



Channelview

INDEPENDENT SCHOOL DISTRICT

“One Passion, One Dream, One Heartbeat”

Academic Planning Guide 2018 – 2019

Channelview Independent School District

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Steven Dennis- Secretary
Keith Liggett - Parliamentarian
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Coordinator of Counseling/Testing	TBD	(281) 860-3790
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Director of Human Resources	Kay Kerr	(281) 452-8016
Director of Maintenance	Mike Lyons	(281) 452-8005
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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
Assistant Principal
Lead Counselor
Counselor
Counselor
Counselor
Counselor
At-Risk Facilitator

Robert Laird
Alan Smith
Andre Phillip
Lizette Castellon
Troy Michaud
Jan Melancon
Karen Bryant
Bridgette Galloway
Chassity George
Nelcy Perez
Abygail Knapp
Caitlin Pennington
Susan Johnson

Kolarik 9th 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

Cynthia Benitez
David Myrick
Cedric LePeuch
Shiwann Simpson
Neysa 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
 - ACT website 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 PSAT 8/9 in October. The PSAT 8/9 will help prepare you for the SAT 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

Enrollment:

- To enroll in a Pre-AP or AP course, students must have met the passing standard on the previous year's 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 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 1st grading period will be exited from the course.
- Please see the individual course descriptions for any additional requirements.

Exiting the Course:

- A student may exit a Pre-AP or AP course within the first three weeks of the 1st grading period by making a request through his/her counselor.
- After the 1st 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 1st / 3rd 9 weeks grading period if his/her average is below a 70.
- If at the end of the 1st and/or 3rd grading period a student's grade falls below a 75, the student and parent will be required to meet with the AP Committee.

PreAP/AP Grading Procedures:

- Pre-AP courses:
 - Major grades – 45%
 - Daily grades – 40%
 - CBA – 15%
- AP courses:
 - Major grades – 55%
 - Daily grades – 30%
 - CBA – 15%
- Students will have a minimum of 18 grades each 9 weeks, with a minimum of two being test/major grades.
- In a course with a CBA, the CBA will be one of the three 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.

Summer Reading Requirements:

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

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.

** 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 82nd 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 Physics I and II	
AP Environmental Science	AP Government	
AP Economics	AP Human Geography	
AP Psychology	AP Spanish Language	
	AP Spanish Literature	

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

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.

Grade Placement	
10 th	6 credits
11 th	12 credits
12 th	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.

All students entering 9th grade in 2014-2015 and after will be placed on the Foundational High School Plan with Endorsement with distinction, 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 foundational high school plan without endorsements 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. To graduate without an endorsement, the 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.

Graduation requirements are:

- Foundation High School Plan – 22 credits
- Foundation High School Plan with Endorsements - 26 credits
- Foundation High School Plan with Endorsements with Distinction - 26 credits (one must be Algebra 2)

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

SPECIAL EDUCATION GRADUATION REQUIREMENTS

§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 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 9th grade 2014-15 and after**

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

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	Arts & Humanities	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, II	1	9			
AP English III/Dual Credit English III	1			11	
AP English IV	1				12
Rhetoric and Writing (Dual Enrollment)	1				12
Dual Credit English IV	1				12
Creative Writing	1				12
Practical Writing	1			11	12
Technical Writing	1				12
Journalism	1			11	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: Course Description: This course is an overall introduction to high school level English. Ninth Grade ELA TEKS are covered with an emphasis on STAAR readiness and supporting standards. TEKS are aligned horizontally with World Geography. Units include literary analysis instruction within the themes of identity, humanity, society, and change. Genres of study include poetry, drama, fiction, persuasive and expository essays, media analysis, formal research, and oral presentation.

Pre-AP English I

1 credit

Course Description: This course is a preparatory course for the rigor and challenge of AP English Language and Composition and AP English Literature and Composition. Ninth Grade ELA TEKS are covered with an emphasis on Advanced Placement College and Career readiness standards. Units include literary and rhetorical analysis instruction within the themes of identity, humanity, society, and change. Genres of study include poetry, drama, fiction, persuasive and expository essays, media analysis, formal research, and oral presentation.

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

English II

1 credit

Course Description: This course builds on higher level skills and strategies mastered in English 1. Tenth grade ELA TEKS are covered with an emphasis on STAAR readiness and supporting standards. TEKS are aligned horizontally with World History. Units include literary analysis instruction within the themes of culture, community, government, and justice. Genres of study include poetry, drama, fiction, argumentative and expository essays, media analysis, formal research, and oral presentation.

Prerequisite: English I

Pre-AP English II

1 credit

Course Description: This course is a preparatory course for the rigor and challenge of AP English Language and AP English Literature. Tenth Grade ELA TEKS are covered with an emphasis on Advanced Placement College and Career readiness standards. Units include literary analysis instruction within the themes of culture, community, government, and justice. Genres of study include poetry, drama, fiction, argumentative and expository essays, media analysis, formal research, and oral presentation.

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

English III

1 credit

Course Description: This course builds on higher level skills and strategies mastered in English 1 and 2. Eleventh grade ELA TEKS are covered with an emphasis on SAT/ACT college readiness objectives. TEKS are aligned horizontally with American History. Units include literary analysis instruction within the theme of the American Dream. Genres of study include poetry, drama, fiction, speech, rhetoric, argumentative essays, media and journalism, formal research, and oral presentation.

Prerequisites: English I and II

AP English Language and Composition (English III)

1 credit

Course Description: This course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. Students will be prepared for the AP English Language and Composition exam and 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 English 1 and 2 STAAR; successfully completed 10th Pre-AP English II or general English Teacher Recommendation; summer reading required

English IV

1 credit

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. Twelfth grade ELA TEKS are covered with an emphasis on the history of English language, analyzing grammatical structure; SAT/ACT college readiness objectives, independent research, and independent reading.

Prerequisites: English I, II and III

AP English Literature (English IV)

1 credit

Course Description: AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. 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 English 1 and 2 STAAR; successfully completed 11th AP English Language and Composition, Teacher Recommendation or Dual Credit 11th grade English III; summer reading required

Rhetoric and Writing (Dual Enrollment – UT OnRamps) 1 credit

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 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 11th AP English Language and Composition or 80 or above in 11th general English III; TSI exam is waived for this course.

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

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: This course 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. This course will count as English IV as a fourth year of English for the students graduating under endorsements.

Practical Writing ½ - 1 credit

Course Description: This course is designed to aid students who are in need of both English STAAR exams in order to graduate. Curriculum emphasizes the TEKS readiness and supporting standards associated with both the English 1 and English 2 STAAR tests. Students will study grammar, mechanics, and usage of the English Language as well as the expository and persuasive essay.

Technical Writing ½ - 1 credit

Course Description: This course is designed as an English 4 elective for STEM or Business endorsements. This course is an introduction to technical and professional writing. It is designed to help students master the composition skills needed for careers in business and industry. The student will learn how to analyze and produce typical office documents, such as letters, memoranda, presentations, proposals, and reports. Through individual and collaborative projects, you will develop purpose-driven messages that reflect the needs of professional audiences and the physical, stylistic, and social constraints of various media, genres, and situations. This course will count as English IV as a fourth year of English for the students graduating under endorsements.

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

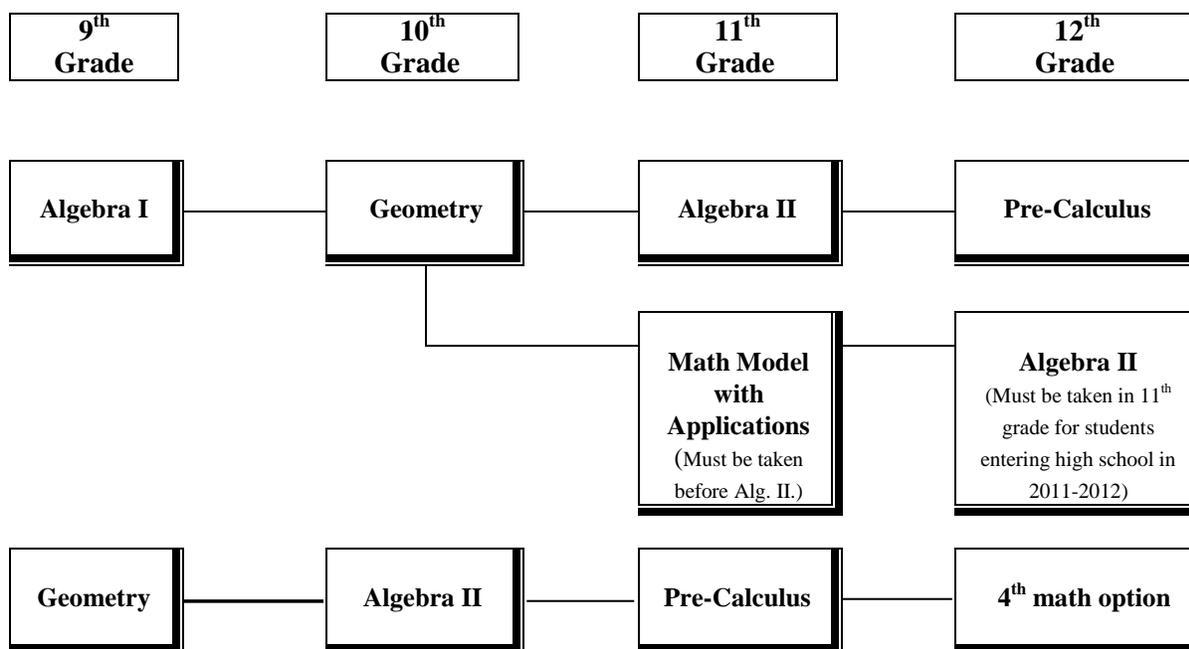
Prerequisite: Audition, taken in sequence

Debate IV (Independent Study in Speech) 1 credit

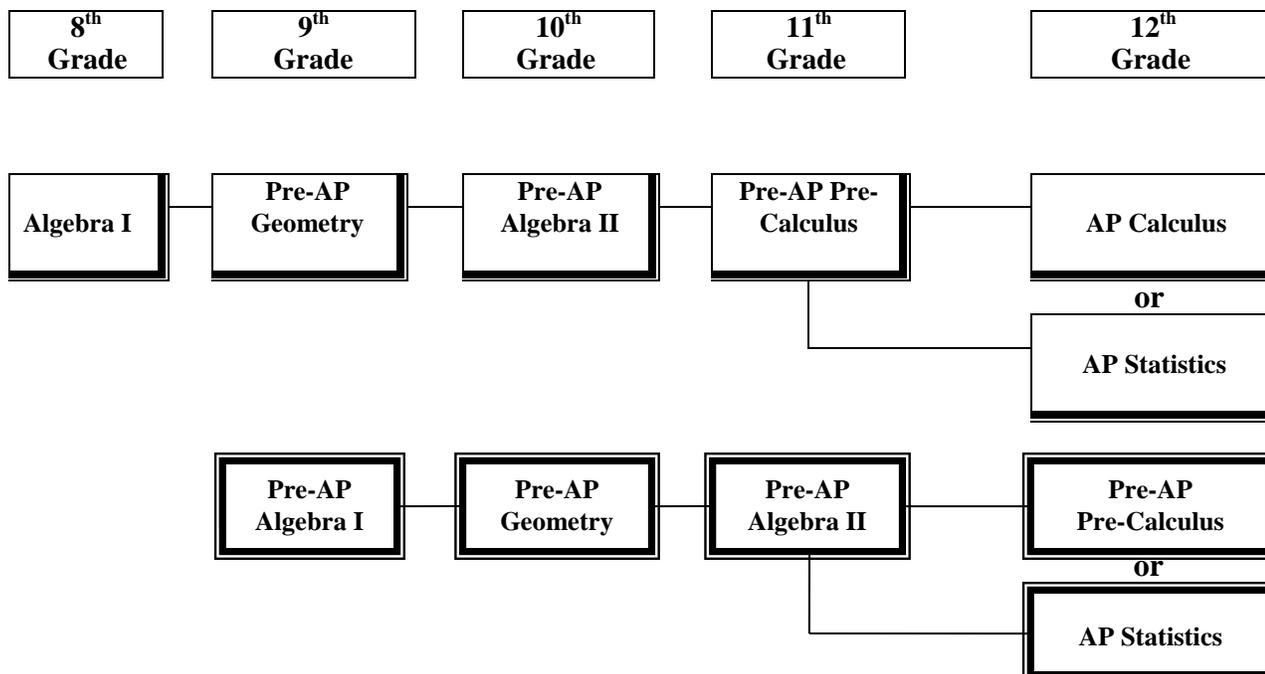
This is the fourth year course for the advanced debater with a competition component. Its primary purpose is to prepare students for college and/or career work in public speaking. This course expands research skills and provides more in-depth study using higher level critical thinking skills. Students are required to participate in UIL contests. This course can replace English for students graduating under the Foundation Plan with Endorsements.

Prerequisite: Audition, Debate III

SUGGESTED SEQUENCE OF COURSES FOR MATHEMATICS



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.

Algebra I

1 credit

Course Description: Algebra I 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.*

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.**

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

College Preparatory Course for Mathematics**1 credit**

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

Pre-Calculus**1 credit**

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

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

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.

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

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	

AP Statistics**1 credit**

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

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

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

AP Calculus AB**1 credit**

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

AP Calculus BC**1 credit**

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

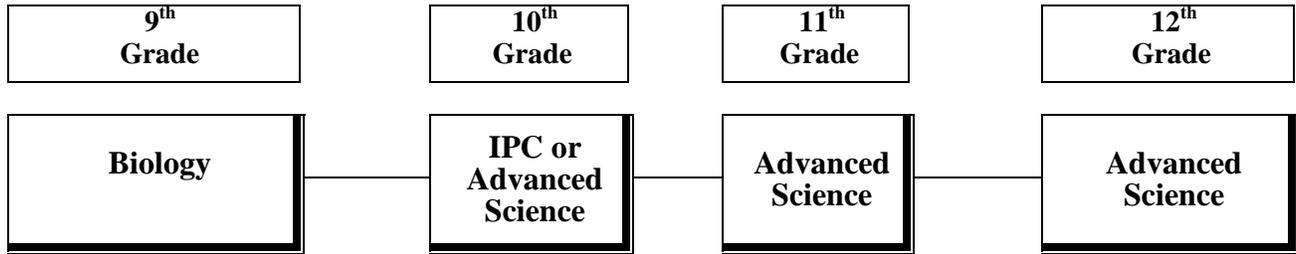
Student Expectations: To be successful in this course, a student must be willing to complete a minimum of six hours homework per week. Questions, problems and tasks presented to students will be open-ended. Students will participate in research projects, presentations, discussions and debates. Many of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

Units of Study:

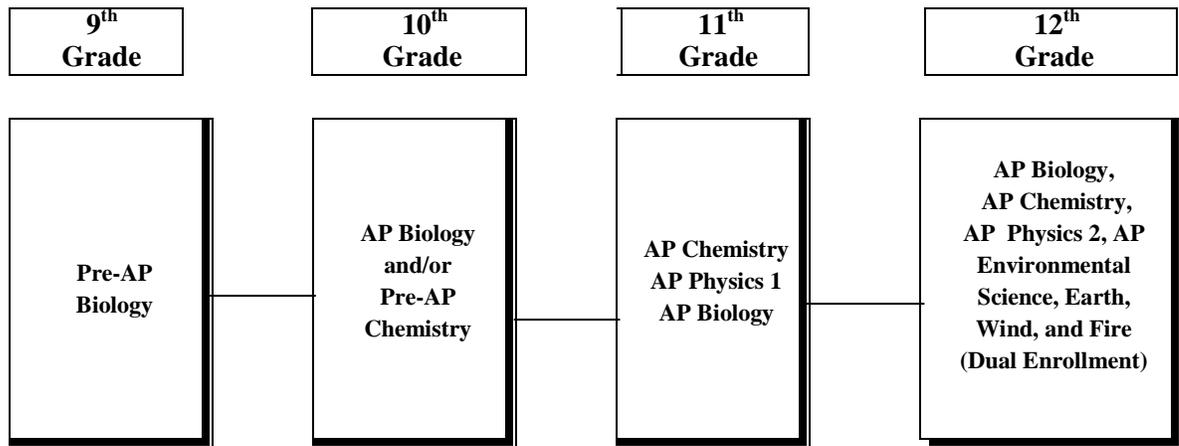
Functions, Graphs and Limits, Derivatives, Integrals (same as above), Plus additional topics in differential and integral calculus, Series

SUGGESTED SEQUENCE OF COURSES FOR SCIENCE

For students entering 9th grade in 2014 and after



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 the "meets" or "advanced" standard on Biology STAAR EOC, successfully completed Pre-AP Biology and Pre-AP Chemistry or taking Pre-AP Chemistry concurrently.

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

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.**

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

Chemistry**1 credit**

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

Pre-AP Chemistry**1 credit**

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 Biology STAAR EOC; successfully completed Biology and Algebra I.

AP Chemistry**1 credit**

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 Biology STAAR EOC; successfully completed Pre-AP Chemistry, Algebra II, and/or Pre-Calculus

Physics**1 credit**

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

AP Physics 1**1 credit**

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

AP Physics 2**1 credit**

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

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

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

Environmental Systems**1 credit**

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.

AP Environmental Science**1 credit**

Course Description: The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics of study include: Earth Systems and Resources, Ecosystems and Earth Cycles, Population Biology Concepts and Human Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change.

Pre-requisites: Two years of high school science and Algebra 1.

Forensic Science**1 credit**

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

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

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 3rd science requirement.

Astronomy**1 credit**

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.

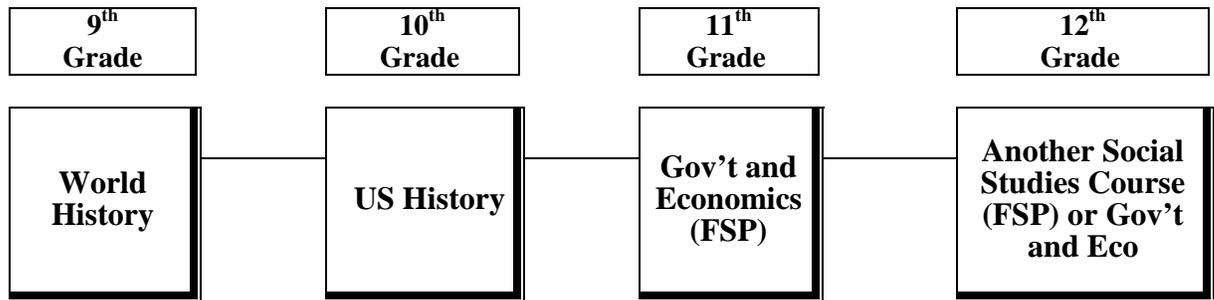
Prerequisites: Successful completion of Biology

Principles of Technology**1 credit**

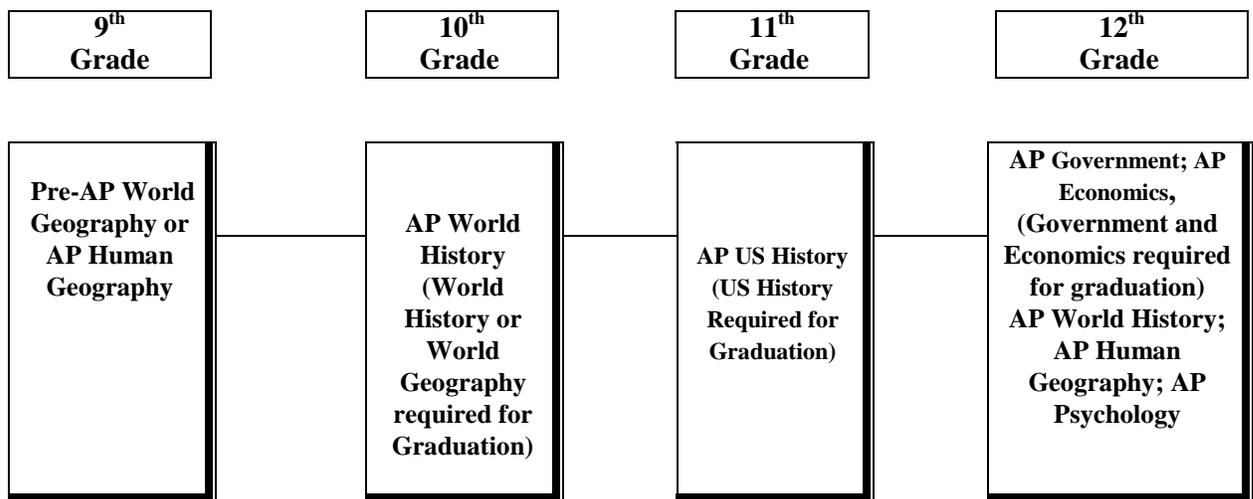
Course Description: Course Description: Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices. This course is recommended for students in Grades 10-12.

Prerequisites: One credit of high school science and Algebra I. This course satisfies a high school science graduation requirement. *Students cannot receive science credit for BOTH Principles of Technology and Physics.*

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



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

Pre-AP 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.

Prerequisite: Met passing standard on the previous year's Social Studies STAAR EOC

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: Met passing standard on the previous year's Social Studies STAAR EOC; scored 80 or above in US History or successfully completed AP US History

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.

AP World History

1 credit

Course Description: Students in 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 11th and 12th 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: Successful Completion of Pre-AP World Geography or AP Human Geography, or Scored 80 or above in US History or successfully completed AP US History

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.

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: AP Human Geography or AP World History or Teacher Recommendation

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.

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; Successful completion of AP US History or teacher recommendation

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.

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: ~~Prerequisites:~~ Met “meets” or “advanced” standard on US History STAAR EOC; Successful completion of AP US History or teacher recommendation

Psychology**½ credit**

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.

AP Psychology**½ credit**

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.

Sociology**½ credit**

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.

Personal Financial Literacy**½ credit**

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.

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. This course is primarily for 12th graders fulfilling a fourth year of Social Studies.

CAREER AND TECHNICAL EDUCATION



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

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

Principles of Agriculture, Food, and Natural Resources

1 credit

Grade Placement: 9

Prerequisite: None

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Livestock Production

1 credit

Grade Placement: 10-11

Prerequisite: Principles of Agriculture, Food, and Natural Resources

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Veterinary Medical Applications

1 credit

Grade Placement: 11-12

Prerequisite: Livestock Production or Equine Science

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

Advanced Animal Science

1 credit

Grade Placement: 11-12

Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry; and Equine Science, Livestock Production, and/or Veterinary Medical Applications

Advanced Animal Science 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.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Horticulture Science

1 credit

Grade Placement: 10-11

Prerequisite: Principles of Agriculture, Food, and Natural Resources

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

Greenhouse Operation and Production**1 credits**

Grade Placement: 10-11

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Agriculture Mechanics and Metal Technologies**1 credit**

Grade Placement: 10-11

Prerequisite: Principles of Agriculture, Food and Natural Resources.

Prerequisite: Principles of Agriculture, Food, and Natural Resources. Agriculture Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design & Fabrication**1 credit**

Grade Placement: 11-12

Prerequisite: Agriculture Mechanics and Metal Technologies

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design & Fabrication**1 credit**

Grade Placement: 11-12

Prerequisite: Agricultural Structures Design & Fabrication

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.



Architecture and Construction

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

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

Principles of Construction**1 credit**

Grade Placement: 9-10

Prerequisite: None

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the

construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I (Limit 15 Students)

2 credit s

Grade Placement: 10-11

Prerequisite: Principles of Architecture Construction or Principles of Construction

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. *For safety and liability considerations, limiting course enrollment to 15 students is recommended.*

Construction Technology II (Limit 15 Students)

2 credits

Grade Placement: 11-12

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

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in Construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. *For safety and liability considerations, limiting course enrollment to 15 students is recommended.*



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

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

Principles of Arts, A/V Technology and Communications

1 credit

Grade Placement: 9-10

Prerequisite: None

The goal of this course is for the student understands arts, audio/video technology, and communications systems. 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.

Audio Video Production I

1 credit

Grade Placement: 10-11

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

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 products.

Audio/Video Production II/Video Production II Lab

2 credits

Grade Placement: 11-12

Prerequisite: Audio Video Production I

Building upon the concepts taught in Audio/Video Production, 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 products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process.

Professional Communications

½ credit

Grade Placement: 9-12

Prerequisite: None

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.

Practicum in Video Production

2 credits

Grade Placement: 11-12

Prerequisite: Audio/Video Production II/Video Production II Lab

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, 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 increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.



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

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

Principles of Business, Marketing and Finance

1 credit

Grade Placement: 9-10

Prerequisite: None

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the 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.

Virtual Business

1 credit

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.

Business Information Management I

1 credit

Grade Placement: 10-11

Prerequisite: Touch System Data Entry

In 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 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.

Business Information Management II

1 credit

Grade Placement: 10-12

Prerequisite: Business Information Management I

In Business Information Management II, 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.

Problems and Solutions (Medical Billing and Coding)**1 credit**

Grade Placement: 11-12

Prerequisite: Business Information Management II

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.

Business Management**1 credit**

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance

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

Career Preparation I**2 credits**

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.

Career Preparation II**2 credits**

Grade Placement: 12

Prerequisite: Career Preparation I

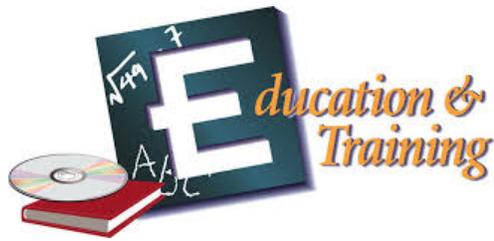
Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication 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.

General Employability Skills**1 credit**

Grade Placement: 11-12

Prerequisite: None

This course will provide instruction in general employability skills as well as the pre-requisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team.



Education and Training

Possible career pathway models in finance include: Teacher, staff development trainer, counselor, day care worker,

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 Career Cluster. Students use self-knowledge as well as educational and career information to analyze various 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 interest area.

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 on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Instructional Practices (Ready, Set, Teach)

2 credits

Grade Placement: 11-12

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

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the point direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.



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

Money Matters

1 credit

Grade Placement: 10-11

Prerequisite: Principles of Business, Marketing and Finance

In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

Accounting I

1 credit

Grade Placement: 10-11

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

In Accounting I, students will 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 will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

Accounting II

1 credit

Grade Placement: 11-12

Prerequisite: Accounting I

In Accounting II, students will 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 will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

Statistics and Business Decision Making

1 credit

Grade Placement: 11-12

Prerequisite: Algebra II

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. *Note: This course satisfies a math credit requirement for students on the Foundation High School Program*



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

Principles of Health Science

1 credit

Grade Placement: 9-10

Prerequisite: None

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Medical Terminology

1 credit

Grade Placement: 9-10

Prerequisite: None

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

Health Science Theory

1 credit

Grade Placement: 10-11

Prerequisite: Principles of Health Science

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

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.

Recommended Prerequisite: A course from the Health and Science Career Cluster. The Anatomy and Physiology course is designed for students to 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 will 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 satisfies a science credit requirement for students on the Foundation High School Program.*

Problems and Solutions (Medical Billing and Coding)

1 credit

Grade Placement: 11-12

Prerequisite: Business Information Management II

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.

Practicum in Health Science**2 credits**

Grade Placement: 11-12

Prerequisite: Health Science Theory

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

Mathematics for Medical Professionals**1 credit**

Grade Placement: 12

Prerequisite: Principles of Health Science, Algebra 2

The Mathematics for Medical Professionals course is designed to serve as the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions. *Note: This course satisfies a math credit requirement for students on the Foundation High School Program.*



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

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

Principles of Human Services**1 credit**

Grade Placement: 9-10

Prerequisite: None

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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.

Interpersonal Studies**½ credit**

Grade Placement: 10-12

Prerequisite: Principles of Human Services

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

Lifetime Nutrition and Wellness**½ credit**

Grade Placement: 10-12

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

Lifetime Nutrition and Wellness is a laboratory course that 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.



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

Principles of Information Technology

1 credit

Grade Placement: 9-10

Prerequisite: None

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

Digital Media

1 credit

Grade Placement: 10-11

Prerequisite: Principles of Information Technology

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

Web Technologies

1 credit

Grade Placement: 11-12

Prerequisite: Digital and Interactive Media

In Web Technologies, students will learn to make informed decisions and apply the decisions to the field of IT. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.



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

Principles of Law, Public Safety, Corrections & Security

1 credit

Grade Placement: 9-10

Prerequisite: None

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, 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 service, protective services, and corrections.

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. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

Law Enforcement II

1 credit

Grade Placement: 11-12

Prerequisite: Law Enforcement I

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

Forensic Science

1 credit

Grade Placement: 11-12

Prerequisite: Biology and Chemistry, and/or any Law, Public Safety, Corrections, and Security cluster course

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

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Practicum in Law, Public Safety, Corrections & Security

2 credits

Grade Placement: 11-12

Prerequisite: Law Enforcement II

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.



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.

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

Sports and Entertainment Marketing

½ credit

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance

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

Entrepreneurship

1 credit

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance

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.

Social Media Marketing

½ credit

Grade Placement: 10-12

Prerequisite: Principles of Business, Marketing and Finance

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

General Employability Skills

1 credit

Grade Placement: 11-12

Prerequisite: None

This course will provide instruction in general employability skills as well as the pre-requisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team.



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

Introduction to Engineering Design – Project Lead the Way

1 credit

Grade Placement: 9-10

Prerequisite: Algebra 1

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and using an engineering notebook to document their work. Project Lead the Way curriculum will be used to teach this course.

Principles of Engineering – Project Lead the Way

1 credit

Grade Placement: 10-12

Prerequisite: Introduction to Engineering Design

Through problems that will engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course can count as a third or fourth science for students. Because this can count as a science and the rigorous nature of the Project Lead the Way curriculum, this course is treated as a PreAP course.

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.*

Engineering Design and Problem Solving – Project Lead the Way

1 credit

Grade Placement: 12

Prerequisites: IED, completed POE and PLTW EOC with a score of 3 or better.

Students identify a real-world challenge and then research, design and test a solution, ultimately presenting their unique solutions to a panel of engineers. Students apply the skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. Because this can count as a science and the rigorous nature of the Project Lead the Way curriculum, this course is treated as an AP course. *Note: This course meets the requirements for the 4th science credit.*



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

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

Automotive Basics

1 credit

Grade Placement: 9-10

Prerequisite: None

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Logistics, Planning, & Management Systems - Maritime

1 credit

Grade Placement: 11-12

Prerequisite: Principles of Transportation, Distribution and Logistics

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.

Automotive Technology I: Maintenance and Light Repair

2 credits

Grade Placement: 10-12

Prerequisite: Automotive Basics

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

Automotive Technology II: Automotive Service

2 credits

Grade Placement: 11-12

Prerequisite: Automotive Technology I

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

Technical Dual Credit

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 & Security</i>	Criminal Justice	11-12
<i>Manufacturing</i>	Welding	11-12
<i>Science, Technology, Engineering & Mathematics</i>	Engineering Design Graphics (Drafting)	11-12
<i>Transportation, Distribution & Logistics</i>	Auto Body	11-12
	Diesel Technology	11-12
	Maritime and Logistics	11-12

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.**

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.

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.**

**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**

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.**

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.**

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.**

Cosmetology - SJCN

Note: Students must complete 8 courses.

Instruction is designed to train 11th and 12th 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.**

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.**

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.**

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.**

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.**

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 Foundational School Program with Endorsements. If Computer Science is offered, Computer Science can substitute for a 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.

Spanish for Native Speakers I/II

1 credit

Course Description: This course focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

Prerequisite: Native Spanish speaker

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.

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.

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			
Art I	1	9	10	11	12
Art II					
Painting	1	9	10	11	12
Sculpture	1	9	10	11	12
Drawing	1	9	10	11	12
Ceramics	1	9	10	11	12
Art III					
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 11th or 12th 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.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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 (except for Theater Arts 1), 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

Technical Production I-IV**1 credit**

Course Description: These courses are designed for students with an interest in theater. Students will perform duet and group acting scenes, One Act Plays, and participate in technical work. Must participate in after school productions/activities.

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			
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

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.

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.

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
- Basketball
- Volleyball
- Baseball
- Soccer
- Softball
- Golf
- Powerlifting

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

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

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.

JROTC (Military Science)

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>
JROTC 1-4	1	9, 10, 11, 12

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

Computer Science I, II, and III**1 credit**

Course Description: This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in computer science.

Prerequisite: None. *Note: This course can be substituted as a foreign language requirement for graduation.*

Teen Leadership**1 credit**

Course Description: Teen Leadership is a program in which students develop leadership, professional, and business skills. Students will help each other build healthy relationships, and learn to understand the concept of personal responsibility. Students will also be developing skills in public speaking, communication, and an understanding of personal image. Students will work together to become better family members and citizens. Students will be taught personal responsibility and principle-based decision making, leadership skills, goal setting, public speaking, communication skills, social skills, healthy relationships, and conflict resolution and peer mediation.

Prerequisite: None.

Peer Assistance and Leadership (PALS)**1 credit**

Course Description: Students learn to adapt the power of peer pressure to influence others positively and ultimately make a difference in the lives of others. Positive peer influence is utilized as a central strategy for addressing issues like bullying, low achievement, at-risk youth, drop-out prevention, substance abuse prevention, teen pregnancy, suicide, absenteeism, behavior problems, and other community issues. This course uses the potential of youth to make a difference in their lives, schools and communities. It recognizes an innate capacity for social understanding, personal well-being, and community participation within every student. It nurtures and builds capacities to help youth increase resiliency and build protective factors to help them achieve school and social successes which lead to a productive life.

Prerequisite: Interview placements; 12th grade students

Course	Credit	Grade Level			
		9	10	11	12
Journalism I	1	9	10	11	12
Photojournalism I	1		10	11	12
Journalism II	1		10	11	12
Journalism III	1		10	11	12
Creative Writing	½-1	9	10	11	12
Practical Writing	½-1	9	10	11	12
Literary Genres	½-1			11	12
Humanities	½-1			11	12
Journalism IV (Yearbook/Newspaper)	1				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.

Photojournalism I

1 credit

Course Description: This course is designed to introduce students to various kinds of cameras and photographic techniques. Students will produce photography in a range of genres such as sports, fashion, art, and journalism. Students will also be introduced to photo editing techniques.

Journalism II, III, IV (Yearbook)

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: Journalism II and III

Journalism II, III, IV (Newspaper)

1 credit

Course Description: Students learn the concepts of publication production including design, research, financial plans, scheduling, interviewing, and reporting. Students will be able to produce written editorial, investigative, review, entertainment, headline and feature writing. Advanced level students take on the roles of editor.

Prerequisite: Journalism II and III

Literary Genres

½ - 1 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.

Humanities

½ - 1 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.)

(Student Name)

(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 1st/3rd 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