Design and Fabrication****2 credits**

Grade Placement: 11-12

Prerequisite: Principles of Agriculture, Food and Natural Resources

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To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to agricultural power, structural and technical systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and technical skills in a variety of settings. This course is designed to develop an understanding of agricultural power systems, metal fabrication techniques, agricultural structures, electrical controls, and land and water management systems.



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## Architecture and Construction

**Possible career pathway models in architecture and construction include:** Architecture, Interior Design, Building Maintenance, and Construction

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**Students enrolled in Architecture and Construction courses are eligible for membership in Skills USA.**

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### Principles of Architecture and Construction

**1 credit**

Grade Placement: 9-10

Prerequisite: None

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Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job related study in the classroom such as communications; problem solving and critical thinking; Information Technology Applications; systems; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

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### Architectural Design

**1 credit**

Grade Placement: 10-11

Prerequisites: Algebra I, Geometry, and Principles of Architecture Construction

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

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### Construction Technology

**2 credit s**

Grade Placement: 10-11

Prerequisite: Principles of Architecture Construction

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

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### Advanced Construction Technology

**2 credits**

Grade Placement: 11-12

Prerequisite: Principles of Architecture Construction and Construction Technology or Construction Management

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In Advanced Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to exterior and interior finish out skills.

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## Arts, A/V Technology and Communications

**Possible career pathway models in arts, a/v technology and communication include:** Audio and Video Tech, Journalism, Performing Artist, Printing Technology, Graphic Design, Telecommunications, Fashion Designer, and Visual Artist

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**Students enrolled in Arts, A/V Technology and Communications courses are eligible for membership in Skills USA.**

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### Principles of Arts, A/V Technology and Communications

**1 credit**

Grade Placement: 9-10

Prerequisite: None

Careers in the Arts, Audio Video Technology and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

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### Audio Video Production

**1 credit**

Grade Placement: 10-11

Prerequisite: Principles of Arts, A/V Technology and Communications

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

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### Advanced Audio Video Production

**2 credits**

Grade Placement: 11-12

Prerequisite: Audio Video Production

Careers in audio and video technology and film production span all aspects of the audio video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and postproduction activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.

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### Professional Communications

**½ credit**

Grade Placement: 9-12

Prerequisite: None

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

*Note: This course can be used to satisfy the Communications Application (Speech) requirement in all three graduation plans.*

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**Practicum in Video Production**  
**Practicum in Video Production II**

**2 credits**  
**2-3 credits**

Grade Placement: 11-12

Prerequisite: Advanced Audio Video Production

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Careers in audio and video technology and film production span all aspects of the Audio Video communications industry. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Video Technology and Communications career cluster, students will be expected to develop an 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 experiences and/or career preparation opportunities.



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**Business Management and Administration**

**Possible career pathway models in business management and administration include:** Office Manager, Operations Analyst, Financial Manager, Human Resources Manager, Business Executive, Marketing Manager, Financial Officer, Financial Controller, Small Business Owner, Credit Manager, and Actuary

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**All students enrolled in Business Management and Administration courses are eligible for membership in Business Professionals of America.**

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**Principles of Business, Marketing and Finance**

**½ credit**

Grade Placement: 9-10

Prerequisite: None

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In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

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**Touch System Data Entry**

**½ credit**

Grade Placement: 9-10

Prerequisite: None

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Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

<b>Virtual Business</b>	<b>1 credit</b>
Grade Placement: 10-11	
Prerequisite: Touch Systems & Principles of Business, Marketing & Finance	
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. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery.	
<b>Business Information Management I</b>	<b>1 credit</b>
Grade Placement: 10-11	
Prerequisite: Touch System Data Entry	
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.	
<b>Business Information Management II</b>	<b>1 credit</b>
Grade Placement: 11-12	
Prerequisite: Business Information Management I	
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.	
<b>Problems and Solutions (Medical Billing and Coding)</b>	<b>1 credit</b>
Grade Placement: 11-12	
Prerequisite: Business Information Management I	
This course prepares students for an entry-level position in the medical insurance coding and billing field. Students will become familiar with the universal codes, documents and forms used in the medical field. Using real world scenarios, students will develop knowledge and problem-solving skills required to sit for the NCICS Insurance Billing and Coding Specialist national certification exam. Students focus on medical terminology, certification test review, and professionalism in the workplace.	
<b>Business Management</b>	<b>1 credit</b>
Grade Placement: 10-12	
Prerequisite: Principles of Business, Marketing and Finance	
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.	
<b>Career Preparation I</b>	<b>2 credits</b>
Grade Placement: 11-12	
Prerequisite: None	
Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. The instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career Preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.	

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**Career Preparation II****2-3 credits**

Grade Placement: 12

Prerequisite: Career Preparation I

Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.



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**Finance**

**Possible career pathway models in finance include:** Financial Manager, Financial Officer, Stock Broker, Auditor, Accountant, Credit Analyst, Loan Officer, Actuary, Insurance Broker, and Financial Controller

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**Money Matters****1 credit**

Grade Placement: 10-11

Prerequisite: Principles of Business, Marketing and Finance

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.

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**Accounting I****1 credit**

Grade Placement: 10-11

Prerequisite: Principles of Business, Marketing and Finance or Money Matters

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

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**Accounting II****1 credit**

Grade Placement: 11-12

Prerequisite: Accounting I

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

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**Statistics and Risk Management****1 credit**

Grade Placement: 11-12

Prerequisite: Accounting I and Algebra II

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and

forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

*Note: This course may be used for a fourth math credit.*



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## Health Science

**Possible career objectives for students with health science training:** Medical Doctor, Medical Records Clerk, Medical Assistant, Emergency Medical Technician, Dentist, Medical Technology, Nurse's Aide, Nurse, Pharmacist, Dental Hygienist, Veterinarian, Nurse/Nurse Practitioner, Athletic Trainer, Medical Research/Testing, Medical Lab Assistant, Nursing Services, and Forensics

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### Principles of Health Science

½ credit

Grade Placement: 9-10

Prerequisite: None

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

### Medical Terminology

½ credit

Grade Placement: 9-10

Prerequisite: None

This course is designed to introduce students to the structure of medical terms, including prefixes, 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

1 credit

Grade Placement: 10-11

Prerequisite: Principles of Health Science

Health Science is the second level of the high school program. This course is designed to provide for the development of the advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge, skill development in a laboratory setting, and career preparation.

### Anatomy and Physiology

1 credit

Grade Placement: 10-12

Prerequisite: Three credits of science. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.

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

*Note: This course may be used for a fourth Science credit.*



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## Human Services

**Possible career pathway models in human services include:** Sales Merchandising-Manager Housing, Sales Merchandising-Manager Apparel, Counselor-Therapist, Early Childhood Educator, Dietician, Geriatric Care Manager, Social and Community Services Manager, Barber, Cosmetologist

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**Students enrolled in Human Services courses are eligible for membership in Family, Career, and Community Leaders of America – FCCLA.**

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### Principles of Human Services

**1 credit**

Grade Placement: 9-10

Prerequisite: None

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

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### Principles of Education & Training

**1 credit**

Grade Placement: 9-10

Prerequisite: None

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's area.

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### Human Growth and Development

**1 credit**

Grade Placement: 10-11

Prerequisite: Principles of Education & Training

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. The course covers material that is generally taught in a post-secondary, one-semester introductory course in developmental psychology or human development.

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### Instructional Practices in Education and Training (Ready, Set, Teach)

**2 credits**

Grade Placement: 11-12

Prerequisite: Principles of Education & Training and Human Growth & Development

Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

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### Lifetime Nutrition and Wellness

**1 credit**

Grade Placement: 10-12

Prerequisite: Principles of Human Services, Principles of Health Science or Principles of Education and Training

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This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

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**Child Development****1 credit**

Grade Placement: 10-12

Prerequisite: Principles of Human Services

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.



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**Information Technology**

**Possible career pathway models in information technology include:** Computer Support Specialist, Geographer, Communications Analyst, Multimedia Producer, Data Communications Analysts, Administrator, Computer Operations Analyst, Web Developer and Software Engineer

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**Principles of Information Technology****1 credit**

Grade Placement: 9-10

Prerequisite: None

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

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**Digital and Interactive Media****1 credit**

Grade Placement: 10-11

Prerequisite: Principles of Information Technology

Students study digital and interactive media and its application in information technology and analyze/assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students use personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Knowledge and skills acquired and practiced enables students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and reasoning skills applied to the information technology environment.

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**Web Technologies****1 credit**

Grade Placement: 11-12

Prerequisite: Digital and Interactive Media

Through the student of web technologies and design, students will learn to make informed decisions and apply the decisions to the field of information technology.





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## Law, Public Safety, Corrections and Security

**Possible career pathway models in law, public safety, corrections and security include:** Police Officer, Dispatcher, Sheriff, Jailer, Attorney, Mediator, Judge, Firefighter, Park Ranger, EMT, Police Detective, Paralegal and Security Guard

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

**1 credit**

Grade Placement: 9-10

Prerequisite: None

Principles of Law, Public Safety, Corrections & Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire services, security, and corrections.

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### Law Enforcement I

**1 credit**

Grade Placement: 10-11

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

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

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### Law Enforcement II

**1 credit**

Grade Placement: 11-12

Prerequisite: Law Enforcement I

This course is a continuation of Law Enforcement I and is designated as a study of the nature of criminal law, and its philosophical and historical development. Topics include ethical and legal responsibilities, classifications of crimes, and courtroom testimony.

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### Forensic Science

**1 credit**

Grade Placement: 11-12

Prerequisite: Biology and Chemistry

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific method, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn history, legal aspects, and career options for forensic science.

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### Practicum in Law, Public Safety, Corrections & Security

**1 credit**

Grade Placement: 11-12

Prerequisite: Be in the Public Service Endorsement with Law Enforcement specialty

The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest. Practicum courses are reserved for students who have completed a sequence of courses leading up to the practicum and who have the skills and foundation to be successful in a professional setting.





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## Marketing

**Possible career pathway models in marketing:** Sales Manager, Store and Distribution Manager, Entrepreneur, Advertising Manager, Market Research Analyst, Sales Representative, Exhibit Designer, and Technical Sales Representative.

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**Students enrolled in Marketing courses are eligible for membership in DECA.**

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### Sports and Entertainment Marketing

½ credit

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance (See pg. 41)

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This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, as well as evaluation and management techniques.

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### Entrepreneurship

½ credit

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance (See pg. 41)

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

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### Fashion Marketing

1 credit

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance (See pg. 41)

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

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## Science, Technology, Engineering and Mathematics

**Possible career pathway models in science, technology, engineering and mathematics:** Mechanical Engineering, Environmental Engineer, Biomedical Engineer, Aerospace Engineer, Chemist, Nuclear Engineer, Technical Writer, Biologist, and Materials Scientist

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**Concepts of Engineering and Technology****1 credit**

Grade Placement: 9-10

Prerequisite: None

Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

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**Scientific Research and Design****1 credit**

Grade Placement: 11-12

Prerequisites: Biology, Chemistry and Physics

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. The student actively formulates a problem related to health science, designs the research and procedures to be used, and plans a final product that will involve a formal presentation to representatives of the scientific community. The course may be conducted in the classroom setting or as an independent seminar. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

*Note: This course meets the requirements for the 4th science credit.*

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**Engineering Design and Problem Solving****1 credit**

Grade Placement: 12

Prerequisites: Geometry, Algebra II, Chemistry and Physics

The course promotes interest in and understanding of career opportunities in engineering, intending 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.

*Note: This course meets the requirements for the 4th science credit.*



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**Transportation, Distribution and Logistics**

**Possible career pathway models for transportation, distribution and logistics include:** Transportation Manager, Warehouse Manager, Facility Maintenance Manager and Engineer, Urban and Regional Planner, Automotive Engineer, Automotive Technician, Sales Route Driver, Collision Repair Estimator, and Fixed Operations Director

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**Students enrolled in Transportation, Distribution and Logistics courses are eligible for membership in Skills USA.**

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**Principles of Transportation, Distribution and Logistics****1 credit**

Grade Placement: 9-10

Prerequisite: None

In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

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**Logistics, Planning, & Management Systems - Maritime****1 credit**

Grade Placement: 11-12

Prerequisite: Principles of Transportation, Distribution and Logistics

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This course focuses on planning, transportation, and distribution of materials and supplies by land, air, and sea, as it relates to the local industry. This course is designed to provide training for entry-level employment in the Logistics, Planning, and Management Systems. This course focuses on the business planning and management aspects of transportation, distribution, and logistics.

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**Automotive Technology****2 credits**

Grade Placement: 10-12

Prerequisite: Principles of Transportation, Distribution and Logistics

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Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair and maintenance of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of operation of automotive vehicle systems and associated repair practices.

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**Advanced Automotive Technology****2 credits**

Grade Placement: 11-12

Prerequisite: Automotive Technology

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Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair and maintenance of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of operation of automotive vehicle systems and associated repair practices.

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## Technical Dual Credit

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Dual credit classes are offered to students in grades 11-12 at San Jacinto College North. Students must be willing to attend classes daily from 12 noon – 3:00 p.m. at San Jacinto North Campus. A bus will take and return students who do not have their own transportation. Students who drop classes before the end of a semester must reimburse the district for tuition, supplies, and books.

<u>Career Cluster</u>	<u>Program</u>	<u>Grade</u>
<i>Architecture and Construction</i>	Air Conditioning and Heating	11-12
	Electrical Technology	11-12
<i>Health Science</i>	Emergency Medical Technology	12
	Medical Assisting	11-12
	Pharmacy Technician	11-12
<i>Hospitality and Tourism</i>	Culinary Arts	11-12
<i>Human Services</i>	Cosmetology	11-12
<i>Law, Public Safety Corrections &amp; Security</i>	Criminal Justice	11-12
<i>Manufacturing</i>	Welding	11-12
<i>Science, Technology, Engineering &amp; Mathematics</i>	Engineering Design Graphics (Drafting)	11-12
<i>Transportation, Distribution &amp; Logistics</i>	Auto Body	11-12
	Diesel Technology	11-12
	Maritime and Logistics	11-12

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### Air Conditioning & Heating - SJCN

*Note: Students must complete all 4 courses.*

This one year program is designed to provide students with the necessary skills that are required for employment as technicians in residential and light commercial air conditioning, refrigeration, and heating. The Air Conditioning Occupational Certificate is designed to provide students with entry-level skills in the field of residential air conditioning and heating. The purpose of this certificate is to provide short-term training in air conditioning.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North.**

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### Electrical Technology - SJCN

*Note: Students must complete all 6 courses.*

This is a one year program designed to prepare students exploring careers in entry-level electronics, technician positions or assist students with advancement within the field. Topics include: electrical circuits, analog electronic circuits, digital electronic circuits and electronic fabrication.

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### Criminal Justice - SJCN

*Note: Students must complete all 6 courses.*

This is a one year program designed as an introduction to the criminal justice system. It provides students with an understanding of the practices of the court system, criminal law, correctional systems, criminal investigations, and police systems.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North.**

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**Emergency Medical Technology  
Basic Certification – Seniors Only**

*Note: Students must complete 2 courses in addition to the Clinical.*

These classes meet two periods every day for two semesters. During the first semester, the student will attain CPR Certification. In addition, they will be introduced to all the skills necessary to provide emergency medical care at a basic life-support level with an ambulance service or other specialized services. The second semester is designed to provide the student with exposure to the real-life patient emergencies and to the methods of patient care from the pre-hospital setting and the in-hospital setting. Students should obtain a list of program requirements from the Counseling Office or from the Career and Technical Education Office.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus**

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**Medical Assisting - SJCN**

*Note: Students must complete the 10 courses in order to prepare and take the MA Exam.*

This two year program provides an in-depth study of medical terminology, anatomy and physiology, and pathology for the medical assistant. It focuses on clinical application and decision making in the health care environment.

- **This course cannot be entered at mid-term and it is taught in the afternoon at San Jacinto College North Campus.**

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**Pharmacy Technician - SJCN**

*Note: Students must complete labs as well as clinical rotations.*

This class meets two periods every day for two semesters to prepare the student to be a licensed Pharmacy Technician. The student must be on grade level in Math and English due to the rigorous academic requirements in the course. Students should obtain a list of program requirements from the Counseling Office or from the Career and Technical Education Office.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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**Culinary Arts**

**2 credits**

*Note: Students must complete 8 courses.*

This two year program is designed to give students the fundamentals for the culinary field. The pre-employment laboratory courses for occupationally specific training are designed to develop knowledge and skills for employment in the area of food production, management, and services in the culinary field. The course is taught by a Chef, and the **students work in the Mire Poix Restaurant at San Jacinto College North.**

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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**Cosmetology - SJCN**

*Note: Students must complete 8 courses.*

Instruction is designed to train 11<sup>th</sup> and 12<sup>th</sup> grade students to meet the standards designated by the Texas Cosmetology Commission, and to qualify graduates to pass the State Board Examination. Training is focused on gainful employment in the field of cosmetology and maintaining maximum efficiency and safety for the public through the proper use of equipment and cosmetics. All students taking a pre-employment lab in Cosmetology are eligible to join VICA, Vocational Industrial Clubs of America.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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**Welding - SJCN**

*Note: Students must complete 8 courses.*

This is a two year program designed to provide job specific training for entry-level employment in welding careers. Instruction includes cutting and welding with oxyfuel, shielded metal arc welding, gas tungsten arc and gas metal welding processes, entrepreneurs, safety, leadership training, and career opportunities.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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### **Engineering Design Graphic (Drafting) - SJCH**

*Note: Students must complete all 3 courses.*

This is a one year program designed to introduce the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections, auxiliary views, and reproduction processes.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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### **Auto Body - SJCH**

*Note: Students must complete all 12 courses.*

This two year program is designed to provide students with instruction on the latest repair and finishing procedures, auto body welding, collision repair, and color analysis. This program gives a broad understanding of career opportunities and training requirements for the auto repair industry.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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### **Diesel Technology - SJCN**

*Note: Students must complete all 7 courses.*

This two year program is designed to provide hands-on knowledge of engine testing and repair, electrical systems, HVAC, power train, brake systems, safety, and preventative maintenance. Each year, course topics may vary.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

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### **Maritime and Logistics - SJCN**

*Note: Students must sign complete all 4 courses.*

This one year program is designed to expose students to a wide variety of topics associated with the maritime industry. This program provides an overview of the concepts and substance of maritime trade, transportation, logistics, and how the components work with the Port operations.

- **These courses cannot be entered at mid-term and are taught in the afternoon at San Jacinto College North Campus.**

## LANGUAGES OTHER THAN ENGLISH

**Possible career objectives for students proficient in languages other than English:** Airline Personnel, Armed Forces, Foreign Office/Service, Communications, Counseling, Employment Services, Import/Export, Interpreter, Lawyer, Marketing, Minister, Sales Industry, Technical Expert, Anthropologist, Business Caseworker, Construction, Customs, Food Services, International Banking, Law Enforcement, Librarian, Missionary, Publisher, Teacher, and Tour Guide

**NOTE: Two credits of the same foreign language are required for the Recommended High School Program. The Distinguished Achievement Program requires three credits of the same foreign language.**

Course Title	Credit	Grade				
		9	10	11	12	
French I-III	1		9	10	11	12
Spanish I-II	1		9	10	11	12
Pre-AP Spanish II	1		9	10	11	12
Pre-AP Spanish III	1			10	11	12
AP Spanish Language IV	1				11	12
AP Spanish Literature	1				11	12
AP French Language IV (online only)	1					

### **French I, II, III and Spanish I, II, III**

**1 credit**

**Course Description:** Communicative skills are the primary focus of modern language acquisition. Students develop skill in listening, speaking, reading, writing, viewing and showing. Knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures and community interaction all contribute to and enhance the communicative language experience.

### **Pre-AP Spanish II**

**1 credit**

**Course Description:** Students will build upon their already strong reading, writing, listening, and speaking skills in Spanish. This course will provide special attention to further improve writing skills and assist students in distinguishing between formal and informal spoken Spanish. The student will also be introduced to short literary works of recognized Hispanic authors.

**Prerequisite:** Scored 80 or above in Spanish I

### **Pre-AP Spanish III**

**1 credit**

**Course Description:** The Spanish 3 course is designed to further the students' abilities in the four language skills of reading, writing, speaking, and listening. There is an added emphasis on speaking. Only Spanish is spoken in the classroom. The students will complete readings about history, art, literature and life. The readings will be more advanced and will require a high degree of student motivation.

**Prerequisite:** Spanish I and successful completion of Pre-AP Spanish II

### **AP Spanish Language IV**

**1 credit**

**Course Description:** This course is equivalent to a third year college course in advanced Spanish writing and conversation. It involves the development of the four language skills: reading, writing, speaking, and listening. Grammar and composition are two of the main focuses of the course. This is done partly through the study of the Spanish-speaking countries and their history, geography, politics, and literature. Social conditions, everyday life, current events, and contemporary issues will also be examined. The objectives of the course promote the development of student's abilities to: acquire vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish compose expository passages express ideas orally with accuracy and fluency. Students are expected to take the Advanced Placement exam. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Successful completion of Pre-AP Spanish III

**Student Expectations:** Students must have a solid knowledge of the Spanish language and culture and should have attained an advanced level of proficiency in listening comprehension, speaking, reading and writing.

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**AP Spanish Literature**

**1 credit**

**Course Description:** This course is the equivalent of a third-year college literature course. Authors from Spain and Spanish America and some of their major works will be studied. These authors have been chosen by the College Board and their work will encompass all literary genres. Reading, writing, listening, and speaking skills will be progressively developed throughout the course. Various concepts of religion, morality, tradition, time, space, history and current trends are discussed in the class. Students are expected to take the Advanced Placement exam. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Scored a 70 or above in AP Spanish Language

**Student Expectations and Skills Necessary:** Students will be expected to write numerous essays, present projects, reports in class all required material. Students must be able to comprehend written and spoken Spanish, as well as participate in class discussions in Spanish. They must also be able to write well-organized essays in Spanish. This course will require continuing development of these skills.

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**AP French Language IV (online only)**

**1 credit**

This course prepares students to take the College Board Advanced Placement French Language Exam. Students taking this course continue to study advanced French grammar and syntax. They also read various pieces of French literature.



## FINE ARTS

*A Fine Arts course must be completed in its entirety to satisfy the one credit Fine Arts requirement*

### Visual Arts

**Possible career objectives for students with talent in the fine arts – VISUAL:** Advertising, Animator, Interior Design, Illustrator, Ceramics, Fashion, Display Design, Environmental Designer, Set Designer, Architecture, Graphic Artist, Art Collector/Director, Art Historian, Art Teacher, Jewelry Design, Production Artist, Sculptor, Printer, Caricature Artist, Fiber Artist, and Photography

Course	Credit	Grade Level			
<b>Art I</b>	1	9	10	11	12
<b>Art II</b>					
Painting	1	9	10	11	12
Sculpture	1	9	10	11	12
Drawing	1	9	10	11	12
Ceramics	1	9	10	11	12
<b>Art III</b>					
Drawing	1		10	11	12
Painting	1		10	11	12
Sculpture	1		10	11	12
Ceramics	1		10	11	12
Pre-AP Drawing	1			11	12
Pre-AP Painting	1			11	12
Pre-AP Sculpture	1			11	12
*AP Drawing Portfolio	1			11	12
*AP Two-Dimensional Design Portfolio	1			11	12
*AP Three-Dimensional Design Portfolio	1			11	12

**\*Each AP course may be taken once either at the 11<sup>th</sup> or 12<sup>th</sup> grade. Only one Advanced Placement (AP) course should be taken at a time because of the college level work required.**

The high school art program begins with Art I, an introductory course for all students with or without art training. As students develop interests in different art offerings, they then progress to Art II level specialized course offerings in Drawing, Painting, and Sculpture (includes Jewelry and Ceramics). Advanced Art III level courses are offered in Drawing, Painting, Sculpture (includes Jewelry and Ceramics), and Advanced Placement Portfolio. For the advanced art student, Art IV level courses are offered in Drawing, Painting, Sculpture, (includes Jewelry and Ceramics), and Advanced Placement Portfolio.

At all levels, student artwork is considered for displays, contests and scholarships. As students gain experience in basic processes, they may then choose to use more complex materials and tools. In addition to creating artwork, students will study about artists and their artworks, past and present. Students may be asked to bring a minimum of personal supplies. **Students are encouraged to take art all four years in high school if they are interested in qualifying for contest prizes and art scholarships. These opportunities are very competitive.**

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**Art I****1 credit**

**Course Description:** Art 1 students use direct observation, imagination, and personal experiences as inspiration for art works. For planning original works, students record visual ideas in a sketchbook. Learners use correct art vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others. Students use multiple medias in both 2-d and 3-d. Students in Art 1 investigate selected historical periods and styles from many cultures.

**Prerequisite:** None

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**Ceramics (Art II)****1 credit**

**Course Description:** Ceramics students maintain a sketchbook. Students develop vocabulary specific to the discipline of ceramics, including appropriate terminology for equipment, materials, and processes. Ceramics students gain skills needed to construct original ceramic pieces. Students use basic methods of construction, such as pinch, coil, and slab, to explore forms. Students use various glazing processes. Students analyze and compare design trends in ceramics by viewing selected contemporary ceramics periodicals. Students in Ceramics select an historical period.

**Prerequisite:** Art I

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**Drawing (Art II)****1 credit**

**Course Description:** Building on skills learned in Art 1, Drawing students search for parallels between visual structures in their natural and human-made environments. Drawing students create original works using various drawing materials. Students plan and execute complex works. Students in Drawing investigate selected historical periods and styles by viewing drawings from the accomplished artists. Drawing students critique, evaluate, and interpret their own drawings and the drawings of others. Students collect work for a personal portfolio as a record of growth and as the basis of future planning.

**Prerequisite:** Art I

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**Painting (Art II)****1 credit**

**Course Description:** Building on the foundation of Art 1, Painting students use a sketchbook for visual notation and planning original paintings. They use precise vocabulary to evaluate and compare suitability of painting materials for expressing personal themes and visual investigations. Students create original paintings with various techniques and media. They investigate color schemes. They use a variety of paint methods. They create paintings from sketchbook ideas, still lifes, models, perspectives, landscapes, portraits, self-portraits, and abstractions. Students in Painting investigate selected historical periods and styles by viewing paintings from accomplished historic and contemporary painters. Students critique their own paintings and paintings from selected periods. Students collect work for a personal portfolio as a record of growth and basis for planning future pieces.

**Prerequisite:** Art I

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**Sculpture (Art II)****1 credit**

**Course Description:** Sculpture students maintain a sketchbook, students create a valuable place for visual fragments, precise observations, the history of sculpture, characteristics of sculptural materials, and designs for future work. Students develop vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials, and processes. Students gain the skills needed to construct original sculptures, in paper, cardboard, wire, found object, clay, plaster, wood, or metal. They select materials and explore appropriate methods of joining, such as gluing, nailing, binding, riveting, and soldering. Students analyze and compare trends in sculpture by viewing selected contemporary art and sculpture periodicals. Students in Sculpture select an historical period to investigate. They compare sculpture from other cultures, gaining insight into the many ways that people from other cultures have used sculpture.

**Prerequisite:** Art 1

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**Ceramics (Art III)****1 credit**

**Course Description:** Advanced level of work required. Ceramics students maintain a sketchbook. Students expand vocabulary specific to the discipline of ceramics, including appropriate terminology for equipment, materials, and processes. Ceramics students further skills needed to construct original ceramic pieces. Students use basic methods of construction, such as pinch, coil, and slab, to explore forms. Students use various glazing processes. Students analyze and compare design trends in ceramics by viewing selected contemporary ceramics periodicals. Students in Ceramics select an historical period to study.

**Prerequisite:** Art I and Ceramics

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**Drawing (Art III)****1 credit**

**Course Description:** Advanced level of work will be required. Further using the skills learned in Drawing students will continue to search for parallels between visual structures in their natural and human-made environments. Drawing students will create original works using various drawing materials. Students plan and execute complex works. Students in Drawing investigate selected historical periods and styles by viewing drawings from the accomplished artists. Drawing students critique, evaluate, and interpret their own drawings and the drawings of others. Students collect work for a personal portfolio as a record of growth and as the basis of future planning.

**Prerequisite:** Art I and Drawing

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**Painting (Art III)****1 credit**

**Course Description:** Advanced level of work required. Painting students use a sketchbook for visual notation and planning original paintings. They must use precise vocabulary to evaluate and compare suitability of painting materials for expressing personal themes and visual investigations. Students create original paintings with various techniques and media. They investigate color schemes. They use a variety of paint methods. They create paintings from sketchbook ideas, still lifes, models, perspectives, landscapes, portraits, self-portraits, and abstractions. Students in Painting investigate selected historical periods and styles by viewing paintings from accomplished historic and contemporary painters. Students critique their own paintings and paintings from selected periods. Students collect work for a personal portfolio as a record of growth and basis for planning future pieces.

**Prerequisite:** Art I and Painting

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**Sculpture (Art III)****1 credit**

**Course Description:** Sculpture students maintain a sketchbook, students create a valuable place for visual fragments, precise observations, the history of sculpture, characteristics of sculptural materials, and designs for future work. Students extend vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials, and processes. Students gain the skills needed to construct original sculptures, in paper, cardboard, wire, found object, clay, plaster, wood, or metal. They select materials and explore appropriate methods of joining, such as gluing, nailing, binding, riveting, and soldering. Students analyze and compare trends in sculpture by viewing selected contemporary art and sculpture periodicals. Students in Sculpture select an historical period to investigate. They compare sculpture from other cultures, gaining insight into the many ways that people from other cultures have used sculpture.

**Prerequisite:** Art I and Sculpture

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**Pre-AP Drawing****1 credit**

**Course Description:** Advanced level of work will be required. Further using the skills learned in Drawing students will continue to search for parallels between visual structures in their natural and human-made environments. Drawing students will create original works using various drawing materials. Students plan and execute complex works. Students in Drawing investigate selected historical periods and styles by viewing drawings from the accomplished artists. Drawing students critique, evaluate, and interpret their own drawings and the drawings of others. Students collect work for a personal portfolio as a record of growth and as the basis of future planning.

**Prerequisite:** Art I and II, Drawing

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**Pre- AP Painting****1 credit**

**Course Description:** Advanced level of work required. Painting students use a sketchbook for visual notation and planning original paintings. They must use precise vocabulary to evaluate and compare suitability of painting materials for expressing personal themes and visual investigations. Students create original paintings with various techniques and media. They investigate color schemes and use a variety of paint methods. They create paintings from sketchbook ideas, still lifes, models, perspectives, landscapes, portraits, self-portraits, and abstractions. Students in Painting investigate selected historical periods and styles by viewing paintings from accomplished historic and contemporary painters. Students critique their own paintings and paintings from selected periods. Students collect work for a personal portfolio as a record of growth and basis for planning future pieces.

**Prerequisite:** Art I and II, Painting

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**Pre-AP Sculpture****1 credit**

**Course Description:** Sculpture students maintain a sketchbook, students create a valuable place for visual fragments, precise observations, the history of sculpture, characteristics of sculptural materials, and designs for future work. Students extend vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials, and processes. Students gain the skills needed to construct original sculptures, in paper, cardboard, wire, found object, clay,

plaster, wood, or metal. They select materials and explore appropriate methods of joining, such as gluing, nailing, binding, riveting, and soldering. Students analyze and compare trends in sculpture by viewing selected contemporary art and sculpture periodicals. Students in Sculpture select an historical period to investigate. They compare sculpture from other cultures, gaining insight into the many ways that people from other cultures have used sculpture.

**Prerequisite:** Art I and Art II, Sculpture

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**AP Drawing Portfolio****1 credit**

**Course Description:** This course is designed to address a very broad interpretation of drawing issues. For example, many types of painting, printmaking, and studies for sculpture, as well as abstract and observational works, would qualify as addressing drawing issues. Students enrolled in this course will be prepared for the AP exam, and they will be expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Portfolio review and any Art II level course

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**AP Two-Dimensional Design Portfolio****1 credit**

**Course Description:** This portfolio is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. Students enrolled in this course will be prepared for the AP exam, and they will be expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Portfolio review and any Art II level course

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**AP Three-Dimensional Design Portfolio****1 credit**

**Course Description:** This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include among others, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalwork. Students enrolled in this course will be prepared for the AP Calculus AB exam and will be expected to take the exam when it is administered in May. A score of 3 or above on the College Board Advanced Placement Examination can count for one (1) Advanced Measure on DAP.

**Prerequisite:** Portfolio review and any Art II level course

## Musical Arts

**Possible career objectives for students with talent in the fine arts – MUSIC:** Broadcasting, Conducting, Critic, Music Teacher, Publisher, Vocalist, Music Editor, Concert Promoter, Composer, Instrument Repair, Historian, Music Director, Instrumentalist, Music Arrangement, Musical Theater, Music Sales, Music Therapist, Band Member, Band Director, Church Musician, and Church Choir Director

Course	Credit	Grade Level			
Concert Band I	1	9			
Instrumental Ensemble	1	9			
Concert Band II-IV	1		10	11	12
Jazz Band I-IV	1	9	10	11	12
Symphonic Band I-IV	1	9	10	11	12
Wind Ensemble I-IV	1	9	10	11	12
Choral Music I-IV	1	9	10	11	12
Vocal Ensemble	1		10	11	12
AP Music Theory I	1		10	11	12

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### Concert Band I-IV

**1 credit**

**Course Description:** Concert Band is the developing band class on campus. Students participate in Marching band and various other performances. Students must have been involved in band prior to being enrolled in this class. Auditions are held in January for spring semester and April for fall semester. Students participating in Marching Band (Fall Semester Only) may be exempt from the physical education requirement on a semester basis.

**Prerequisite:** Audition

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### Instrumental Ensemble I-IV

**1 credit**

**Course Description:** Instrumental Ensemble is used as a class to increase the musicianship level of certain students in a band atmosphere. This class is also available for upper level students to learn a secondary instrument with audition and available instrument. Students must have been in band prior to being enrolled in the class.

**Prerequisite:** Audition, taken in sequence

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### Color Guard (Sub for PE/Marching Band)

**1 credit**

**Course Description:** Group instruction for beginning and intermediate level color guard. Course work includes performances with the marching band at all UIL events. Instruction includes dance, marching fundamentals and equipment : flag, rifle and other show props. Color Guard also introduces students to analysis of other performances, design and choreography. This class may be used for substitute PE credit.

**Prerequisite:** Audition

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### Jazz Band I-IV

**1 credit**

**Course Description:** Jazz Band is an extra performing ensemble. Class will be focused on jazz basics such as chord structure, improvisation and performance. Students must be enrolled in another band class to be able to be enrolled in this class.

**Prerequisite:** Audition, taken in sequence

---

### Symphonic Band I-IV

**1 credit**

**Course Description:** Symphonic Band is the intermediate band class on campus. Students are required to participate in marching band, solo and ensemble contest, UIL contest and various other performances. Students must audition to be placed in this class. Auditions are held in January for spring semester and April for fall semester. Participation in Marching Band is a requirement of the ensemble. Students participating in Marching Band (Fall Semester Only) may be exempt from the physical education requirement on a one for one semester basis.

**Prerequisite:** Audition, taken in sequence

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**Wind Ensemble I-IV**

**1 credit**

**Course Description:** Wind Ensemble is the advanced band class on campus. Students are required to participate in marching band, region band, solo and ensemble contest, UIL contest and various other performances throughout the year. Students must audition to be placed in this class. Auditions are held in January for spring semester and April for fall semester. Participation in Marching Band is a requirement of the ensemble. Students participating in Marching Band (Fall Semester Only) may be exempt from the physical education requirement on a one for one semester basis.

**Prerequisite:** Audition, taken in sequence

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**Choral Music I-IV**

**1 credit**

**Course Description:** Members of school vocal music groups further their understanding of types of musical performance through opportunities to perform all kinds of music within the capabilities of the group. This is achieved through presentation of school and community programs, including public concerts, musicals, performance tours, children's concerts, recitals and contests. Participation through large and small ensemble performances and solo recitals offers students opportunities to study the ways in which musical ideas are developed in different types of vocal composition, relating the music they sing to the society and historical period which gave it birth and discovering the expressive aspects of the music they sing and developing the techniques for performance.

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**Vocal Ensemble I-IV**

**1 credit**

**Course Description:** Vocal Ensemble is an advanced chamber choir. Students participating in Vocal Ensemble will learn advanced vocal technique while singing a variety of choral styles including renaissance, baroque, classical, spirituals, gospel and jazz.

**Prerequisite:** Audition, taken in sequence

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**AP Music Theory**

**1 credit**

**Course Description:** Music provides a way for students to express themselves artistically, but music also enhances intelligence and creativity. Music Theory I and II are both year long elective courses designed to develop students' visual and aural understanding of the structure of music. In these courses, students will study the language and symbols of music. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves. The courses also teach students to understand basic forms in music compositions, including the skill of notation. As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well. The students will also explore the historical significance of various musical forms and genre.

**Prerequisites:** Interview and approval of instructor; two years of band, choir, orchestra, and/or private instruction in piano or guitar

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**Theatre Arts**

**Possible career objectives for students with talent in the fine arts – MUSIC/DEBATE/DANCE:** Actor, Costume Designer, Lighting/Sound Technician, Producer, Set Director, Theatre Manager, Choreographer, Lawyer, Critic, Broadcaster, Dancer, Playwright, Public Relations, Film/Stage Director, Teacher, Commercials, Politician, and Vocal Coach

Course	Credit	Grade Level			
Theatre Arts I-IV	1	9	10	11	12
Theatre Arts I-IV (UIL)	1	9	10	11	12
Technical Theatre	1		10	11	12

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**Theatre Arts I-IV**

**1 credit**

**Course Description:** Theatre Arts 1-4 is a survey of the historical role of the theatre and dramatic literature, and it includes study of elements and types of dramatic literature, improvisation, pantomime, creative dramatics, reading a variety of plays, acting out scenes as well as a general knowledge of technical theatre.

**Prerequisite:** Audition, taken in sequence

**Technical Theatre I-IV****1 credit**

**Course Description:** The study of backstage work in the theatre, including the building of flats and scenery, makeup, lighting, sound equipment, set design, and technical duties. No acting is involved. Both Theater Arts and Technical Theatre may be taken in one single year.

**Prerequisite:** Audition, taken in sequence

**DANCE TRAINING/DANCE TEAM**

Course	Credit	Grade Level			
Dance I-IV	1	9	10	11	12
Channelette I-IV	1	9	10	11	12
Channelette Reserves I-IV	1	9	10	11	12
Boys Dance I-IV	1	9	10	11	12

**Dance and Boys Dance I-IV****1 credit**

**Course Description:** Dance training develops body movement and coordination. Students will develop dance elements in practice and performance. Dance will count as a fine arts credit only.

**Channelette Reserves I-IV****1 credit**

**Course Description:** Preparation for and assistance to the performing Dance Team, which includes precision marching, rhythms, teamwork, dance, body movement/coordination, potential performances at football games, and other school-sponsored activities. Channelette Reserves, year one, will count as a physical education credit. Years 2 through 4 will count as a fine arts credit.

**Prerequisite:** Audition

**Channelette I-IV****1 credit**

**Course Description:** The performing dance team, Channelettes, provides advanced training in precision marching, rhythms, teamwork, dance, body movement and coordination. Channelettes also perform at athletic events and other school-sponsored activities. Channelettes may count as a fine arts credit or a physical education credit; it cannot count for both in any given year.

**Prerequisite:** Audition

**PHYSICAL EDUCATION AND HEALTH****Physical Education****1 credit**

Two semesters of physical education or athletics (1 credit) are required for graduation. Four credits of physical education may be counted toward the graduation requirement. In Physical Education courses students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity and access to an active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

**Physical Fitness Assessment – Fitnessgram**

Each student in grades 9-12 who is enrolled in a physical education or physical education substitution class will participate in an annual physical-fitness assessment. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.

**Physical Education Substitution:** Students may choose to be exempt from all or part of the physical education requirement if they are enrolled in Marching Band (fall semester only), Cheerleading, or JROTC. Students with **medical exemptions** from physical education should contact the counselor for scheduling information.

Course	Credit	Grade Level			
		9	10	11	12
Physical Education	½-1	9	10	11	12
Personal Fitness	½-1	9	10	11	12
Athletics I-IV	½-1	9	10	11	12
Cheerleading I-IV	½-1	9	10	11	12
Health Education	1/2	9	10	11	12

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**Physical Education**
**1 credit**

**Course Description:** Physical Education is a course taken that encourages psychomotor learning in a play or movement exploration setting. It provide student with knowledge skills, capacities, values, and the enthusiasm to maintain a healthy life style into adulthood. Activities included in the program are designed to promote physical fitness, develop motor skills, to instill knowledge and understanding of rules, concepts and strengths. Students learn to work together in a wide variety of individual and team sports.

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**Personal Fitness**
**1 credit**

**Course Description:** This is a laboratory/lecture (classroom) course designed to develop in students an understanding and appreciation of lifetime wellness. Topics covered will include components of fitness, principles of training, exercise guidelines, proper nutrition, body composition, relieving stress and regular activity. Students will participate in jogging, aerobic activities, weight training, fitness testing, and they will design their own personal fitness program.

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**Athletics**
**1 credit**

**Course Description:** Students enrolled in the athletics program must have a current physical on file with the campus athletic department. The following sports are offered at the high school:

Football	Soccer
Basketball	Softball
Volleyball	Golf
Baseball	

\*After school athletics: Track, Swimming, Tennis, Cross Country and Power Lifting

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**Cheerleading I-IV**
**1 credit**

**Course Description:** Participants in this organization are to promote and uphold school spirit, to develop good sportsmanship among students, support athletic programs, to develop better relationships in the community and work in harmony with the administration, faculty, athletic teams, and all other school organizations.

**Prerequisites:** Auditions in March; must meet the requirements as stated in the CISD cheerleader constitution

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**Health Education**
**½ credit**

**Course Description:** Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risk. Topics include nutrition, mental health, family health, disease, human development, tobacco, alcohol, drugs, health services and consumer health.

<b>JROTC (Military Science)</b>
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<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>
JROTC 1-4	1	9, 10, 11, 12

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**JROTC**
**1 credit**

**Course Description:** This course is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling them self-esteem, teamwork, and self-discipline. The course prepares students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction, and rewarding opportunities that will benefit the student, community, and a nation.



## General Electives

### **AVID (Advancement Via Individual Determination)**

**1 credit**

**Course Description:** AVID prepares students in the academic middle for college eligibility and success. Students receive instruction in writing, inquiry, collaboration, and reading strategies in addition to note-taking and organizational skills that are necessary for academic success. AVID students must enroll in at least one Pre-AP or AP course in addition to the AVID elective class. Tutors are provided during the AVID class to support student success in all courses.

**Prerequisite:** must be identified as an AVID student through an application and interview process

### **College Forward**

**1 credit**

**Course Description:** College Forward is a class where students will study for and take the ACT along with filling out college applications, scholarship forms, and writing essays.

**Prerequisite:** Students must be in the top 70% of class and a first generation college student

Course	Credit	Grade Level			
Journalism I	1	9	10	11	12
Yearbook Production I	1		10	11	12
Yearbook Production II	1			11	12
Yearbook Production III	1				12
Creative Writing	½-1	9	10	11	12
Practical Writing	½-1	9	10	11	12
Literary Genres	1/2			11	12
Humanities	1/2			11	12

### **Journalism I**

**1 credit**

**Course Description:** Focusing on fundamental skills in news writing and editing and examination of news media in modern society, students learn to meet deadlines, accept personal responsibility, exercise initiative, and understand news stories and events from the viewpoint of the reader.

### **Yearbook Production I-III**

**1 credit**

**Course Description:** Students learn the concepts of production including lay-out, picture labeling and filing, copy writing, and copy sheet composition. First-year students usually hold minor staff positions; first-year photographers become familiar with various kinds of cameras and photographic techniques; advanced students fill positions of editor, faculty editor, sports editor, etc. in the production of the school yearbook.

**Prerequisite:** Yearbook Production II and III

### **Practical Writing**

**½ - 1 credit**

**Course Description:** The students are encouraged to communicate and are allowed for free expression through the experience of free writing. The students focus on ideas and content before writing the words and grammar correctly.

### **Creative Writing**

**½ - 1 credit**

**Course Description:** The students are encouraged to communicate and are allowed for free expression through the experience of free writing. The students focus on ideas and content before writing the words and grammar correctly.

### **Literary Genres**

**½ credit**

**Course Description:** Literary Genres is a class in which students read classical stories and their modern equivalents. Students engage in discussions about the books and debates about the aspects of each story. They compare the classical version of a story with its modern counterpart and think about/discuss changes that were made. Some of the pairs read in the class are *Dracula* and *Twilight*, *Alice in Wonderland* and *The Looking Glass Wars*, and *The Wizard of Oz* and *Wicked*. All books must be read and each reading will be accompanied by the writing of a critical essay. When possible, the class also compares the books with their movie versions. This class is most suitable for students who enjoy reading and

discussing what they have read.

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**Humanities****½ credit**

**Course Description:** Humanities is an English-based elective in which students read a diverse selection of literature and study the connections between art, literature, culture and history. The course of study begins with the roots of Western civilization (the ancient Greeks and Romans) and progresses through the ages to modern philosophical and cultural movements.

**ADVANCED PLACEMENT/PRE-ADVANCED PLACEMENT  
COURSE AGREEMENT**

*(Pre-AP/AP Teachers will ask students to return a signed copy for each course.)*

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(Student Name)

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(AP/Pre-AP Course)

College Board Advanced Placement Courses provide college level studies for high school students who are ready to do college-level work. AP/Pre-AP courses are taught using materials and strategies that will prepare students to take College Board Advanced Placement Examinations. Upon successful completion of an AP course, a student may take the AP examination. The fee for AP exams, taken in the eleventh and twelfth grades, varies from year to year. However, the Texas Education Agency will assume part of the cost of every AP exam taken by an eligible Texas high school student. In addition, the State of Texas and the College Board provide subsidies that considerably reduce the cost for students who demonstrate financial need. Some students do not choose to take AP exams but consider Advanced Placement courses as rigorous college preparation. Pre-AP courses offer students the opportunity to develop, at incrementally appropriate levels, the essential academic skills associated with the Advanced Placement Program.

Typically, successful Pre-AP/AP students are task-oriented, proficient readers who are able to prioritize their time and have parental support. Parents and students should understand the academic requirements of AP and Pre-AP courses before signing the Advanced Placement Agreement. Please contact your son/daughter's counselor should you wish to discuss an AP or Pre-AP course.

**STUDENT, PARENT, and TEACHER RESPONSIBILITIES:**

**STUDENT** — I agree to organize my time and effort to complete successfully the above-named Pre-AP/AP course. I will notify the teacher immediately if I fall behind in class readings or assignments.

**PARENT** — I agree to be familiar with the above Pre-AP/AP course requirements and to help my son/daughter organize study time in support of class assignments. I will notify the teacher immediately of any concerns that I have relating to the Pre-AP/AP class or my student's progress.

**TEACHER** — I agree to teach the Pre-AP/AP course at a college level and pace. Student and parent will be advised within the first six-weeks if the student's work is not of adequate quality or quantity or falls below a 75.

**EXITING POLICY:** A student may exit a Pre-AP/AP course to move to the level course of the same subject, no later than the end of the first grading period, or at the end of a semester of a full-year course. A student will be exited from the course if his/her average is below a 70 at the end of the first semester of a yearlong course or at the end of the 1<sup>st</sup>/3<sup>rd</sup> nine weeks of a semester course. Once exited, student's grade point scale will revert back to the level class.

**HONOR CODE:** Pre-AP/AP courses will be conducted under an honor code. All students will be expected to do their own work. Occasionally, students will be given projects or exams that must be completed outside of class. If a student breaks this code, academic and/or disciplinary action will be taken. *(See attached Academic Integrity Guidelines)*

\_\_\_\_\_  
(Teacher Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

## **Channelview Independent School District Academic Integrity Guidelines**

It is the policy of Channelview Independent School District to facilitate honesty and integrity among the student body. Students must work to be successful in the classroom, each on his/her own merits.

Academic misconduct can be defined to include but not limited to, giving or receiving of unauthorized aid on examinations or in the preparing of notebooks, themes, reports or other assignments, knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of school approvals or forging of signatures, plagiarizing of another's work, or otherwise acting dishonestly in the classroom.

Academic misconduct of any kind is unacceptable and will result in disciplinary consequences. The assignment will receive a zero and the parent will be notified at that time. Repeated offenses may jeopardize the student's ability to successfully complete the course.

### **Examples of Academic Misconduct**

**Cheating** – giving, using, or attempting to see unauthorized materials, information, notes, study aids, or other devices in any academic exercise, including unauthorized communication of information

**Fabrication or Falsification** – unauthorized alteration or invention of any information or citation in an academic exercise

**Plagiarism** – knowingly presenting the work of another as one's own (i.e. without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas or information are common knowledge. This includes the use of Internet sources.

**Facilitating Academic Misconduct** – giving or attempting to help another commit an act of academic misconduct

**Tampering with Materials, Grades or Records** – interfering with, altering or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying or removing the original information found in such records

**Copyright Laws** – All applicable copyright laws will be in effect as related to both computer software and printed materials. (See the Channelview ISD Technology Usage Policy.)

Source: University of Kansas and Bentonville High School