SPRINGTOWN HIGH SCHOOL

ACADEMIC HANDBOOK

An Educational Planning Guide

Grades Nine through Twelve

2014-2015 Academic Year

Springtown Independent School District

“Home of the Fighting Porcupines”
Springtown Independent School District

Our Motto…

All students in Springtown Schools will be SAFE, SECURE, and SUCCESSFUL.

Our Vision…

To provide efficient and effective school processes which result in success for all students.

Our Mission…

To provide all students with an educational program that will allow them to develop to their potential, to be well-adjusted, and able to make positive contributions to a free enterprise society.

Our Goals…

- To prepare students for life beyond high school, meet No Child Left Behind standards, and strive for an Exemplary district rating in the Texas Accountability System by annually improving student achievement and other indicators on each campus.

- Provide a safe, secure, and orderly environment throughout the district for students, staff, parents, and patrons of Springtown ISD, while also making emergency preparedness a high priority.

- Expect all professional staff to effectively facilitate teaching and learning by using technological resources to engage students so that all graduates can succeed in a 21st century environment.

- Provide salary, benefits, staff development, and working conditions conducive to recruiting and retaining highly qualified, ethnically diverse staff.

- Encourage and assist all parents to be active partners in the education of their children and expand opportunities for parental and community input to decision makers.

Our Core Beliefs…

- Always strive to put the needs of children first.

- Develop a positive partnership among parents, staff, and students.

- Provide a comprehensive curriculum driven by effective research-based practices that result in high levels of academic performance and achievement.

- Provide all students with equal access to programs promoting student growth and achievement.

- Provide a safe, secure, nurturing learning environment that enhances the social and academic growth of all students and employees.
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Springtown High School is an accredited high school that meets state requirements and also provides broad academic experiences for all students. Students and parents should read thoroughly the information provided in this guide in order to select the best possible courses according to student needs, abilities, and career plans.

REGISTRATION

Registration will take place in the spring of each school year. Although students will receive specific instructions during that time from high school personnel, the responsibility for appropriate graduation and career choices rests with students and parents. The counseling staff is available to assist in making decisions related to course selections.

One of the most critical functions performed by a school is the registration of students. Based upon registration information, courses are scheduled and teachers are employed for the next year; therefore, it is important that course selections be given serious consideration. After school begins, changes will only be made to correct scheduling errors or to equalize class enrollments.

A note about this book:

It is the intent of the Academic Handbook to provide entering students and their parents with some basic and essential information for intelligent educational and career planning. This guide is designed to aid the student in planning for the future. The school and its professional staff are important allies of the student in providing guidance, information, and resources for successful planning.

There are many factors to consider in selecting courses that will meet individual needs for next year. Remember to select courses to fit overall planning which projects beyond the high school years. Interest and ability should determine choices. Experience shows that those who plan an entire high school program early and frequently review the plan will be able to graduate without difficulty.

It should be noted that the ultimate responsibility for choices and decisions lies with the student and his/her parents. It is the responsibility of the school to assist in providing and interpreting all the appropriate and most recent information available. This information and assistance will enable the student to make the best and wisest decisions with regard to his/her abilities and interests.

Students should read the course description section carefully before making any course selections. Students are also encouraged to ask their counselor any questions arising from the information presented within and to seek assistance from the guidance staff throughout their high school years.

We realize registration may bring about questions. Please feel free to call the SHS Counseling Center at 817-220-3041. The counselors will be glad to answer your questions.

A WORD OF CAUTION

Some courses listed in this guide may not actually be offered due to low enrollment. Because of scheduling conflicts and class closings, a student may not be able to register for every course he/she plans to take during a semester. For this reason, the student should have alternate courses in mind in case his/her first choice is not available. Please note that all courses will not be offered every semester of every year. In cases of limited class enrollment, priority will be given to 12th graders first, 11th graders next, etc.

ENROLLMENT

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunization, proof of residence (utility bill or lease agreement), copy of birth certificate and social security card, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, mother’s name, place of business and work phone, father’s name, place of business and work phone, and a friend or relative’s name and number in case of emergency.

ATTENDANCE

To receive credit in a class, a student must attend at least 90 percent of the days that the class is offered. If this limit is exceeded, makeup time outside of the traditional school day and week may be allowed to gain credit. Students must arrange for makeup time through their Assistant Principal. A student who attends fewer than 90 percent of the days the class is offered may be referred to the Attendance Review Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.
REQUIRED COURSES

These courses are required to fulfill state educational guidelines. A course may or may not have a prerequisite (a course that must be taken prior to the course under consideration).

ELECTIVE COURSES

In addition to required state courses, students must choose other courses to complete their schedules. The number of electives varies from year to year. Elective courses or credits may be selected from additional core academic courses or from courses in other departments.

LOCAL CREDIT COURSES

Local credit courses are courses that are approved for credit beyond the required state credits.

PHYSICAL EDUCATION AND EQUIVALENCY WAIVERS

The following courses are offered as an alternative to PE class and may be counted for PE credit:

- Marching Band 1, 2, 3, 4 (*PE Substitute*)
- Athletics
- Tennis
- Athletic Trainer *(in Fall Semester only)*

CLASSIFICATION OF STUDENTS

Student classification is based on the number of credits previously earned. A student’s classification is stated at the beginning of the school year and is not changed during the school year, except for those juniors who intend to graduate in May or in summer school of that particular year. If any local credits have been accumulated, up to one local credit may be counted toward reclassification.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>By Promotion</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6 Credits</td>
</tr>
<tr>
<td>Junior</td>
<td>12 Credits</td>
</tr>
<tr>
<td>Senior</td>
<td>18 Credits</td>
</tr>
</tbody>
</table>

EARLY DISMISSAL

Students who have already earned a minimum of 18 ½ credits may opt to take early dismissal. Students having early dismissal must leave campus after their last class.

UIL ELIGIBILITY

Each sponsor or coach of a UIL governed activity will explain the rules and regulations of “no pass, no play.”

TUTORIALS

Springtown High School offers free tutorials on a daily basis before and/or after school. Please contact the school for more information.

SCHEDULE CHANGES

Any student-initiated schedule change must be completed by the required deadlines. Other schedule changes may be approved only within the first 10 days of school and only in the case of improper academic placement in a course. If a concern about improper academic placement occurs after the first 10 days of school, a Parent-Teacher Conference must be held. If both the parent and teacher agree that an improper academic placement has been made, administrative approval may be requested and granted for a schedule change. Any questions about schedules should be referred to the Counseling Office.

Schedule changes are normally made only under the conditions listed below:

1. A student fails a course.
2. A student does not meet the standard required for passing the state assessment and must take a course for accelerated instruction.
3. A change is needed as a result of a credit earned in summer school.
4. A change is needed to balance classes within the master schedule.
5. A student has a schedule which is obviously not educationally appropriate.
6. A change is needed as a result of a student being elected to or administratively assigned to an activity within the school.
7. A change will enable a senior to graduate during the senior year.
8. A change which, in the judgment of the principal, is in the best interest of the student and/or teacher.
9. A schedule change form is completed by the student and signed by his/her parents or guardians.
Students must request schedule changes within the time frame established by the principal.

Students are preregistered in the spring and registered according to the courses requested and their academic achievement. No schedule changes will be made except where an error has been made in scheduling or when there is a rationale that is acceptable to the counselor and principal. No changes to a student’s schedule will be made after 9 days of the new term. After 10 days, a student may not be given credit for a class unless a student is in attendance for at least 90% of the days the class is offered.

**AWARD OF CREDIT**

The award of credit for a course affirms that a student has satisfactorily met state and local requirements. Students earn one-half credit for each semester of a course in which he/she earns a grade of 70 or higher and meets attendance guidelines. Each semester’s average stands on its own. If a student does not pass a semester, the credit can be earned if the student makes a grade high enough the next semester to average to 70 for the academic school year.

**DENIAL OF CREDIT**

A student who fails to attend at least 90 percent of the days a class is offered may be denied credit in the class regardless of the grade he/she makes in the class. A student who fails to meet the attendance requirement may be referred to the Attendance Review Committee to determine whether there were extenuating circumstances for the absences and how the student can regain credit.

**EARLY GRADUATION REQUIREMENTS**

Students who would like to complete high school in three years are given this opportunity through early graduation. An early graduate declaration form must be signed by the student, parent, head counselor, and principal. Early graduates shall be eligible for all graduation honors provided they meet the requirements. Students who graduate in three years shall be eligible to participate in commencement ceremonies.

**CREDIT BY EXAMINATION FOR RECOVERY**

Credit by Examination (CBE) for Recovery is available for students in grades 9 through 12 who have lost credit in courses with a grade below 70. Students must have had prior formal instruction to be eligible for CBE. Students must score a grade of 70 or above on the exam to receive credit. CBE shall not be used to gain eligibility for participation in extracurricular activities, nor shall it be used to earn credit when students have excessive absences. Exams may be administered when needed. All grades received are recorded on the student’s transcript, and a failing grade is not removed from the transcript after a CBE is passed. If the student takes the CBE through Texas Tech University, the student is responsible for all costs incurred. If the CBE is passed, a grade of 70 will be placed on the Academic Achievement Record (transcript) with .5 credit. High school students should contact the counselor for additional information.

*It is important to note that CBE scores will NOT be factored into GPA.*

**CREDIT BY EXAMINATION FOR ACCELERATION**

Credit by Examination for Acceleration tests are used to award credit for courses not previously attempted. All students shall be eligible for acceleration provided they have:

- Parent approval in writing in a manner determined by the superintendent or designee.
- Administrative approval from both the principal and the student’s counselor.

Exams for Acceleration shall be administered to eligible students twice a year on dates set by the superintendent or designee. Students must apply for exams 30 days prior to the exam date. Dates for exams are available in the Counseling Office. Grades earned through Exams for Acceleration are not included in GPA and ranking. **Students must score at least 90 percent to receive credit.** See your counselor for more information.

**CORRESPONDENCE COURSES**

Students shall be eligible to take correspondence courses at their own cost and earn credit toward graduation. Prior to enrollment in a correspondence course, students shall make written request to the principal or designee for approval to enroll in the course. Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment. Students may be enrolled in only one correspondence course at a time. These courses will not be used to calculate grade point average (GPA).

**CONCURRENT ENROLLMENT**

The early college admissions program allows academically talented junior and senior level students to enroll in area colleges concurrently with high school studies. Pre-approval by a principal or counselor is expected. Currently, taking the THEA (college test) or other T.S.I. exam is required prior to enrolling in the college class unless the student is exempt by his/her TAKS scores. Registration for the test is the responsibility of the student. Students must also meet the entrance requirements of the college. Both high school and college credit can be received in some of these classes. A grade of 70 must be earned to be granted high school credit. Students may receive up to 12 hours of concurrent enrollment credit per year. Financial responsibility belongs to the student each semester.
DUAL CREDIT

Junior and senior students may wish to schedule college credit courses to meet their graduation plan requirement and to gain college credit at the same time. Students must meet college and high school requirements before enrolling in these courses. Financial responsibility belongs to the student each semester. Consult the course description section for a list of courses offered and the course requirements for each. Unless prior approval is obtained from the principal, students are limited to taking two dual credit courses per semester.

SUMMER SCHOOL

Summer school is an option for students to make up failed courses. This is subject to change on an annual basis, and the courses offered vary. An information sheet will be available in the Counseling Office by mid-May. Summer school classes are designed for remediation. Students wishing to accelerate their graduation plan by taking summer school courses should first consult with their Guidance Counselor prior to enrolling in a summer session.

WORK PROGRAM ENROLLMENT GUIDELINES

The work program is provided as a privilege for students who wish to gain work experience in a field that meets their interests and abilities, while earning wages and high school credit. To enroll in the work program, students must meet the following criteria:

- submit an application (available from a work program teacher)
- be classified as a junior or senior
- be at least 16 years old
- submit a printout of absences with application
- be employed a minimum of 15 hours per week (majority of hours Monday - Friday) in an approved training station and position
- must meet all program requirements and remain in the program for the entire term

CAREER AND TECHNICAL EDUCATION

Career and Technology Education programs are open to all students without regard to race, color, national origin, sex, handicapping condition, or limited English proficiency. Career and Technical Education programs are organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs shall include: competency-based applied learning that contributes to an individual’s general knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

TAKS – TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

Passing the Exit Level TAKS (Texas Assessment of Knowledge and Skills) test is a graduation requirement for students who entered high school prior to the Fall of 2011. The Exit Level test is first given during the student’s junior year. Any failed section of the test may be retaken several times prior to graduation. A student may not graduate unless he/she passes all parts of the Exit Level TAKS test. The Exit test includes English Language Arts, math, science, and social studies.

STAAR END-OF-COURSE EXAMS (EOC):

Beginning in the Fall of 2011, students entering 9th grade must meet passing standards on STAAR EOC Exams in order to graduate. As of June 2013, STAAR EOC Exams are administered in each of the following core courses: English I, II, Algebra I, Biology, and U.S. History.

- Graduation Requirement: Students who have TAKS as a graduation requirement who are enrolled in the same course with students under the STAAR graduation program will not be required to take the STAAR EOC assessment for the course.

SPECIAL EDUCATION PROGRAM

Special Education courses are offered to assist eligible students in both academic and nonacademic areas. Curriculum and graduation requirements are developed by an Admission, Review, and Dismissal (ARD) Committee for each individual student. For more information contact the Special Education Office at 817-523-0643.
UIL ACADEMIC COMPETITION

Springtown High School participates in UIL Academic Competitions and other competitive events during the course of the year. Students interested in competing and joining a UIL Academic Team should see one of the UIL Academic Coordinators or any of the Academic Coaches.

PRE-ADVANCED PLACEMENT (PRE-AP) AND ADVANCED PLACEMENT (AP) PROGRAM

The Pre-AP and AP program is designed for students who demonstrate high ability, motivation, and interest to study and learn at a higher level. In this program, students are given the opportunity to develop critical thinking and problem solving skills as they study a subject in greater depth, while becoming academically prepared for the demands of college courses. The serious student will develop good study habits and self-discipline that is vital to success in college. It is the belief of SHS that any student capable of completing college-level work in high school should be given the opportunity to do so. Students taking AP courses are encouraged to take the appropriate AP exams in May. Financial responsibility for the exams belongs to the student; however, the state has historically paid a portion of this cost. Exams are typically scheduled the first two full weeks in May.

REQUIREMENTS FOR PRE-AP AND AP COURSES

ENROLLMENT IN CLASSES:
- Enrollment is open to all students; but, it is strongly recommended that the student has maintained a 90 average in all previously-taken related classes.
- A great deal of prior knowledge is necessary. The AP courses by definition are college level, and students should recognize that they will be taught as such with little or no remediative instruction.
- A student’s work ethic should also be a consideration. The courses entail extensive homework and commitment of time. Some of the courses (especially English) require students to do summer reading to be completed before the beginning of the school year.

REMOVAL FROM CLASS:
- It will be recommended that the student remove himself/herself from the class at the end of the first six weeks if he/she is failing.
- A student may be removed from the program at a parent’s request after a meeting with the administrator in charge and the teacher of the Pre-AP or AP class.

TRANSFER STUDENTS

Transfer students from a non-accredited school will be required to take a Credit by Exam (CBE) for each course where credit was given from the non-accredited school. If the CBE is passed, credit will be awarded. The grade earned on the CBE will be the one that is recorded on the transcript. Locally developed exams may be used. A fee will be assessed for alternate forms, and financial responsibility lies with the student.

TRANSFER GRADES

For transferring students, numerical grades will be recorded exactly as they appear on the transcript, and alphabetical grades will be given the numerical equivalent according to the grading scale of the sending school. If no grading scale is provided by the sending school, the following conversion scale will be used:

\[
\begin{align*}
A+ &= 98 \\
A  &= 95 \\
A- &= 92 \\
B+ &= 88 \\
B  &= 85 \\
B- &= 82 \\
C+ &= 78 \\
C  &= 75 \\
C- &= 72 \\
D+= &= 68 \\
D  &= 65 \\
D- &= 62 \\
F   &= 59 \\
PASS &= 70
\end{align*}
\]

DETERMINATION FOR VALEDICTORIAN & SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in Springtown High School for the four semesters preceding graduation. In the event that a student with the highest or second highest grade point average (GPA) does not meet the four semester requirement, he or she shall be ranked third in the class.

In case of a tie in weighted GPA’s, after calculations to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title. (*Found in EIC (LOCAL))

HONOR GRADUATES

To be eligible for Honor Graduate status in 2014-2015, students shall be required to meet the following criteria:
1. Honor graduates shall have completed the requirements for the Distinguished Achievement and/or Recommended Program which was in effect during the freshman year of their graduating class.
2. Honor graduates must be graduating with a GPA of 3.5 or higher.
3. Honor graduates shall have taken at least four academic courses in both the junior and senior years. Academic Courses are defined as any class that is calculated in GPA and are defined as completed, regardless of whether the credit awarded is .5 or 1.0.
4. Any senior student new to the District shall be enrolled and must be in attendance by the end of the first ten days of the fall semester to be considered for honor graduate status.

CLASS RANK

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. Additional Information regarding the calculation of grades and class rank can be found in board policy EIC (LOCAL).

** Foreign exchange students and students receiving alternate curriculum will be ranked using a multi ranking system.
## Students who have twelve or more credits and are not scheduled to graduate in May of the current term will be classified as a junior.

**Weighted grade values and courses used in computing the GPA or class rank can be found in this document within the “Course Listings” table.**

REPORT CARDS

Students should receive a printed report card on the Friday following the end of every six weeks’ reporting period.

PROGRESS REPORTS

Progress reports are calculated based on grades recorded during the first three weeks of each grading period. Reports will be distributed to students whose averages are 75 or lower at the time grades are calculated.

CALCULATION OF SEMESTER GRADES

See “Grading Guidelines” for current information regarding calculation of semester grades.

SEMESTER EXAM EXEMPTION

Refer to the current Student Handbook and Board Policy EIAA (LOCAL) for up-to-date information regarding exemptions.

NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION) ELIGIBILITY REQUIREMENT

To be eligible for Athletic scholarships at any NCAA campus during the freshman year of college, students must gain certification from the NCAA Clearinghouse that they meet NCAA requirements. Copies of the requirement brochure may be picked up in the Athletics Office each year.

SCHEDULE OF COLLEGE ENTRANCE EXAMINATIONS

Information and registration packets are available in the Counseling Office or may be obtained at the testing websites and/or Springtown High School’s website via the “Counselor’s Corner” link.

 Regarding the participation of home-schooled students: The District shall post on an Internet Web site maintained by the District the date the PSAT/NMSQT will be administered and the date any college advanced placement tests will be administered. The notice must state that the PSAT/NMSQT or the advanced placement test is available for home-schooled students eligible to attend school in the District and describe the procedures for a home-schooled student to register for the test.

NATIONAL HONOR SOCIETY

To become a member of NHS, you must meet all national and local guidelines. A copy of these guidelines is available from the NHS sponsor and/or via the campus website.

PSAT/NATIONAL MERIT SCHOLARSHIPS

Students taking the PSAT in the eleventh grade are automatically entered in the National Merit Competition. Students whose “Selection Index” places them in the top one-half of the top one percent nationally are identified as semi-finalists. These students, with the additional recommendation of their school, continue in the competition. Semi-finalists are announced early in September of the twelfth grade. These students continue the application process by completing a packet of materials, which is sent to the National Merit Scholarship Program in Princeton, NJ. Students who are selected to be finalists often receive recognition and awards from colleges, universities, and companies.
Another category of the National Merit Scholarship competition is that of Commended Status (those who score in the top five percent nationally on the Selection Index). These students do not continue in the competition, but they do receive a certificate and this designation may be sent with college applications and used in scholarship applications.

**SCHOLARSHIP INFORMATION**

The Senior Counselor consolidates scholarship information and publishes the information in a monthly newsletter provided in English IV. Seniors not currently enrolled in any of the three classes may pick up a copy of the newsletter in the Counseling Office. The newsletter will also be posted on the high school’s homepage at [www.springtownisd.net/shs/site/default.asp](http://www.springtownisd.net/shs/site/default.asp).

**LETTERS OF RECOMMENDATION**

The Counseling Office and most teachers request a 5-day prior notice for letters of recommendation and application forms.

**ACADEMIC ACHIEVEMENT RECORD (TRANSCRIPT)**

Springtown High School will provide copies of an AAR (transcript) free of charge. A five day notice is required to copy the AAR (transcript).

**A LAST WORD OF CAUTION TO THE STUDENT**

*Students are advised to carefully review the courses in which they are placed and to compare course enrollment with graduation plan requirements. Students who find errors and/or have questions regarding their schedule should sign up to see their counselor immediately. Although the individual student is ultimately responsible for his or her own progress toward graduation, our counselors are an outstanding resource and are more than willing to help.*
In order to receive a high school diploma, students who entered Grade 9 after Fall enrollment of 2007 but prior to August 25th, 2014 must fulfill all requirements from one of three programs of studies established by House Bill 3. These programs are the Minimum High School Program (MSHP), the Recommended High School Program (RHSP), and the Distinguished Achievement High School Program (DAHSP).

Students who entered Grade 9 on or after August 25th, 2014 must fulfill all the requirements from one of two programs of study established by House Bill 5. Locally, the Foundation Plan requires 25 credits in order to graduate. Each of the five Endorsement Plans require a minimum of 26 credits in order to graduate.

**HOW TO CHOOSE YOUR PROGRAM**

This section serves as a planning guide as you make decisions about your four-year high school program. You are urged to consider each decision carefully. In selecting a program of studies, you will want to consider all of the possibilities - just as you do when you choose a new CD or decide what movie to see - realizing, however, that this is one of the most important decisions you will make during the next several years. There are certain steps to follow that can help you make your choices:

- Find out all you can about the programs of studies offered.
- Compare the programs. Think about yourself and how each program might help you.
- Consider the advantages and disadvantages of each program. Weigh these carefully.
- Choose the program of studies which seems to have the most advantages for you.

To follow these steps, you will need to know about high school programs of studies, about yourself, and about careers.

**KNOW ABOUT THE HIGH SCHOOL PROGRAMS**

Your counselor and teachers will be helpful in advising you more specifically about the high school programs of studies offered. Find out:

- What kind of transcript you will earn.
- The number of units of credit in specific subject areas needed for graduation under each plan.
- The courses that are required to begin certain high school sequences of courses.
- The elective courses you may take that are not required.

**KNOW ABOUT CAREERS**

We encourage you to explore the internet resources posted on the high school’s website (under the “Counselor’s Corner” link). These resources can provide helpful information about your education and career options.

**POST-SECONDARY PREPARATION TIMELINES, WEBSITES, CHECKLISTS, & DEFINITIONS**

Additional information about college preparation, career development, college admissions, technical/trade schools, and military service are available in the Academic Handbook Supplement located in the Counseling Office.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum Plan (MHSP)</th>
<th>Recommended Plan (RHSP)</th>
<th>Distinguished Plan (DAHSP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Four credits: English I, II, III, and IV.</td>
<td>Four credits: English I, II, III, and IV.</td>
<td>Four credits: English I, II, III, and IV.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three credits to include: Algebra I and Geometry.</td>
<td>Four credits. Three of the credits must be Alg. I, Alg. II, and Geometry. The fourth credit may be selected from the following: • Mathematical Models with Applications • Precalculus • Advanced Placement Calculus • Concurrent Enrollment in College Courses For students who select Mathematical Models with Applications, Algebra II is their fourth or final course. They may not take Mathematical Models with Applications after taking Algebra II. The intent of the rule is that all students should have a rigorous math course in their senior year; however, students may continue to take mathematics courses at the middle school and receive high school credit.</td>
<td>Four credits, which must consist of Algebra I, Algebra II, and Geometry and an additional state-approved math course for which Algebra II is a prerequisite: • Precalculus • Advanced Placement (AP) Calculus • Concurrent Enrollment in College Courses</td>
</tr>
<tr>
<td>Science</td>
<td>Three credits (see note) one of which must be Biology. Options for second and/or third year science courses include: • IPC • Chemistry • Physics The following courses may be used only as a third or fourth year science course: • TAKS Science • Concurrent enrollment in an approved college science course CTE courses: • Scientific Research and Design • Anatomy and Physiology of Human Systems</td>
<td>Four credits. one of which must be Biology and three of which are selected from a list of options that include: • Integrated Physics &amp; Chemistry (IPC) • Chemistry • Physics • Environmental Systems • Scientific Research &amp; Design • Anatomy and Physiology of Human Systems • Concurrent enrollment in an approved college science course * The additional credit may be IPC and must be successfully completed prior to chemistry and physics.</td>
<td>Four credits, which must consist of a Biology credit, a Chemistry credit, a Physics credit, and an additional approved laboratory-based science course. In addition to a Biology course, a Chemistry course, and a Physics course, a student may select the fourth required credit from: • Environmental Systems • Scientific Research &amp; Design • Anatomy and Physiology of Human Systems • Concurrent enrollment in an approved college science course</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Three and one-half credits must consist of: World History Studies (one credit) World Geography Studies (one credit) U.S. History Studies Since Reconstruction (one credit) U.S. Government (one-half credit)</td>
<td>Three and one-half credits must consist of: World History Studies (one credit) World Geography Studies (one credit) U.S. History Studies Since Reconstruction (one credit) U.S. Government (one-half credit)</td>
<td>Three and one-half credits must consist of: World History Studies (one credit) World Geography Studies (one credit) U.S. History Studies Since Reconstruction (one credit) U.S. Government (one-half credit)</td>
</tr>
</tbody>
</table>
### Economics

One-half credit: Economics with emphasis on the free enterprise system and its benefits

One-half credit: Economics with emphasis on the free enterprise system and its benefits

One-half credit: Economics with emphasis on the free enterprise system and its benefits

### Physical Education

One credit, which may come from any combination of the following one-half to one credit courses:
- Foundations of Personal Fitness
- Adventure/Outdoor Education
- Aerobic Activities
- Team or Individual Sports

In accordance with local district policy, credit for any of the courses listed above may be earned through participation in Athletics, while Marching Band may be substituted for up to one credit for any of the courses listed above.

Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.

### Languages Other Than English

None

Two credits must consist of any two levels in the same language.

Three credits must consist of any three levels in the same language.

### Health Education

None

None

None

### Technology Applications

None

None

None

### Fine Arts

One credit (For students entering 2010-2011 and thereafter) which may be satisfied by any one course found in 19 TAC Chapter 117.

One credit which may be satisfied by any one course found in 19 TAC Chapter 117.

One credit which may be satisfied by any one course found in 19 TAC Chapter 117.

### Speech

One-half credit: Professional Communications

One-half credit: Professional Communications

One-half credit: Professional Communications

### Elective Courses

Six and one-half credits from:
- the list of courses approved for Grades 9-12 (relating to Essential Knowledge and Skills); or,
- state-approved innovative courses

Five and one-half credits from:
- the list of courses approved for Grades 9-12 (relating to Essential Knowledge and Skills); or,
- state-approved innovative courses

Four and one-half credits from:
- the list of courses approved for Grades 9-12 (relating to Essential Knowledge and Skills); or, state-approved innovative courses.

### Total Credits

23

26

26
For the Distinguished Achievement Plan (DAHSP):
Must achieve any combination of four of the following Advanced Measures:

1. A score of “3” or above on a College Board AP exam.
2. A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher.
3. Dual Credit college academic courses with a grade of 3.0 or higher on a college scale.

Students graduating under the Recommended High School Program or the Distinguished Achievement High School Program may qualify for the TEXAS (Towards EXcellence, Access and Success) Grant.

See TEA's website for additional information: [http://www.tea.state.tx.us/rules/tac/chapter074/ch074f.html](http://www.tea.state.tx.us/rules/tac/chapter074/ch074f.html)

All students who entered high school prior to the fall of 2011 must pass all four sections (ELA, math, science, and social studies) of the Exit Level TAKS in order to receive a high school diploma.

Students who began 9th grade during or after the fall of 2011 must meet STAAR passing standards in all four core content areas in order to receive a high school diploma.
# GRADUATION PLAN COMPARATIVE CHART

For Students Who Entered Grade 9 on or after August 25, 2014

(Including HB 5 Graduation Credit Requirements)

*Foundation Plan only available in special circumstances for Class of 2018 and beyond*

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Foundation Plan</th>
<th>Endorsement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Four credits: English I, II, III, and IV.</td>
<td>Four credits: English I, II, III, and IV.</td>
</tr>
</tbody>
</table>
| Mathematics          | Three credits to include: Algebra I and Geometry.                              | Four credits. Three of the credits must be Alg. I, Alg. II, and Geometry. The fourth credit may be selected from the following:  
• Mathematical Models with Applications  
• Algebra III  
• Precalculus  
• Advanced Placement Calculus  
• Concurrent Enrollment in College Courses  
For students who select Mathematical Models with Applications, Algebra II may be their fourth or final course. They may not take Mathematical Models with Applications after taking Algebra II. The intent of the rule is that all students should have a rigorous math course in their senior year. |
| Science ♦            | Three credits (see note) one of which must be Biology. Options for second and/or third year science courses include:  
• IPC  
• Chemistry  
• Physics  
• Principles of Technology  
The following courses may be used only as a third or fourth year science course:  
• Concurrent enrollment in an approved college science course  
CTE courses:  
• Scientific Research and Design  
• Anatomy and Physiology of Human Systems  
Four credits, one of which must be Biology and three of which are selected from a list of options that include:  
• *Integrated Physics & Chemistry (IPC)  
• Chemistry  
• Physics  
• Principles of Technology  
• Environmental Systems  
• Scientific Research & Design  
• Anatomy and Physiology of Human Systems  
• Concurrent enrollment in an approved college science course  
* IPC must be successfully completed prior to Chemistry and Physics. |
| Social Studies       | Three and one-half credits must consist of:  
World History Studies (one credit)  
World Geography Studies (one credit)  
U.S. History Studies Since Reconstruction (one credit)  
U.S. Government (one-half credit)  
Three and one-half credits must consist of:  
World History Studies (one credit)  
World Geography Studies (one credit)  
U.S. History Studies Since Reconstruction (one credit)  
U.S. Government (one-half credit) |
| Economics            | One-half credit must include Economics with Emphasis on Free Enterprise System and Its Benefits  
One-half credit must include Economics with Emphasis on Free Enterprise System and Its Benefits |
| Physical Education | **One credit**, which may come from any combination of the following one-half to one credit courses:  
• Foundations of Personal Fitness  
• Adventure/Outdoor Education  
• Aerobic Activities  
• Team or Individual Sports  

In accordance with local district policy, credit for any of the courses listed above may be earned through participation in Athletics, while Marching Band may be substituted for up to one credit for any of the courses listed above.

Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages Other Than English</td>
<td><strong>Two credits</strong> must consist of any two levels in the same language. <em>See 19 TAC §74.12(b)(5)(B) for exceptions</em></td>
</tr>
</tbody>
</table>
| Fine Arts | **One credit** which may come from any of the following: Art, Dance, *Music, Theater, Floral Design*  
*19 TAC 117 notes that "Music" may include Band I, Choir I, Orchestra I, Jazz Ensemble I, Jazz Improvisation I, Instrumental Ensemble I, or Vocal Ensemble I*  

**One credit** which may come from any of the following: Art, Dance, *Music, Theater, Floral Design*  
*19 TAC 117 notes that "Music" may include Band I, Choir I, Orchestra I, Jazz Ensemble I, Jazz Improvisation I, Instrumental Ensemble I, or Vocal Ensemble I* |
| Speech | **One-half credit:** Professional Communications |
| State Elective Courses | **Three and one-half credits** from:  
• the list of courses approved for Grades 9-12 (relating to Essential Knowledge and Skills); or,  
• state-approved innovative courses  

**Five and one-half credits** from:  
• the list of courses approved for Grades 9-12 (relating to Essential Knowledge and Skills); or,  
• state-approved innovative courses. |
| Additional Elective Courses | **Three credits** from either:  
• the list of courses approved for Grades 9-12 (relating to Essential Knowledge and Skills); or,  
• state-approved innovative courses; or,  
• Local credit courses  

None required |
| Total Credits | **25** |
| Total Credits | **26** |
# Springtown ISD Coursework to Satisfy Endorsements

26 Credits

A student may earn an Endorsement by successfully completing:
- Curriculum requirements for the Endorsement
- 4 Credits in Math
- 4 Credits in Science
- 2 Additional Elective Credits

A student may earn Distinguished Achievement by successfully completing:
- Curriculum Requirements for at Least 1 Endorsement
- 4 Credits in Math, including Credit in Algebra II
- 4 Credits in Science

Note: All CTE endorsements may include Professional Communications and Career Preparation I and II.

<table>
<thead>
<tr>
<th>Multidisciplinary</th>
<th>Science, Technology, Engineering and Mathematics (STEM)</th>
<th>Business and Industry</th>
<th>Arts and Humanities</th>
<th>Public Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 4 Advanced Courses within 1 Endorsement Area</td>
<td></td>
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<tr>
<td>* 4 credits in ELA, including English IV</td>
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<tr>
<td>* 4 credits in math</td>
<td></td>
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<tr>
<td>* 4 credits in science, including chemistry and/or physics</td>
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<tr>
<td>* 4 credits in social studies</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>* 4 Credits in AP or Dual Credit classes from English, math, science, social studies, economics, languages other than English, and fine arts</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology/PAP Biology</td>
</tr>
<tr>
<td>Chemistry/PAP Chemistry</td>
</tr>
<tr>
<td>Physics/PAP Physics</td>
</tr>
<tr>
<td>Environmental Systems/PAP Environmental Systems</td>
</tr>
<tr>
<td>Environmental Systems</td>
</tr>
<tr>
<td>Scientific Research &amp; Design (Dual Biology)</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>Algebra 1</td>
</tr>
<tr>
<td>Geometry/Honors Geometry</td>
</tr>
<tr>
<td>Algebra II/Honors Algebra II</td>
</tr>
<tr>
<td>PreCalculus/PAP PreCalculus</td>
</tr>
<tr>
<td>AP Calculus</td>
</tr>
<tr>
<td>Algebra 3</td>
</tr>
<tr>
<td>Dual Credit Algebra (TxVSN)</td>
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</table>

<table>
<thead>
<tr>
<th>Agriculture, Food, &amp; Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Principles of Ag, Food, &amp; Natural Resources</td>
</tr>
<tr>
<td>* Principles &amp; Elements in Floral Design</td>
</tr>
<tr>
<td>* Small Animal Management</td>
</tr>
<tr>
<td>* Equine Science</td>
</tr>
<tr>
<td>* Livestock Production</td>
</tr>
<tr>
<td>* Range Ecology &amp; Management</td>
</tr>
<tr>
<td>* Wildlife, Fisheries, &amp; Ecology Management</td>
</tr>
<tr>
<td>* Vet Medical Application</td>
</tr>
<tr>
<td>* Ag Mechanics &amp; Metal Technology</td>
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<tr>
<td>* Ag Facilities Design and Fabrication</td>
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<tr>
<td>* Adv Animal Science</td>
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<table>
<thead>
<tr>
<th>Theatre Arts</th>
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<tbody>
<tr>
<td>* Theatre Arts I</td>
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<tr>
<td>* Theatre Arts II</td>
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<tr>
<td>* Theatre Arts III</td>
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<tr>
<td>* Theatre Arts IV</td>
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<tr>
<td>* Technical Theatre I</td>
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<tr>
<td>* Technical Theatre II</td>
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<tr>
<td>* Technical Theatre III</td>
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<table>
<thead>
<tr>
<th>Art</th>
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<tbody>
<tr>
<td>* Art I</td>
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<td>* Art II</td>
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<tr>
<td>* Art III</td>
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<td>* Art IV</td>
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<table>
<thead>
<tr>
<th>Music: Band</th>
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<tbody>
<tr>
<td>* Band I</td>
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<tr>
<td>* Band II</td>
</tr>
<tr>
<td>* Band III</td>
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<tr>
<td>* Band IV</td>
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<tr>
<td>* Jazz Band I</td>
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<tr>
<td>* Jazz Band II</td>
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<tr>
<td>* Jazz Band III</td>
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<tr>
<td>* Jazz Band IV</td>
</tr>
<tr>
<td>* Music History</td>
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<tr>
<td>* Music Theory</td>
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</table>

<table>
<thead>
<tr>
<th>Music: Choir</th>
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<tbody>
<tr>
<td>* Choir I</td>
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<tr>
<td>* Choir II</td>
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<tr>
<td>* Choir III</td>
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<tr>
<td>* Choir IV</td>
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<table>
<thead>
<tr>
<th>Dance</th>
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<tbody>
<tr>
<td>* Dance I</td>
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<td>* Dance II</td>
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<tr>
<td>* Dance III</td>
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<td>* Dance IV</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Hospitality and Tourism</th>
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</thead>
<tbody>
<tr>
<td>* Principles of Human Services</td>
</tr>
<tr>
<td>* Restaurant Management</td>
</tr>
<tr>
<td>* Culinary Arts</td>
</tr>
<tr>
<td>* Travel &amp; Tourism</td>
</tr>
<tr>
<td>* Practicum I in Culinary Arts</td>
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</tbody>
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<thead>
<tr>
<th>Journalism</th>
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<tbody>
<tr>
<td>* Journalism I</td>
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<tr>
<td>* Photojournalism I</td>
</tr>
<tr>
<td>* Adv Journalism (Yrbk) I</td>
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<tr>
<td>* Adv Journalism (Yrbk) II</td>
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<tr>
<td>* Adv Journalism (Yrbk) III</td>
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<table>
<thead>
<tr>
<th>Education and Training</th>
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<tbody>
<tr>
<td>* Principles of Human Services</td>
</tr>
<tr>
<td>* Instructional Practices in Education &amp; Human Growth and Development</td>
</tr>
<tr>
<td>* Practicum in Education &amp; Training</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Health Science</th>
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<tbody>
<tr>
<td>* Principles of Health Science</td>
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<tr>
<td>* Anatomy and Physiology</td>
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<tr>
<td>* Health Science</td>
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<tr>
<td>* Medical Terminology</td>
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<thead>
<tr>
<th>Human Services</th>
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<tbody>
<tr>
<td>* Principles of Human Services</td>
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<tr>
<td>* Cosmetology I</td>
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<tr>
<td>* Cosmetology II</td>
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<tr>
<td>Multidisciplinary</td>
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</table>

**MOTTO**
All students in Sprinqtown Schools will be SAFE, SECURE, and SUCCESSFUL.

**MISSION**
To provide all students with an educational program that will allow them to develop to their potential, to be well-adjusted, and able to make positive contributions to a free enterprise society.

**VISION**
To provide efficient and effective school processes which result in success for all students.
NON-TRADITIONAL ACADEMIC PROGRAMS

Springtown High School PACE Program
Positive Academics in a Constructive Environment

Springtown ISD offers several non-traditional alternatives for students seeking to demonstrate mastery of coursework in hopes of earning and/or recovering credits. Our PACE Program includes the four options outlined below:

1) Replace Program – Students in grades 9 – 12 may request the opportunity to attend the Replace Program on certain nights of the week. With their teacher’s approval, students may utilize the program to work on assignments provided by their teacher in order to “replace” grades from the prior six-weeks that were below the minimum passing standard. Courses included in the Replace Program include English Language Arts, Math, Science, Social Studies, Foreign Language, and Communications Applications.

2) Recover/Acceleration Program – After obtaining approval from their academic counselor, students in grades 9 – 12 may be enrolled in the lab during day or night classes to “recover” credit(s) previously denied. Students may also take courses for acceleration in order to meet graduation requirements. Courses available through the Recovery/Acceleration Program include English Language Arts, Math, Science, Social Studies, Foreign Language and Communications Applications. Counselors should be consulted regarding the availability of other elective credits. *It is important to note that courses completed through the PACE Lab do not factor into GPA.*

3) Optional Flexible School Day Program – Eligible students may enroll in the Optional Flexible School Day and attend day or evening classes through the PACE Lab in hopes of earning course credits. Day classes are Monday through Friday from 8:00 AM to 3:30 PM and night classes are from 4:30 PM to 7:30 PM. Students seeking to utilize the Optional Flexible School Day Program must meet at least one of the following conditions:
   - The student is at risk of dropping out of school
   - The student previously dropped out of school
   - The student is unable to attend school in a traditional setting
   - The student will be denied credit for one or more courses in which the student has been enrolled

4) TxVSN (Texas Virtual School Network) Program – Students may enroll in online high school courses or dual credit college courses after obtaining counselor approval. Students may choose to take such courses during the traditional school day or during our night school. Courses may be taken for acceleration by earning high school credits or for college credit. The program also provides opportunities for students to take courses not currently offered at Springtown High School. *It is important to note that TxVSN classes do not factor into GPA.*
## ENGLISH LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Credit</th>
<th>GPA</th>
<th>Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I, II, III, IV</td>
<td>9-12</td>
<td>1</td>
<td>Yes</td>
<td>Must be taken in sequence</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>9-12</td>
<td>1</td>
<td>No</td>
<td>Local credit, LPAC Recommendation</td>
</tr>
<tr>
<td>Pre-AP English I &amp; II</td>
<td>9-10</td>
<td>1</td>
<td>Yes</td>
<td>Meet district guidelines</td>
</tr>
<tr>
<td>AP English III</td>
<td>11</td>
<td>1</td>
<td>Yes</td>
<td>Meet district guidelines</td>
</tr>
<tr>
<td>Dual English IV</td>
<td>12</td>
<td>1</td>
<td>Yes</td>
<td>Recommend as prerequisite AP Eng III; meet WC admission/tuition requirements</td>
</tr>
<tr>
<td>AP English IV</td>
<td>12</td>
<td>1</td>
<td>Yes</td>
<td>Recommended prerequisite AP Eng III</td>
</tr>
<tr>
<td>Debate I, II, III, IV</td>
<td>9-12</td>
<td>1/2-1</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Reading I, II, III</td>
<td>9-10</td>
<td>1/2-1</td>
<td>No</td>
<td>Below standard on reading/ELA state assessment</td>
</tr>
<tr>
<td>Journalism</td>
<td>9-12</td>
<td>1/2</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Photojournalism</td>
<td>9-12</td>
<td>1/2</td>
<td>No</td>
<td>Digital Camera required</td>
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<tr>
<td>Advanced Journalism I, II, III (Yearbook)</td>
<td>10-12</td>
<td>1</td>
<td>No</td>
<td>Teacher Approval</td>
</tr>
</tbody>
</table>

## MATHEMATICS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Credit</th>
<th>GPA</th>
<th>Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>9-12</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>9-12</td>
<td>1</td>
<td>Yes</td>
<td>Prerequisite Algebra I</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>9-12</td>
<td>1</td>
<td>Yes</td>
<td>Prerequisite Algebra I, meet district guidelines</td>
</tr>
<tr>
<td>Algebra II</td>
<td>10-12</td>
<td>1</td>
<td>Yes</td>
<td>Prerequisite Geometry</td>
</tr>
<tr>
<td>Honors Algebra II</td>
<td>10-12</td>
<td>1</td>
<td>Yes</td>
<td>Prerequisite Algebra I, Geometry; meet district guidelines</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>11-12</td>
<td>1/2-1</td>
<td>Yes</td>
<td>Prerequisite Algebra II - full year suggested</td>
</tr>
<tr>
<td>Pre AP Pre-Calculus</td>
<td>11-12</td>
<td>1/2-1</td>
<td>Yes</td>
<td>Prerequisite Algebra II - full year suggested</td>
</tr>
<tr>
<td>AP Calculus</td>
<td>12</td>
<td>1</td>
<td>Yes</td>
<td>Prerequisite Pre-Calculus</td>
</tr>
<tr>
<td>College Algebra Dual</td>
<td>11-12</td>
<td>1/2</td>
<td>No</td>
<td>Local credit; TxVSN; meet college admission/tuition requirements</td>
</tr>
<tr>
<td>Algebra 3</td>
<td>11-12</td>
<td>1</td>
<td>Yes</td>
<td>Prerequisite Algebra 2</td>
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## SCIENCE

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<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Credit</th>
<th>GPA</th>
<th>Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Physics and Chemistry</td>
<td>9-12</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>9-12</td>
<td>1</td>
<td>Yes</td>
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## SOCIAL STUDIES

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ENGLISH LANGUAGE ARTS

ENGLISH I
Prerequisite: None
Placement: 9
Credits: 1

English I offers an integrated approach to a variety of literature (poetry, drama, novel, short stories, and nonfiction) through which students apply oral and written language skills.

ENGLISH II
Prerequisite: English I
Placement: 10
Credits: 1

This comprehensive course focuses on analyzing selected works of world literature in fiction, nonfiction, poetry, and drama. Integrating grammar, composition, and vocabulary skills with rich reading experiences, English II provides opportunities in both oral and written discourse.

ENGLISH III
Prerequisite: English II
Placement: 11
Credits: 1

Through representative readings from historical documents, essays, dramas, short stories, poetry, and novels, this course provides a survey of American literature that integrates the studies of grammar and vocabulary in meaningful writing experiences that stem from the core readings. A focal point of English III is the research paper, a requirement that gives students first-hand experience at synthesizing information from a variety of sources.

ENGLISH IV
Prerequisite: English III
Placement: 12
Credits: 1

This integrated study of English literature, composition, grammar, and vocabulary reinforces the critical reading and writing skills essential for college entrance. The course affords senior students opportunities to connect America's British roots to their contemporary world through various reading, writing, listening, speaking, and thinking activities.

ENGLISH AS A SECOND LANGUAGE (ESL)
Prerequisite: LPAC Recommendation
Placement: 9-12
Credits: 1

ESL instruction is supplemental for the Limited English Proficient (LEP) student who needs varied instructional strategies and support to increase and refine communication skills and language proficiency. This course is designed for LEP students who need specialized instruction to develop full literacy in English. This course is a local credit.

PRE-AP ENGLISH I
Prerequisite: Meet District Guidelines
Placement: 9
Credits: 1

Pre-AP English I provides in-depth studies of thematic literary units that combine poetry, drama, novels, short stories, and nonfiction. Higher order thinking skills are stressed as students express themselves critically and creatively both orally and in writing.

PRE-AP ENGLISH II
Prerequisite: Meet District Guidelines
Placement: 10
Credits: 1

Stretching students’ reading, writing, listening, speaking, and thinking skills, this in-depth study of world literature emphasizes critical and creative responses to works of fiction, nonfiction, poetry, and drama as it concurrently provides occasions and audiences for all types of descriptive writing.

AP ENGLISH III
Prerequisite: Meet District Guidelines
Placement: 11
Credits: 1

This course is designed to enable students to write effectively in their college courses across the curriculum and in their subsequent personal and professional lives. Students will be given the opportunity to take the Advanced Placement Examination in English Language and Composition for advanced college placement and/or credit at the completion of the course.
DUAL/AP ENGLISH IV  
Prerequisite: Recommend AP English III; Meet Weatherford College admission requirements  
Placement: 12  
Credits: 1  

This course merges a one-year high school course that applies ½ credit per semester toward high school graduation with two separate three-semester hour college credit courses. The course covers a study of English literature from the beginning of literary development through the twentieth century, correlating the various periods of English literature with the historical events of each period. The Weatherford College syllabi require that students develop critical reading, writing, and thinking skills vital to the composition process. Students will learn techniques for effective oral and written expression through the blending of the TEKS and the college level writing competencies, including essay writing, spelling, vocabulary development, and library research.

PROFESSIONAL COMMUNICATIONS  
Prerequisite: None  
Placement: 10-12  
Credits: ½  

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.

DEBATE I, II, III, IV  
Prerequisite: None  
Placement: 9-12  
Credits: ½ - 1  

Debate and argumentation are widely used to make decisions and reduce conflict. Students develop skills in argumentation and debate, become interested in current issues, develop sound critical thinking, and sharpen communications skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion. Debate IV is a local credit.

JOURNALISM  
Prerequisite: None  
Placement: 9-12  
Credits: ½ - 1  

In this course students learn to write and edit materials for student publications. Topics covered include layout and design; news, feature, editorial, and headline writing; interviewing; editing; and law and ethics. Students will be expected to produce material suitable for publication in a student forum.

PHOTOJOURNALISM  
Prerequisite: None  
Placement: 10-12  
Credits: ½ - 1  

This course familiarizes students with basic black & white photography through photographic composition, the correct use of light, the basic use of both digital cameras and manual 35 mm cameras, film processing, and printing photographs. Students also learn to illustrate and sequence news events with appropriate photos and captions. A digital camera is required.

ADVANCED JOURNALISM: YEARBOOK PRODUCTION I, II, III  
Prerequisite: Teacher approval  
Placement: 10-12  
Credits: ½ - 1  

Students cooperate with other students to plan, organize, and lay out the school yearbook within given time period and budget. Production includes implementing an advertising and circulation campaign; writing and editing copy; producing graphic art and computer layouts; proofreading; and taking photographs. In addition, students learn journalistic ethics and standards. Students are required to attend many school-related functions and are required to stay after school as needed to meet deadlines.

READING I, II, III  
Prerequisite: Less than standard on reading/ELA state assessment  
Placement: 9-11  
Credits: ½ - 1  

This course offers students instruction in word recognition, comprehension strategies, and vocabulary to ensure the opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect.

TAKS ELAR/STAAR LAB  
Prerequisite: Less than standard on ELAR state assessment  
Placement: 9-12  
Credits: ½ - 1  
*Local Credit Only  

This course is required for students who have not yet demonstrated ELAR mastery. Students will review the ELAR objectives for which they have not mastered in preparation for the state assessment. This course is a local credit.

PRACTICAL WRITING  
Prerequisite: Less than standard on ELAR state assessment  
Placement: 10-12  
Credits: ½ - 1  
*Not an ELAR Credit  

Practical Writing -- designed to provide students with individual instruction to build writing skills. The course will focus on teaching writing as a process. Students will work on mechanics, usage, diction, sentence combining, paragraph development in refining their writing skills, comprehension, and vocabulary.
MATHEMATICS

It is the sincere belief and philosophy of the Math Department that all students should take a math course their senior year even if they have already met the math requirements for graduation. The course depends on the level of study the student has pursued during his/her high school career. Students normally take the THEA test, ACT, and/or SAT during the senior year and a large portion of each of these tests include math questions. Students entering college or the work force are generally required to take a math test before they are allowed to begin; therefore, it is important that senior students have adequate preparation for favorable results.

ALGEBRA I
Prerequisite: None
Credits: 1
Placement: 9-12

Algebra I is the gateway to all higher math courses. Every student graduating from a Texas high school must complete Algebra I successfully. The areas of study will include operations with properties of real numbers, functions, and graphs; solving linear equations and inequalities; solving quadratics; working with polynomials; and exponents. Graphing technology will be used to model mathematical situations and solve meaningful problems. Students taking Algebra I in 8th-grade may receive high school credit.

GEOMETRY
Prerequisite: Algebra I
Credits: 1
Placement: 9-12

Geometry is the study of mathematical relationships in two and three-dimensional shapes and the process of explaining why those relationships are true.

HONORS GEOMETRY
Prerequisite: Algebra I; Meet District Guidelines
Credits: 1
Placement: 9-12

Honors Geometry includes a comprehensive study of geometric thinking and spatial reasoning, geometric figures and their properties, and techniques for understanding underlying relationships between spatial figures. Students will use a variety of representations (concrete, pictorial, algebraic, and coordinate), tools, and technology to solve meaningful problems and analyze relationships. There will be an emphasis on the “why” as well as the “how.”

ALGEBRA II
Prerequisite: Geometry
Credits: 1
Placement: 10-12

This course not only provides a foundation for high-level math courses in high school such as Pre-Calculus and Calculus, but also prepares students for college-level math courses. Some areas of study will include systems of linear equations and inequalities, matrices, determinants, quadratic functions, exponential and logarithmic functions, polynomial functions, rational functions, and trigonometric functions. The graphing calculator will be used extensively in developing concepts and in analysis of data. This course cannot precede Mathematical Models with Applications

ALGEBRA III
Prerequisite: Algebra II
Credits: 1
Placement: 11-12

This course is designed as an extension of Algebra II to elaborate and expand on algebra skills previously introduced. A college-algebra text is used, but the material is covered at a slower pace. Some areas of study will include systems of linear equations and inequalities, matrices, determinants, quadratic functions, exponential and logarithmic functions, polynomial functions, rational functions, and trigonometric functions. The graphing calculator will be used extensively in developing concepts and in analysis of data. This course cannot precede Mathematical Models with Applications

HONORS ALGEBRA II
Prerequisite: Geometry; Meet District Guidelines
Credits: 1
Placement: 10-12

Honors Algebra II lays the foundation for functions by building on what has been learned in Algebra I and geometry in several areas. Quadratic and square root functions are explored through changing parameters and analysis of real-world problems. The study of rational expressions introduces limitations of domains, ranges, and asymptotic behavior while the exploration of exponential and logarithmic functions introduces the students to real-world applications in business and industry. The graphing calculator will be used extensively. This course cannot precede Mathematical Models with Applications

PRE-CALCULUS
Prerequisite: Algebra II
Credits: ½ - 1
Placement: 11-12

Pre-Calculus is designed for students preparing for college mathematics. It is the study of the geometric and algebraic properties of relations and functions: polynomial, rational, radical, exponential, logarithmic, and trigonometric. Vectors and conic sections will also be studied. The graphing calculator will be used extensively. Some school calculators will be available, but it is recommended that students have their own calculators. A full-year is suggested.
PRE-AP PRE-CALCULUS
Prerequisite: Algebra II
Placement: 11-12
Credits: ½ - 1

Pre-AP Pre-Calculus is designed for students preparing for AP Calculus or college mathematics. It is the study of the geometric and algebraic properties of relations and functions: polynomial, rational, radical, exponential, logarithmic, and trigonometric. Vectors and conic sections will also be studied. The graphing calculator will be used extensively. Some school calculators will be available, but it is recommended that students have their own calculators. A full-year is suggested.

DUAL/AP CALCULUS
Prerequisite: Pre-Calculus; Meet Weatherford College admission requirements
Placement: 12
Credits: 1

This course is a college level course designed for students planning to enter a college program requiring a strong math background. It will cover limits, infinite sequences, the derivative, the integral, and application of calculus to special functions. Students may take AP Calculus without taking the dual credit course with Weatherford College if they wish.

MATHEMATICAL MODELS WITH APPLICATIONS
Prerequisites: Algebra I or concurrent
Placement: 9-12
Credits: 1

This class involves practical applications of various math techniques to solve real-life problems. Algebra and geometry are applied to solve problems involving money, science, the stock market, budgeting, banking, and many other subjects. Students will be required to research and investigate a variety of topics relating to math and their applications in the real world. May be taken as an elective credit to build upon K-8 foundational skills.

COLLEGE ALGEBRA DUAL
Prerequisite: Meet Weatherford College admission requirements
Placement: 11-12
Credits: ½

College Algebra covers set and set operations, linear equations, non-linear equations, quadratic equations, inequalities, functions and graphs, and systems of equations. It also covers algebraic operations with real and complex numbers. This course is a local credit.

TAKS MATH/STAAR LAB
Prerequisite: Less than standard on math state assessment
Placement: 9-12
Credits: ½ - 1

This course is required for students who have not yet demonstrated mathematics mastery. Students will review the mathematics objectives for which they have not mastered in preparation for the state assessment. This course is a local credit.

SCIENCE

INTEGRATED PHYSICS & CHEMISTRY (IPC)
Prerequisite: None
Placement: 9-12
Credits: 1

Students conduct laboratory investigations, use scientific methods during investigations through the use of computers and graphing calculators among other scientific gathering equipment, and make informal decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. *IPC cannot be counted as one of the four science credits required for graduation under the Distinguished Achievement Plan, and must be taken prior to Chemistry or Physics.

BIOLOGY
Prerequisite: None
Placement: 9-12
Credits: 1

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informal decisions using critical thinking and problem solving. Students study a variety of topics that include structure and function of cells and viruses; growth and development of organisms; cells, tissues, and organs; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

PRE-AP BIOLOGY
Prerequisite: Meet District Guidelines
Placement: 9-12
Credits: 1

Pre-AP Biology will include the same course of study designed for biology with emphasis on research, problem solving, and expanded labs. In addition, concept themes of the AP Biology course will be introduced. This course is demanding and should be taken by interested and self-motivated students. Students will be required to participate in a campus science fair research project and complete summer reading and preparatory work assignments.
DUAL BIOLOGY / SCIENTIFIC RESEARCH & DESIGN (Biology Honors)  
Placement: 12  
Credits: 1

This college-level biology course combines a high school course that applies ½ credit per semester toward high school graduation with two separate three-semester hour college courses. The first semester (Biology 1406) introduces the physical and chemical organization of living organisms, cell structure, function, and metabolism. The second semester (Biology 1407) introduces plant and animal growth, plant and animal tissues and systems, ecology, evolution and behavior. Students may take one or both semesters for 3 or 6 hours of college credit.

CHEMISTRY  
Placement: 10-12  
Credits: 1

Chemistry is designed to enable students to learn chemistry through experimentation and observation rather than rote recall. Introductory topics include mathematics and visual modeling, atomic theory, conservation of mass and energy in reactions, kinetic-molecular theory, and condensed phases of matter. Additional topics are atomic structure, periodicity, radioactivity, quantum mechanics, chemical energy and equilibrium, stoichiometry, and organic and environmental chemistry. Mathematics skills will be applied, as quantitative analysis is required in both laboratory and theoretical experiences.

PRE-AP CHEMISTRY  
Placement: 10-12  
Credits: 1

Pre-AP Chemistry includes a more in-depth study of the basic concepts taught in chemistry with emphasis on more independent study and improvement of laboratory techniques. Additional topics include mathematics and visual modeling, atomic and molecular architecture, kinetic theory of gases, chemical energy and equilibrium, basic concepts of thermodynamics, quantum mechanics, radioactivity, consumer chemistry, research and development, and particle theory. Laboratory work will include qualitative and quantitative analysis and special projects. Careers emphasized will include engineering and medicine.

PHYSICS  
Placement: 10-12  
Credits: 1

The main objectives of this course are to provide the student with a clear and logical presentation of the basic concepts and principles of physics and to strengthen the understanding of the concepts and principles through laboratory experiments, problem solving, and conceptual questions. Mathematics skills will be applied, as quantitative analysis is required in both laboratory and theoretical experiences.

PRE-AP PHYSICS  
Placement: 10-12  
Credits: 1

The main objectives of this course are to provide the student with a clear and logical presentation of the basic concepts and principles of physics and to strengthen the understanding of the concepts and principles through laboratory experiments, problem solving, and conceptual questions. Mathematics skills will be applied, as quantitative analysis is required in both laboratory and theoretical experiences. Additional COLLEGE BOARD REQUIREMENTS will be added to the traditional Physics course.

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS  
Placement: 11-12  
Credits: 1

This Anatomy and Physiology course will appeal to students who are interested in majoring in the biological sciences in college. Students will be instructed on the structure and function of living organisms. Topics will include molecular genetics, thermoregulation, osmoregulation, neurology, immunology, developmental biology, and embryology.

PRINCIPLES OF TECHNOLOGY  
Placement: 11-12  
Credits: 1

This course is designed to present the discipline of physics in a manner of how it is practically experienced in the world & how it is used with an emphasis on technology. It focuses on realistic problem-solving mathematics & hands-on hardware laboratory experiences & is organized around four common energy systems: mechanical, fluid, electrical, & thermal.

TAKS SCIENCE/STAAR LAB  
Placement: 9-12  
Credits: ½ - 1  
*Local Credit Only

This course is required for students who have not demonstrated science mastery. Students will receive individualized instruction and target specific objectives for which they have not mastered in preparation for the state assessment. This course is a local credit.
ENVIRONMENTAL SYSTEMS
Prerequisite: Three science credits
Placement: 12
Credits: 1

In the Environmental Systems course students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

HONORS ENVIRONMENTAL SYSTEMS
Prerequisite: Three science credits
Placement: 12
Credits: 1

In the Honors Environmental Systems course students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments. The Honors-level class is a more rigorous course (with greater depth and breadth) than the “regular” course and will include additional assignments, projects and assessments.

SOCIAL STUDIES / ECONOMICS

WORLD GEOGRAPHY
Prerequisite: None
Placement: 9
Credits: 1

This is the study of the relation of man to his physical environment, climatic elements, land forms, water bodies, and space relationships as they affect mankind’s total economic and social adjustment.

PRE-AP WORLD GEOGRAPHY
Prerequisite: Meet District Guidelines
Placement: 9
Credits: 1

An advanced study in the relation of man to his physical environment, climatic elements, land forms, water bodies, and space relationships as they affect mankind’s total economic and social adjustment.

WORLD HISTORY
Prerequisite: None
Placement: 10
Credits: 1

This course provides an overview of the history of mankind. It traces political, social, and economic development from the earliest times to the present in both Western and non-Western cultures.

AP WORLD HISTORY
Prerequisite: Meet District Guidelines
Placement: 10
Credits: 1

This course attempts to provide a critical understanding of history. By confronting certain fundamental questions about history, students will acquire a set of facts, concepts, and theories which enable them to better understand the world around them and their own existence. The course covers the major trends in World History from ancient civilizations to the Cold War. The broad themes of intellectual-cultural, political-diplomatic, and social-economic events form the basis of the course within that chronology.

UNITED STATES HISTORY (Since Reconstruction)
Prerequisite: None
Placement: 11
Credits: 1

Covering the history of the United States from 1877 to the present, this course will present opportunities to assess the emergence of the United States as a world power and locate geographically the states, major cities, and physical regions. Students will understand the major factors that contribute to the social and cultural development of the United States. Students will also understand the political development of the United States by analyzing leaders and by analyzing the development of three branches of the federal government.

HONORS UNITED STATES HISTORY (Since Reconstruction)
Prerequisite: Meet District Guidelines
Placement: 11
Credits: 1

An advanced study covering the history of the United States from 1877 to the present, this course will present opportunities to assess the emergence of the United States as a world power and locate geographically the states, major cities, and physical regions. Students will understand the major factors that contribute to the social and cultural development of the United States. Students will also understand the political development of the United States by analyzing leaders and by analyzing the development of three branches of the federal government.
AP UNITED STATES HISTORY
Prerequisite: Meet District Guidelines
Placement: 11
Credits: 1

This course will develop the student’s abilities to organize, interpret, and evaluate oral, printed, and electronic sources of information about the political, economic, and cultural history of the United States. Part I covers pre-Columbian times through the Civil War. Part II covers Reconstruction to the present.

GOVERNMENT
Prerequisite: None
Placement: 12
Credits: ½

This course provides an opportunity to explore in more detail the political and governing processes, elements of political theories, and governmental structures and functions covered in social studies at previous levels. Content includes such topics as the political processes at national, state, and local governmental levels; the political heritage; and international relations. Emphasis is placed on concepts of the free enterprise system, political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

AP GOVERNMENT
Prerequisite: Meet District Guidelines
Placement: 12
Credits: ½

An advanced course of study that provides an opportunity to explore in more detail the political and governing processes, elements of political theories, and governmental structures and functions covered in social studies at previous levels. Content includes such topics as the political processes at national, state, and local governmental levels; the political heritage; and international relations. Emphasis is placed on concepts of the free enterprise system, political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

ECONOMICS
Prerequisite: None
Placement: 12
Credits: ½

Students in this course are encouraged to demonstrate knowledge and understanding of economic principles and applications. Topics include scarcity, market, economic goals, government policy, and international trade.

AP / HONORS ECONOMICS
Prerequisite: Meet District Guidelines
Placement: 12
Credits: ½

An advanced course of study designed to prepare students to take the AP Economics test. The course extends beyond the principles taught in regular economics, which includes understanding of the economic principles and applications. Topics include scarcity, market, economic goals, government policy, and international trade.

TAKS SS/STAAR LAB
Prerequisite: Less than standard on state assessment
Placement: 9-12
Credits: ½ - 1

*Local Credit Only

This course is required for students who have not yet demonstrated Social Studies mastery. Students will review the social studies objectives for which they have not mastered in preparation for the state assessment. This course is a local credit.

HEALTH EDUCATION
Prerequisite: None
Placement: 9-12
Credits: ½

Course content provides studies in health information and skills to become healthy adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. These studies are approached in view of the pupil’s health status, practices, attitudes, interests, and knowledge.

PHYSICAL EDUCATION
Prerequisite: None
Placement: 9-12
Credits: ½ - 1

In physical education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
Students enrolled in Adventure Outdoor Education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

Students in Aerobic Activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

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

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

**ATHLETICS**

<table>
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<tr>
<th>Placement: 9-12</th>
<th>Prerequisite: Coach Approval</th>
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<td>Credits: ½ - 1</td>
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Golf, tennis, football, basketball, and volleyball are offered as team classes during the school day. Students must be a part of the Freshman, JV, or Varsity team to participate.

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**FINE ARTS**

**ART I**

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<tr>
<th>Placement: 9</th>
<th>Prerequisite: None</th>
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<tbody>
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<td>Credits: 1</td>
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A prerequisite for all other art courses, Art I offers experiences in various art processes, structures, theories, and historical developments. Exploration of the elements and principles of design allows students to develop and create original works of art through such areas as drawing, painting, printmaking, sculpture, mixed media, design, and cultural arts.

**ART II**

<table>
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<tr>
<th>Placement: 10</th>
<th>Prerequisite: Art I</th>
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<td>Credits: 1</td>
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This course further develops the skills acquired in Art I with emphasis placed on perception and creative expression/performance as well as cultural heritage and critical evaluation. Students will express their thoughts and ideas creatively via medium, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**ART III, IV**

<table>
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<tr>
<th>Placement: 11-12</th>
<th>Prerequisite: Art II or Art III</th>
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<td>Credits: 1</td>
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These courses are designed to aid students at this level in expanding their portfolios and exploring new ideas and approaches to art. Individuals will continue to study the art elements and design principles, as well as the works and lives of famous artists in a variety of time periods. Because any outstanding portfolio contains a wide range of work in reference to subject matter and media, students will be encouraged to experiment in many areas of art as they work toward creating 15 to 20 quality pieces to complete a successful portfolio.

**DANCE I, II, III, IV**

<table>
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<tr>
<th>Placement: 9-12</th>
<th>Prerequisite: None for Dance Class; Audition/Tryout for Dance Team</th>
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<tbody>
<tr>
<td>Credits: 1</td>
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Dance I–IV addresses the elements of dance skills; creative expression through movement; awareness of space, time, and energy as design factors in dance technique and composition; development of self-confidence; and an appreciation of dance as an art form.

*Membership on the Dance Team is determined by audition during the spring. Activities include preparations and rehearsals for summer camp, football half-time performances, contest competitions, and springshow.*

**JAZZ BAND I, II, III, IV**

<table>
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<tr>
<th>Placement: 9-12</th>
<th>Prerequisite: Audition; Band Director Approval</th>
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<td>Credits: 1</td>
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</table>

Auditions for the jazz program will be held in the fall. Jazz groups will perform at school events as well as competitive festivals. All members of the jazz program must also be members of the Marching and Concert bands, with the exception of guitarist and pianists who may not previously have been involved in band. Jazz Band rehearses outside class time as needed and as arranged by the director after marching season is over. Students are required to prepare for and perform in all applicable competitions. Attendance at outside-of-school concerts is required.
BAND I, II, III, IV  
Placement: 9-12  
Prerequisite: Proficiency audition; Band Director approval for II, III, IV  
Credits: 1  

Marching Band performs at all SHS varsity football games and pep rallies. The Marching Band also participates in various marching competitions and parades in the area. All members will be expected to be at all performances. Summer band rehearsals begin the week(s) prior to the first day of school and continue until school starts. All members of the Marching Band must be enrolled in one of the concert bands, except Color Guard and other exceptions as approved by the director. Conversely, all members of the bands must be in the Marching Band. Alternates are used throughout marching season. All students will be able to perform at games or contests. Some will perform on a rotating basis. Constant student evaluation and attendance will be the determining factor in performing. Participation in Marching Band will count towards a PE credit in the fall semester only.

CHOIR I, II, III, IV  
Placement: 9-12  
Prerequisite: Audition and/or teacher approval may be required for placement into certain choirs  
Credits: 1  

No course descriptions available at this time. Contact choir director for course descriptions of the different choirs.

THEATRE ARTS I  
Placement: 9  
Prerequisite: None  
Credits: 1  

Theatre Arts I is designed to provide a foundation in theatre and acquaint the student with drama as a creative art. Students are provided instruction in the following essential knowledge and skills: expressive use of the body and voice, acting concepts and skills, theatrical productions, and aesthetic growth through appreciation of theatrical events. Students gain self-confidence as they participate in the interpretation of dramatic literature through the use of improvisation, the reading of plays, the acting of a scene in the classroom, and the analysis of live productions.

THEATRE ARTS II  
Placement: 10  
Prerequisite: Theatre Arts I  
Credits: 1  

Theatre Arts II is designed for the student who desires more than a fundamental knowledge of theatre. It is a continuation of the cultural contributions of the theatre, its plays, and its performance styles and techniques. Basic principles of production are studied and applied through performances in various theatrical modes. The student is encouraged to become involved in school productions.

THEATRE ARTS III  
Placement: 11  
Prerequisite: Theatre Arts II  
Credits: 1  

Students will interpret and evaluate characters using the voice and body expressively while practicing different styles of acting found throughout cultures and history using stage, film, and television. Students will apply design, directing, and theatre concepts and skills with performances and creative expression. This class is an acting class.

THEATRE ARTS IV  
Placement: 12  
Prerequisite: Theatre Arts III  
Credits: 1  

Students accepted into this course are expected to be interested in pursuing theatre after graduation and will apply knowledge of theatre for audition and scholarship purposes. Character, directing, performance, and critique in various genres and styles will be the focus of this class along with exploration of career and vocational opportunities.

THEATRE PRODUCTION I, II, III, IV  
Placement: 9-12  
Prerequisite: Teacher approval  
Credits: ½ - 1  

This class is designed to allow students to receive credit for work they do on school productions. The troupe will collectively stage plays, design and build all sets, costumes, and props.

TECHNICAL THEATRE I, II, III, IV  
Placement: 9-12  
Prerequisite: Teacher approval  
Credits: 1  

In Technical Theatre I, students will explore all aspects of backstage theatre work including set design and construction, lighting, scene painting, props, sound, costumes, and makeup. Students will receive hands-on experience as they work to prepare actual productions. Students will be expected to work 10 or more hours on current productions.

In Technical Theatre II-IV, students will be expected to produce 3 submissions for a design portfolio per semester. In addition, all students must work performance events in the auditorium. At these events, students will execute control of lights, sound, sets, and stage management for various performance events. Students will be expected to work 10 or more hours on current productions.
### MUSIC HISTORY
**Prerequisite:** Teacher approval  
**Placement:** 9-12  
**Credits:** 1

This course surveys the history of music and literature from the perspectives of diverse cultures, heritages, and periods. Students will be introduced to the ways of constructive and critical listening skills, applying those skills to various kinds of music including, but not limited to, classical, world, musical theatre, popular, and jazz styles. Listening to recordings and attending live local performances outside of the school day are important components of this course. It is highly recommended that students have access to internet for homework and completion of assignments.

### MUSIC THEORY
**Prerequisite:** Teacher approval  
**Placement:** 9-12  
**Credits:** 1

A basic understanding of music reading and notation are needed. This course emphasizes the structure of music as it relates to notation of pitch and rhythm, intervals, triads and scales. Emphasis placed on composition, ear-training/sight-reading, piano skills, listening, part-writing, and basic music fundamentals. It is highly recommended that students have access to internet for homework and completion of assignments.

### LANGUAGES OTHER THAN ENGLISH

#### SPANISH I
**Prerequisite:** None  
**Placement:** 9-12  
**Credit:** 1

This course is designed to introduce students to the Spanish language and culture. Students will develop skills in listening, speaking, reading, and writing Spanish and explore various aspects of Hispanic culture, heritage, and peoples. Major emphasis is on conversational usage of Spanish in real-life situations.

#### SPANISH II
**Prerequisite:** Spanish I  
**Placement:** 10-12  
**Credits:** 1

This course further develops the skills introduced in Spanish I. The students will be involved in an in-depth study of the spoken language, listening, reading, writing, and literature.

#### PRE-AP SPANISH I
**Prerequisite:** None  
**Placement:** 9-12  
**Credit:** 1

This course is an accelerated introduction into the Spanish language and culture. Students will develop skills in listening, speaking, reading, and writing Spanish and explore various aspects of Hispanic culture, heritage, and peoples. Major emphasis is on conversational usage of Spanish in real-life situations. Students who intend to ultimately take a third year of Spanish are strongly encouraged to take this more rigorous Spanish I class.

#### PRE-AP SPANISH II
**Prerequisite:** Spanish I  
**Placement:** 10-12  
**Credits:** 1

This accelerated course further develops the skills introduced in Pre-AP Spanish I. The students will be involved in an in-depth study of the spoken language, listening, reading, writing, and literature as they prepare for the Spanish III course. Students who intend to ultimately take a third year of Spanish are strongly encouraged to take this more rigorous Spanish II class.

#### SPANISH III & IV
**Prerequisite:** Spanish II; Spanish III  
**Placement:** 11-12  
**Credits:** 1

This course is a continuation of the study of the Spanish language, with special emphasis on reading, oral comprehension, speaking, grammar, writing, and cultural studies. These courses are classified as honors.

#### FRENCH I
**Prerequisite:** None  
**Placement:** 9-12  
**Credits:** 1

French I enables the student to learn French pronunciation, to acquire vocabulary sufficient for simple conversations, to practice basic grammatical structures, and to gain an understanding of historical and cultural background of the French-speaking world.

#### FRENCH II
**Prerequisite:** French I  
**Placement:** 10-12  
**Credits:** 1

French II will enable the student to increase his/her skills in listening, speaking, reading, and writing with special emphasis on reading. Opportunities are provided for the development of grammatical understandings, word attack skills, vocabulary enrichment, and an understanding of historical and cultural backgrounds of French-speaking countries.
PRE-AP FRENCH I
Placement: 9-12
Prerequisite: None
Credits: 1

This accelerated course further develops the skills introduced in Pre-AP French I class. French I introduces students to French pronunciation and vocabulary acquisition sufficient for simple conversations. Students will practice basic grammatical structures and be provided opportunities to gain an understanding of the historical and cultural background of the French-speaking world. Students who intend to ultimately take a third year of French are strongly encouraged to take this more rigorous French I class.

PRE-AP FRENCH II
Placement: 10-12
Prerequisite: French I
Credits: 1

This accelerated course further develops the skills introduced in Pre-AP French I. French II will enable the student to increase his/her skills in listening, speaking, reading, and writing with special emphasis on reading. Opportunities are provided for the development of grammatical understandings, word attack skills, vocabulary enrichment, and an understanding of historical and cultural backgrounds of French-speaking countries. Students who intend to ultimately take a third year of French are strongly encouraged to take this more rigorous French II class.

FRENCH III & IV
Placement: 11-12
Prerequisite: French II; French III
Credits: 1

This course continues the development of communication in speaking, listening, writing, and reading, especially in everyday situations. Students also learn cultural history, contemporary attitudes of the Francophone world, and the geography of the Francophone world. These courses are classified as honors.
CAREER AND TECHNOLOGY EDUCATION

CAREER AND TECHNOLOGY EDUCATION: Education and Training

HUMAN GROWTH AND DEVELOPMENT
Prerequisite: Principles of Human Services or Principles of Hospitality and Tourism
Credits: 1

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

INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
Prerequisite: Principles of Human Services or Principles of Hospitality and Tourism
Credits: 1

A field-based internship that provides students background knowledge of child and adolescent principles as well as development of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-aged students.

CAREER AND TECHNOLOGY EDUCATION: Hospitality and Tourism

TRAVEL AND TOURISM
Prerequisite: Principles of Human Services or Principles of Hospitality and Tourism
Credits: 1

This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

CULINARY ARTS
Prerequisite: Restaurant Management or Travel and Tourism
Credits: 1

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry

RESTAURANT MANAGEMENT
Prerequisite: Principles of Human Services or Principles of Hospitality and Tourism
Credits: 1

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant.

CAREER AND TECHNOLOGY EDUCATION: Health Science

PRINCIPLES OF HEALTH SCIENCE
Prerequisite: None
Credits: ½

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

MEDICAL TERMINOLOGY
Prerequisite: Principles of Health Science
Credits: ½

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

HEALTH SCIENCE
Prerequisite: Principles of Health Science and Medical Terminology
Credits: 1

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development.
ANATOMY AND PHYSIOLOGY
Prerequisite: Three Science Credits (or concurrent enrollment in third science course) Credits: 1

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

CAREER AND TECHNOLOGY EDUCATION: Agriculture, Food & Nutrition

PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES
Prerequisite: None Credits: 1

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

EQUINE SCIENCE
Prerequisite: Principles of Agriculture, Food and Natural Resources; Introduction to Veterinary Technology Credits: 1/2

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

LIVESTOCK PRODUCTION
Prerequisite: Principles of Agriculture, Food and Natural Resources Credits: 1/2

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

SMALL ANIMAL MANAGEMENT
Prerequisite: Principles of Agriculture, Food and Natural Resources Credits: ½

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

WILDLIFE, FISHERIES & ECOLOGY
Prerequisite: Principles of Agriculture, Food and Natural Resources Credits: ½

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

RANGE ECOLOGY AND MANAGEMENT
Prerequisite: Wildlife, Fisheries & Ecology Credits: ½

To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course is designed to develop students’ understanding of rangeland ecosystems and sustainable forage production.
VETERINARY MEDICAL APPLICATIONS  
Prerequisite: Principles of Agriculture, Food and Natural Resources  
Placement: 11-12  
Credits: 1

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

PRINCIPLES AND ELEMENTS OF FLORAL DESIGN  
Prerequisite: Principles of Agriculture, Food and Natural Resources  
Placement: 10-12  
Credits: 1

Students will identify and apply principles and elements of floral design styles; identify cut flowers and foliages; explain the care and processing methods for extended vase life; select containers and mechanical aids; and create basic floral arrangements. May also count as Fine Arts credit.

CAREER AND TECHNOLOGY EDUCATION: Agriculture, Food & Nutrition  
MECHANICS AND POWER

AGRICULTURE MECHANICS & METAL TECHNOLOGY  
Prerequisite: Principles of Agriculture, Food and Natural Resources  
Placement: 10-12  
Credits: 1

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

AG FACILITIES DESIGN AND FABRICATION  
Prerequisite: Principles of Agriculture, Food and Natural Resources  
Placement: 11-12  
Credits: 1

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

CAREER AND TECHNOLOGY EDUCATION: Business Management & Administration

PRINCIPLES OF BUSINESS, MARKETING & FINANCE  
Prerequisite: None  
Placement: 9-12  
Credits: 1

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

TOUCH SYSTEM DATA ENTERING  
Prerequisite: None  
Placement: 9-12  
Credits: 1/2

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

BUSINESS INFORMATION MANAGEMENT I  
Prerequisite: Principles of BMF, Touch Systems, or 8th Grade Tech App  
Placement: 9-12  
Credits: 1

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
Prerequisite: BIM I
Placement: 10-12
Credits: 1

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 LAW
Prerequisite: Principles of BMF
Placement: 10-12
Credits: 1

Students will define fundamental legal terminology regarding contracts, torts, property, and wills; differentiate between business ethics and legal issues; and identify and explain required elements of torts, requirements of contracts, and various consumer laws as applied to business and individuals.

CAREER AND TECHNOLOGY EDUCATION: Finance

PERSONAL FINANCIAL LITERACY
Prerequisite: None
Placement: 11-12
Credits: 1/2

Designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much easier when learned earlier in life. This course will start students on a path toward being in control of their financial futures. Five broad topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

MONEY MATTERS
Prerequisite: None
Placement: 11-12
Credits: 1/2

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

ACCOUNTING I
Prerequisite: Principles of BMF
Placement: 10-12
Credits: 1

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

ACCOUNTING II
Prerequisite: Accounting I
Placement: 11-12
Credits: 1

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

CAREER AND TECHNOLOGY EDUCATION: Human Services

PRINCIPLES OF HUMAN SERVICES
Prerequisite: None
Placement: 9-12
Credits: 1

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.
COSMETOLOGY I
Prerequisite: Counselor approval; transportation; taken through WISD (w/approval)
Placement: 11-12
Credits: 3-6

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included.

COSMETOLOGY II
Prerequisite: Counselor approval; transportation; taken through WISD (w/approval)
Placement: 11-12
Credits: 3-6

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems.

CAREER AND TECHNOLOGY EDUCATION: Architecture and Construction

CONSTRUCTION TECHNOLOGY
Prerequisite: Principles of AFNR
Placement: 10-12
Credits: 1

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

CAREER AND TECHNOLOGY EDUCATION: Manufacturing

WELDING
Prerequisite: Principles of AFNR
Placement: 10-12
Credits: 1

Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

ADVANCED WELDING
Prerequisite: Welding
Placement: 11-12
Credits: 1

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

TECHNOLOGY APPLICATIONS

WEB DESIGN
Prerequisite: None
Placement: 9-12
Credits: 1

The course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Students develop World Wide Web pages that incorporate text, audio, video and graphics using web authoring software, JAVA scripting, XHTML, and CSS. Students determine and employ methods to evaluate the design, functionality, and security of online information in various settings. This course teaches students how to use networks, including the Internet, for research and resource sharing.

DIGITAL VIDEO AND AUDIO DESIGN
Prerequisite: None
Placement: 9-12
Credits: 1
Students will learn to demonstrate knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to demonstrate knowledge and appropriate use of digital and analog video systems, software applications, and communication and networking components; compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices; and make decisions regarding the selection, acquisition, and use of software taking under consideration its quality, appropriateness, effectiveness, and efficiency. The student will additionally be required to delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity; use vocabulary related to video technology; and compare and contrast linear and nonlinear editing. Proficiency in the use of a variety of electronic input devices including the keyboard, mouse, disk/disc, modem, scanner, voice/sound recorder, and digital video by incorporating such components into the video-related product will be expected.

**DIGITAL DESIGN AND MEDIA PRODUCTION**

Placement: 9-12

Prerequisite: None

Credits: 1

Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools.

**GAME PROGRAMMING AND DESIGN**

Placement: 10-12

Prerequisite: Algebra I

Credits: 1

In this computer science course, students design, implement and present meaningful programs through a variety of media. Students identify task requirements, plan search strategies and use programming concepts to access, analyze, and evaluate information needed to design games.

**INFORMATION TECHNOLOGY**

**DIGITAL AND INTERACTIVE MEDIA**

Placement: 10-12

Prerequisite: BIMI

Credits: 1

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

**CAREER PREPARATION**

**CAREER PREPARATION I, II**

Placement: 11-12

Prerequisite: Must meet and maintain admission requirements

Credits: 1 - 3

Career Prep is a work-based program, requiring approval and cooperation between student, instructor, and employer. Students in the Career Prep course will hone communication skills, presentation skills, evaluate job market trends, review legal rights and responsibilities of employers/employees, and study the history of trade and industrial organizations. Students in the Career Prep program will also be provided guidance and direction for furthering their education and skill base.

**INNOVATIVE COURSES**

**PEER ASSISTANCE & LEADERSHIP (PAL) I, II, III**

Placement: 11-12

Prerequisite: Teacher Approval

Credits: 1

PAL is an elective course offered to high school students for state credit. Students are selected for the class through an application, recommendation, and interview process. These students are trained to work as peer helpers with selected students from the
elementary schools and middle school. PALs assist others in developing problem solving/decision making skills, improving study skills, and building healthy attitudes toward school. They also encourage positive interaction with others and an awareness of issues concerning young people. In addition to working as peer helpers, selected PALs are trained to work as peer mediators at the high school and serve as new student guides, among other responsibilities. PALs organize and participate in school and community service projects, including Red Ribbon Drug Free Week, Great American Smoke out, and SADD month activities. Local credit is awarded after first 2 credits are earned.

**LOCAL CREDIT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Placement</th>
<th>Prerequisite: Application Required</th>
<th>Credits: ½ - 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Office Aide</strong></td>
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<tr>
<td>Students are needed to pick up records and do other office tasks. They will be assigned to a specific period of the day and receive one-half credit per semester of service.</td>
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<tr>
<td><strong>Library Aide</strong></td>
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<tr>
<td>Students assist the library staff in checking out books, shelving books, and showing other students how to use the library. These students will be assigned to a specific period of the day to serve in the library.</td>
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<tbody>
<tr>
<td><strong>Teacher Aide</strong></td>
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<tr>
<td>Students are responsible for getting approval from a teacher to serve as an aide. The duties vary depending on the needs of the teacher. Student applications are not &quot;teacher-specific,&quot; and applicants must be willing to assist any teacher to whom they are assigned.</td>
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<tr>
<th>Course</th>
<th>Placement</th>
<th>Prerequisite: None</th>
<th>Credits: ½</th>
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<tbody>
<tr>
<td><strong>SAT / ACT Prep Class</strong></td>
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<tr>
<td>Students will receive an overview of the content that expected in the areas of Critical Reading, Mathematics, and Writing along with embedded test taking strategies for each. The course is designed for students who wish to take either or both tests and hope to gain confidence and a solid understanding of how to approach various types of questions. Instruction in math, verbal, and writing skills is provided, as are reviews of scoring procedures and testing strategies. Practice assessments will be taken, and scores will be analyzed in an effort to target improvement strategies.</td>
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