

# Waller High School

Course Offerings Descriptions  
& Career Exploration  
Information

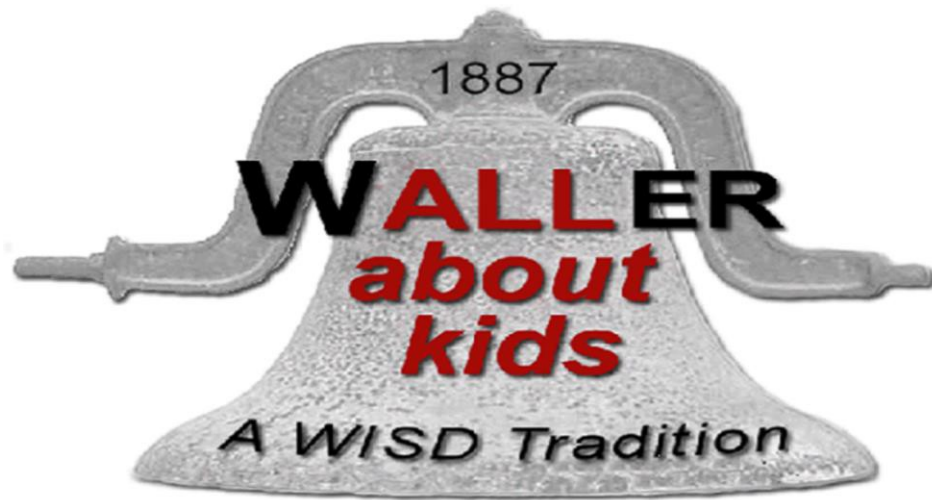
[www.wallerisd.net](http://www.wallerisd.net)

Grades 9<sup>th</sup>-12<sup>th</sup>

## 2020 -2021

2020 -2021

## Waller High School Course Offerings and Descriptions



## Waller Independent School District

### Mission Statement

Waller ISD believes that all students will be successful learners and graduate with skills that will allow them to compete in the 21<sup>st</sup> century workplace. It is therefore the intent of the District to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

## How To Use This Planning Guide

You have a unique opportunity to make some decisions that will influence your future. The planning of your high school program is an important transition in your life. This process does not need to be overwhelming, but it should be taken seriously. Keep in mind that the decisions you make with regard to your high school program will affect the rest of your life.

College students change their majors an average of three times, and you will probably change your mind about your career several times. You do need to be aware that each decision you make now will affect the options you will have later. It is better to develop a plan that keeps all of your options open rather than to create one that may limit you later. For that reason, it is important for you to plan as challenging a program as you can. If your career plans change, then it will be easier to move to another program. Although it may appear tempting to create an easier program so that you can enjoy the many activities that happen during your high school career, this may have drastic and negative consequences for you in the long run. You should try to find courses that meet your needs and that prepare you for your potential careers rather than just taking courses that will allow you to graduate. Waller ISD has a wide range of programs designed to prepare students for post-high school experiences: college, business or technical school, military service, fine arts, immediate employment and many others. These programs allow you to choose the one that is best suited to your needs.

On the following pages, you will see the graduation requirements and the graduation plans that are available to you. There is also information relating to career planning that may be helpful. These pages should assist you in personalizing your plan. You will find a description of the courses offered along with any information on prerequisites or grade level placement. A worksheet for your four-year plan will assist you in making sure that you include the necessary courses for the graduation plan you select. Please devote some time and make a serious effort in planning YOUR future.

### Students and Parents:

- Review the graduation requirements on page 2. Review records of the high school courses you have already taken.
- Think about your post-secondary education plans and career goals. Decide which college and/or articulated credit opportunities you might want to pursue in high school. For information about:
  - Career preparation courses see pages 22 -75.
- Update your Four-Year Graduation Plan as needed.
- Choose courses for next year's schedule that support your Four-Year Graduation Plan and career goals.
- Be sure you have completed the prerequisite requirement for the courses you select.
- Complete your Course Request sheet and turn it in to the Counseling Center:
  - 9<sup>th</sup> Grade- Due February 1st





## Table of Contents

### General Information

• General Registration Information .....	1
• Graduation Requirements.....	2
• Waller ISD Program of Study & Pathway/Programs of Study .....	7
• Course Work .....	8
• Acceleration Alternatives .....	9
• State Programs Supporting Texas Students.....	10
• Dual Credit Courses .....	12
• Testing Information .....	14
• Special Programs .....	15
• Honors/Recognition .....	16
• Determination of Class Rank.....	17
• UIL Eligibility Exempt Courses .....	19
• NCAA Information.....	20

### Course Offerings

• Career and Technical.....	22
• Agriculture Food and Natural Resources .....	23
• Architecture and Construction .....	31
• Arts, AV, Technology, and Communication.....	36
• Business, Marketing, and Finance .....	40
• Education & Training.....	45
• Health Science .....	49
• Hospitality and Tourism.....	54
• Human Services .....	57
• Information Technology.....	62
• Law, Public Safety, Corrections, and Security .....	65
• Manufacturing.....	68
• Science, Technology, Engineering, Mathematics.....	72
• English .....	76
• Fine Arts .....	81
• Health/Physical Education .....	87
• AFJROTC .....	91
• Languages Other Than English .....	93
• Mathematics.....	96
• Science .....	101
• Skills Development .....	105
• Social Studies .....	107
• Technology Applications .....	112

### Appendix

• Graduation Preparation Timelines .....	A
• Family Parenting and Human Sexuality Sample Letter.....	B-1
• Health PAPA Parent Information and Sample Letter .....	B-2



## General Registration Information

The high school in Waller operates on a semester system on a traditional schedule (seven instructional class periods). One year's work will provide one credit in each course or a maximum total of seven credits per regular school year. Additional credits may be earned in summer school, night school, correspondence, credit-by-exam, or college courses taken for dual credit.

### New Students

A high school student new to the school district should report to the registrar's office with the documents listed below:

1. Birth certificate
2. Immunization records as follows:  
     Immunization records from a previous school  
     **Or**  
     A validated document of immunization issued by a public health clinic or one signed by a licensed physician.

### IMMUNIZATION REQUIREMENTS

**A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.**

3. Copy of the student's academic record from the previous school
4. A copy of his/her STAAR Confidential Student Report for the most recent test administration (students enrolling from another Texas school)
5. Social Security number
6. Proof of residency in the district (lease agreement, proof of home ownership, etc.)
7. Documentation of participation in any special programs (Special Education, 504, Gifted and Talented, and ESL.)

This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, § § 97.61-97.72. This chart is not intended as a substitute for consulting the TAC, which has other provisions and details. The Department of State Health Services is granted authority to set immunization requirements by the Education Code, Chapter 38, Health & Safety, Subchapter A, General Provisions.

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level			NOTES
	K – 6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup> – 12 <sup>th</sup>	
Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap) <sup>1</sup>	5 doses or 4 doses	3 doses primary series and 1 Tdap/Td booster <i>within last 5 years</i>	3 doses primary series and 1 Tdap/Td booster <i>within last 5 years</i>	<b>For K- 6<sup>th</sup> grade:</b> 5 doses or diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the 4 <sup>th</sup> birthday. However, 4 doses meet the requirement if the 4 <sup>th</sup> dose was received on or after the 4 <sup>th</sup> birthday. <b>For 7<sup>th</sup> grade:</b> 1 dose of Tdap is required if at least <b>5 years</b> have passed since the last dose of tetanus-diphtheria-containing vaccine. <b>For 8<sup>th</sup> – 12<sup>th</sup> grade:</b> 1 dose of Tdap is required when <b>10 years</b> have passed since the last dose of tetanus-diphtheria-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.
Polio <sup>1</sup>	4 doses or 3 doses			<b>For K- 12<sup>th</sup> grade:</b> 4 doses of polio; 1 dose must be received on or after the 4 <sup>th</sup> birthday. However, 3 doses meet the requirement if the 3 <sup>rd</sup> dose was received on or after the 4 <sup>th</sup> birthday.
Measles, Mumps, and Rubella <sup>1,2</sup> (MMR)	2 doses of MMR	2 doses of measles and 1 dose each of rubella and mumps vaccine		The 1 <sup>st</sup> dose of MMR must be received on or after the 1 <sup>st</sup> birthday. For K-6 <sup>th</sup> grade, 2 doses of MMR are required.
Hepatitis B <sup>2</sup>	3 doses			For students aged 11-15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage and type of vaccine must be clearly documented. (Two 10 mcg/1.0 ml of Recombivax). If Recombivax was not the vaccine received, a 3-dose series is required.
Varicella <sup>1,2,3</sup>	2 doses			The first dose of varicella must be received on or after the 1 <sup>st</sup> birthday. <b>For K- 12<sup>th</sup> grade:</b> 2 doses are required.
Meningococcal		1 dose		For 7 <sup>th</sup> – 12 <sup>th</sup> grade, 1 dose of meningococcal vaccine is required upon enrollment. For students 11-12 years of age entering 7 <sup>th</sup> grade, 1 dose of meningococcal vaccine is required.
Hepatitis A <sup>1,2</sup>	2 doses			The 1 <sup>st</sup> dose of hepatitis A must be received on or after the 1 <sup>st</sup> birthday. <b>For K — 8<sup>th</sup> grade:</b> 2 doses are required. Special note: a child will not be considered delinquent in this series until 18 months have elapsed since receiving the 1 <sup>st</sup> dose.

<sup>1</sup>Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

<sup>2</sup>Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella or serologic evidence of infection is acceptable in place of vaccine.

<sup>3</sup>Previous illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

## **Graduation Requirements- Class of 2021, 2022, 2023 & 2024**

(Foundation High School Program with Endorsements requirement for students entering high school in 2014/2015 and after)

All students graduating from Waller High School on the Foundation High School Program with Endorsements must complete 26 units of credit. House Bill 5 sets the end-of-course assessment instruments for secondary-level courses in Algebra I, Biology, English I, English II, and United States History for high school graduation. The purpose of the end-of-course (EOC) assessments are to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011-2012. Students are enrolled in the Foundation High School Program with Endorsements when entering as a freshman at Waller High School in order to complete graduation requirements for Texas public schools. The appropriate State of Texas Seal designating which plan was completed will be attached to the student's transcript. High school courses taken in junior high will allow students to earn credit toward the 26 credits required for the Foundations High School Program with Endorsements, but junior high grades are not included in student's grade point average (G.P.A.). Credit by exam, distance learning, or correspondence courses can meet credit requirements, but will not be factored into the students G.P.A (Texas Virtual School courses are factored in G.P.A.).

In order to participate in graduation exercises, all 26 credits, as listed below, must be completed with official grades turned in to the registrar's/counselor's office prior to the time of the graduation ceremony and documentation of satisfactory performance on all necessary STAAR/EOC exams as designated by Texas Education Agency.

Discipline	Credits	Foundation Plan with Endorsements *
English	4	English I English II English III 4 <sup>th</sup> Year English Course**
Mathematics	4	Algebra I Geometry 3 <sup>rd</sup> Year Mathematics Course** 4 <sup>th</sup> Year Mathematics Course**
Science	4	Biology IPC or 2 <sup>nd</sup> Year Science Course** 3 <sup>rd</sup> Year Science Course ** 4 <sup>th</sup> Year Science Course**
Social Studies	3	World Geography or World History US History US Government (.5 credit) Economics (.5 credit)
Language Other Than English (LOTE)	2	Spanish I, II or French I, II or Computer Science I, II
Fine Arts	1	Music, Art, Theatre, Dance, Choir, or Introduction to Floral Design
Physical Education (or equivalent)	1	Students may substitute the fall semester of marching band, cheerleading, or a full year of AFJROTC, Athletics, Drill Team I or Pre-Drill.
Health (Waller ISD Requirement)	1/2	Principles of Health Science I (1 year) may substitute for Health credit
Speech (Waller ISD Requirement )	1/2	Professional Communications, Communication Applications or Communication Applications Dual Credit
Elective Courses	6	Must be state approved courses and include at least two additional credits in an endorsement area.
<b>Total Credits</b>	<b>26</b>	

\*A student may graduate under the Foundation High School Program (22 credits) without earning an Endorsement with proper documentation and parent signature after the sophomore year. \*\* Refer to the list of eligible courses in the Course Offerings within each subject area.

Students shall specify in writing an endorsement the student intends to earn upon entering Grade 9.

Students must earn at least twenty-six (26) credits to earn an endorsement:

- Must demonstrate proficiency for the Foundation High School Program (22 credits)
- An additional credit (1.0) in mathematics
- An additional credit (1.0) in science
- Two (2.0) additional electives that may be selected from the endorsement area

<b>STEM</b> <i>Science, Technology, Engineering, &amp; Math</i>	<b>Business &amp; Industry</b>	<b>Public Services</b>	<b>Arts &amp; Humanities</b>	<b>Multidisciplinary Studies</b>
<p>Students may earn a STEM endorsement by selecting and completing the requirements from among these <b>5</b> options.</p> <p><b>Note:</b> Algebra II, Chemistry, and Physics are required for the STEM endorsement <u>regardless</u> of the option the student selects from below.</p> <p><b>Option 1: CTE</b> Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster and at least one advanced CTE course. The final course must be in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video Technology, and Communication</li> <li>• Business, Marketing &amp; Finance</li> <li>• Hospitality and Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Career Prep I and II</li> </ul> <p><b>Option 2: Computer Science</b> Students take 4 computer science courses.</p> <ul style="list-style-type: none"> <li>• Computer Science I</li> <li>• Computer Science II</li> <li>• Computer Science AP</li> <li>• Game Programming and Design</li> <li>• Independent Study in Technology Apps</li> </ul>	<p>Students may earn a Business &amp; Industry endorsement by selecting and completing the requirements from among these <b>3</b> options.</p> <p><b>Option 1: CTE</b> Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster and at least one advanced CTE course. The final course must be in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video Technology, and Communication</li> <li>• Business, Marketing &amp; Finance</li> <li>• Hospitality and Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Career Prep I and II</li> </ul>	<p>Students may earn a Public Services endorsement by selecting and completing the requirements from among these <b>2</b> options.</p> <p><b>Option 1: CTE</b> Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster and at least one advanced CTE course. The final course must be in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Education and Training</li> <li>• Health Science</li> <li>• Human Services</li> <li>• Law, Public Safety, Corrections, and Security</li> <li>• Career Prep I and II</li> </ul> <p><b>Option 2: AFJROTC</b> Students take four (4) courses in AFJROTC.</p>	<p>Students may earn an Arts &amp; Humanities endorsement by selecting and completing the requirements from among these <b>5</b> options.</p> <p><b>Option 1: Social Studies</b> Students take five (5) social studies courses for 5 credits.</p> <p><b>Option 2: Foreign Language-Same Language</b> Students take four (4) levels of the same foreign language.</p> <p><b>Option 3: Foreign Language-Two Languages</b> Students take two (2) levels of one foreign language AND two (2) levels of a different foreign language (two levels in each of two different foreign languages for 4 credits).</p> <p><b>Option 4: Fine Arts</b> Students take four (4) courses in one or two fine arts areas for 4 credits.</p>	<p>Students may earn a Multidisciplinary Studies endorsement by selecting and completing the requirements from among these <b>3</b> options.</p> <p><b>Option 1: Advanced CTE</b> Students take four advanced courses for four (4) credits that prepare them to enter the workforce or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence.</p> <p><b>Option 2: Four by Four (4 X 4)</b> Students take four (4) courses in each of the four core content areas.</p> <ul style="list-style-type: none"> <li>• Four (4) English credits including English IV</li> <li>• Four (4) math credits</li> <li>• Four (4) science credits including biology and chemistry and/or physics</li> <li>• Four (4) social studies credits</li> </ul>

<b>STEM</b> <i>Science, Technology, Engineering, &amp; Math</i>	<b>Business &amp; Industry</b>	<b>Public Services</b>	<b>Arts &amp; Humanities</b>	<b>Multidisciplinary Studies</b>
<p><b>Option 3: Math</b> Students take Algebra I, Geometry, and Algebra II AND two (2) of the following courses for which Algebra II is a prerequisite.</p> <ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Calculus AP</li> <li>• Statistics AP</li> <li>• AQR</li> <li>• College Algebra/Trig/Stat</li> </ul> <p><b>Option 4: Science</b> Students take Biology, Chemistry, and Physics, AND two (2) of the following courses:</p> <ul style="list-style-type: none"> <li>• Advanced Animal Science</li> <li>• Advanced Plant and Soil Science</li> <li>• Anatomy &amp; Physiology</li> <li>• AP Physics B</li> <li>• AP Physics C</li> <li>• Aquatic Science</li> <li>• Biology AP</li> <li>• Biology DC</li> <li>• Chemistry AP</li> <li>• Earth &amp; Space Science</li> <li>• Environmental Science AP</li> <li>• Environmental Systems</li> <li>• Pathophysiology</li> </ul> <p><b>Option 5: Combination</b> Students take Algebra II, Chemistry, and Physics, AND a coherent sequence of three (3) additional credits from no more than two of the above options.</p>	<p><b>Option 2: English</b> Students take four (4) English elective credits that include three levels in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Advanced Journalism: Yearbook</li> <li>• Debate</li> </ul> <p><b>Option 3: Combination</b> Students take a coherent sequence of four (4) credits from the above options.</p>		<p><b>Option 5: English</b> Students take four (4) English credits selected from the following courses:</p> <ul style="list-style-type: none"> <li>• English IV</li> <li>• Creative Writing</li> <li>• Humanities</li> <li>• AP English Literature &amp; Composition</li> <li>• AP English Language &amp; Composition</li> <li>• Communication Applications</li> </ul>	<p><b>Option 3: AP or Dual Credit</b> Students take four (4) Advanced Placement (AP) or Dual Credit (DC) courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts.</p>

## Testing Requirements for Graduation

Students take EOC (End-of-Course) assessments for courses in which they are enrolled as part of their graduation requirement. The five (5) EOC assessments required for graduation are:

- English I
- English II
- Biology
- Algebra I
- US History

Students must earn an “approaches grade level” score on each of the five (5) assessments.

## Graduation Requirements for Students in Special Education

Graduation requirements for students in special education are determined by the student’s admission, review and dismissal (ARD) committee. Special education students will take the either the STAAR or STAAR – Alt II as determined by the student’s ARD committee.

## Individual Graduation Committee

Senate Bill 149 has revised the state’s assessment graduation requirements for students enrolled in the 11th or 12th grade for the 2014-2015, 2015-2016, or 2016-2017 school years. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. This provision was extended by SB 213 in the summer of 2019 to last until **September 1, 2023**.

## Performance Acknowledgements

A student may earn a performance acknowledgment for outstanding performance in the areas of:

1. Dual credit;
2. Bilingual/ Bi-literacy;
3. College Board Advanced Placement (AP) exams;
4. PSAT, ACT ASPIRE, SAT, or ACT performance; or
5. Nationally or Internationally Recognized Business or Industry Certification or License.

### Dual Credit

A student may earn a performance acknowledgment by successfully completing at least 12 hours of college credit taken through dual credit enrollment, advanced technical credit courses, and locally articulated courses with a grade of A or B or earn an Associate Degree.

### Bilingual/ Bi-literacy

A student may earn a performance acknowledgment by completing all English requirements with a grade of 80+ AND by satisfying 1 of the 4 following additional requirements.

1. Complete 3 credits in the same foreign language with a grade of 80+.
2. Demonstrate proficiency in Level IV or higher in a foreign language with a grade of 80+.
3. Complete 3 credits in any foreign language with a grade of 80+.
4. Demonstrate proficiency in a foreign language through 1 of the 2 following methods.
  - Earn a score of 3 or higher on a foreign language Advanced Placement (AP) exam.
  - Earn performance on a national assessment of language proficiency in a foreign language of at least Intermediate High or equivalent.

An English learner (EL student) must also have participated in and met exit criteria of a bilingual or English as a second language (ESL) program AND scored Advanced High on the Texas English Language Proficiency Assessment System (TELPAS).

### College Board Advanced Placement (AP) Exam

A student may earn a performance acknowledgment by earning a score of 3 or above on an Advanced Placement (AP) exam.

PSAT, ACT-Aspire 10, SAT, or ACT Performance

A student may earn a performance acknowledgment by earning a qualifying score on one of the following exams.

1. Earn a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program or National Achievement Scholarship Program.
2. Achieve the college readiness benchmark score on at least 2 of the 4 subject tests on the ACT –Aspire 10 exam.
3. Earn a combination critical reading and mathematics score of at least 1250 on the SAT.
4. Earn a composite score on the ACT exam of 28 (excluding the writing subscore).

Nationally or Internationally Recognized Business or Industry Certification or License

Student may earn a performance acknowledgment for earning a nationally or internationally recognized business or industry certification or license.

Nationally or internationally recognized business or industry certification must be endorsed by:

- a national/international business, industry, or professional organization;
- a state agency or government entity, or
- a state-based industry association.

Certifications or licensures shall:

- be age appropriate for high school students;
- represent a student's substantial course of study and/or end-of-program knowledge and skills;
- include an industry recognized exam, an industry validated skills test, or demonstrated proficiency through documented supervised field experience; and
- represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

**Distinguished Level of Achievement**

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



Waller ISD Endorsement, Program of Study, and Pathway Chart 2020-2021		
Endorsement	Program of Study	Pathway
STEM	Science, Technology, Engineering, and Math	Programming and Software Design
		Cybersecurity
		Math
		Science
Business & Industry	Ag, Food, and Natural Resources	Plant Science
		Animal Science
		Applied Agricultural Engineering
		Agribusiness
	Architecture and Construction	Architectural Design
		Carpentry
	Manufacturing	Advanced Manufacturing and Machining
		Welding
	Business, Marketing, and Finance	Accounting and Financial Services
		Entrepreneurship
	Arts, AV, and Communications	Digital Communications
		Graphic Design and Multimedia
		Journalism
		Speech and Debate
	Hospitality and Tourism	Culinary Arts
Public Service	Health Science	Healthcare Diagnostics
		Healthcare Therapeutic
	Education and Training	Early Learning
		Teaching and Training
	Human Services	Family and Community Services
		Cosmetology
	Law, Public Safety, and Security	Law Enforcement
Arts & Humanities	Fine Arts	Performing Arts
		Visual Arts
	Social Studies	History, Geography
	Languages other than English	Spanish, French
	English	English, Literature

\*\*\*Waller High School also offers the Multidisciplinary endorsement which can include courses from various areas.

## **Course Work**

### **Student Classification**

The following shows the credits needed at the beginning of the fall semester for appropriate classification

Sophomore -	6
Junior -	12
Senior -	19

Students are reclassified three times per year to ensure appropriate grade classification based on course credits.

Reclassification will occur:

- 15 school days after the end of the fall semester
- 3rd Monday in July
- 2nd Monday in September

### **Minimum Course Load**

All students are required to enroll in seven instructional classes each semester.

EXCEPTIONS:

- 1) Students enrolled in work based learning programs must enroll in a minimum of five classes including the work based learning class.
- 2) Seniors enrolled in courses that are on track to complete their graduation requirements, have passed all of their End of Course Exams, and have their own transportation, will have the option of early dismissal or late arrival.
- 3) Fifth year seniors
- 4) HOPE Academy students

### **Working During School Hours**

Students may be employed during school hours, only if enrolled in a work based learning program. Because employment is a required component of the work based learning, these programs are only open to students who are at least 16 years of age. Work based learning programs are training programs designed to provide occupationally specific training. The training is planned and supervised cooperatively by the school and employers. A student may enter a work based learning program at the beginning of the school year only. Students are required to work at least 15 hours per week. If not scheduled for a class, the students must be off campus.

### **Early Dismissal for High School Work Based Learning or Other Regular Arrangements**

A student scheduled for early dismissal must leave the campus within the class change period after their last scheduled class, unless the student has obtained a pass from a school staff member to remain at a specific location on campus. A student with this pass must report to the location designated on the pass prior to the beginning of the next class period. Any student remaining on campus without authorization and without supervision is subject to disciplinary action.

For 12th Grade scheduled early dismissal, parents and students will be required to sign a statement agreeing that the student will have his/her own transportation and will leave campus within the change period after their last class. The student must be enrolled in courses that complete his or her graduation requirements and have passed all of their EOC (End of Course) assessments.

### **Credits Required for Graduation**

All students graduating from Waller High School on the Foundation High School Program with Endorsements must complete 26 credits and meet satisfactory performance on all of the specified STAAR/EOC assessments. A student may graduate under the Foundation High School Program (22 credits) without earning an endorsement if, after the student's sophomore year:

- (1) the student and the student's parent or person standing in parental relation are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
- (2) the student's parent or person standing in parental relation files written permission with a school counselor, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement

## **Attendance**

State law mandates that “every student must be in attendance for 90% of the semester IN ORDER TO RECEIVE CREDIT.” In the event that a student is denied credit due to absences, the deadline to make up any attendance hours will be the conclusion of the following semester.

## **Course Selection and Schedule Changes**

Students receive information about course offering and advisement about appropriate course selection from the counselors either in late fall or early spring. During that time, students have the opportunity to discuss their course options with parents, teachers, and counselors. Based on input, students may request a change in course selections for the following year until the conclusion of the spring semester. The master schedule and staffing for the following year is built based upon student requests during the spring semester. All requests for changes must be submitted in writing by the last day of the spring semester to the appropriate counselor.

Changes in a schedule or a course may only be made within the published timeframe. After the course change deadline, the following guidelines will be used in honoring changes/requests made after that date.

- 1) Schedule changes will be made through the first three weeks (first 15 days) of a semester for the following reasons:
  - Error in scheduling on part of school such as a data entry error
  - Course completed/credit earned via summer school, Credit by Exam, Correspondence, etc.
  - Student does not meet prerequisite(s) for the course
  - Student requests a change in program (Athletics, Band, Choir, ROTC, etc.)
  - Student did not meet standard on the STAAR/EOC
  - Level changes from an advanced course to an appropriate regular course with parent approval
- 2) No schedule changes are allowed after the third week (first 15 days) of each semester. The only exception to this rule is removal from advanced courses within the first six weeks’ grading period. See Exit from Advanced Courses on page 10.
- 3) A student may exit a full year course at the end of the fall semester pending space available in a semester-long course for the spring semester. Requests should be made three weeks before the semester ends.

For questions regarding UIL eligibility and dropped classes, please see the appropriate coach or athletic coordinator.

## **Acceleration Alternatives**

### **Advanced Placement (AP)**

The Advanced Placement Program, administered by the College Board of New York, and taught at Waller High School, allows students to participate in a college level course and possibly earn college credit while still in high school. In the program, students are encouraged to take the AP exam in May of each school year, to determine their mastery of the college level course. AP classes are more challenging and stimulating, but they take more time and require more work. AP classes require energetic, involved, and motivated students. The AP courses are taught by high school teachers who use course descriptions that were developed by committees of university professors and experienced AP teachers. The main advantage of taking an AP course is better preparation for college. It has been shown that students master in depth content at the college level more easily after completing AP courses in high school. Students also acquire sophisticated academic skills and increased self-confidence in preparation for college.

Pre-AP courses are also offered to prepare the student who will eventually enroll in AP courses. Pre-AP courses provide a sustained emphasis on promoting the essential academic habits of intellect necessary for success in the College Board Advanced Placement Program.

## Entrance/Exit Information for Honors/Pre-AP/AP Courses - Waller ISD

Advanced courses have a more rigorous and in-depth content focus than on-level/regular classes. Classes often move at a faster pace, include different types of assignments, and require additional outside reading. These classes are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus staff to be successful in advanced classes. Students enrolled in advanced classes in English, math, science, LOTE, and social studies should have an interest in and an aptitude for the subject. Waller ISD is committed to expanded access in challenging courses and recognizes the value of student participation in advanced courses.

### Entrance Information Regarding Advanced Courses

We encourage students who are interested in advanced courses to enroll. The following information provides a profile of a student who typically experiences success in advanced courses:

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- Demonstrates mastery on course-related state-mandated performance assessments including STAAR
- Students must have parent permission to enroll in advanced courses (signed course selection sheet)
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, outside of school activities, and homework

### Exit Information Regarding Advanced Courses

- Students who have a 65 or lower average for the first grading period for **semester-long courses** can be removed from the advanced course and placed in the appropriate regular course for the remainder of the **semester**.
- Students who earn a 60 or lower for the first six weeks for **year-long courses** can be removed from the advanced course and placed in the appropriate regular course for the following six weeks in that subject area.
- Students who earn a 65 or lower for the semester average for **year-long courses** can be removed from the advanced course and placed in the appropriate regular course for the following semester in that subject area.
- A student may, upon his/her request and with parent approval, transfer from an advanced course to an appropriate regular course, if an appropriate course is available, during the first grading period pending availability in the on-level course. The student will take the previous grade to the new course, but will not receive the 5.0 points in the case of Pre-AP, AP or DC courses.
- Due to the special training required of teachers along with the rigor or classroom interaction required of advanced courses, they cannot be taught in an alternative setting. Students who are removed from the classroom and placed in a district disciplinary alternative school setting (DAEP) will be removed from the advanced course and placed in the appropriate regular course for the remainder of the semester/year. The student will take the previous grade to the new course, but will not receive the 5.0 points in the case of Pre-AP, AP or DC courses. The student will also be dropped from their college course with Lone Star College – Tomball.

### Gifted/Talented

Gifted/Talented learners are currently being served through the Advanced Placement/Pre-Advanced Placement and Dual Credit programs. Parents, teachers, and students may nominate throughout the school year those who exhibit G/T traits, such as advanced vocabulary, critical/creative thinking, and an intense curiosity. Nomination forms are available from the high school counselor or the G/T coordinator. Program exiting may be initiated by the teacher, student, or parent at designated times during the school year. Please call 936-931-3685 for further information.

## State Programs Supporting Texas Students

The State of Texas has developed several programs to encourage students to pursue a strong academic high school program which will adequately prepare them for further study and to face challenges in the twenty-first century work place. These programs focus on admissions, grants, tuition exemptions, and financial aid, which will enable well-prepared, eligible students to attend public and non-profit institutions of higher learning in the State of Texas. **Some programs may specify that students must graduate under the Foundation High School Program with Endorsements as well as the Distinguished Level of Achievement.**

## **Top Ten Percent Admissions**

Applicants from accredited Texas schools who graduate in the top ten percent of their high school class shall be admitted to any public university in Texas if the students meet the following conditions:

- Apply no later than two years after graduating from high school;
- Submit a completed application prior to filing deadlines set by the college;
- Graduate under the Foundation High School Program with Endorsements as well as the Distinguished Level of Achievement; and
- Provide additional documents requested by the college, including essays, letters of recommendations, admissions tests, and high school transcript.

**Note:** Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps (e.g., University of Texas, 6% for the Class of 2021). In some instances, students may be admitted to the university but not to the college of choice within the university. Colleges may admit students on a first-come-first-admitted basis or may use a lottery system.

## **Toward Excellence, Access, and Success (TEXAS) Grant Program**

The Texas Grant Program establishes grants to cover tuition and fees to Texas public colleges and universities including community colleges and technical schools for students with financial need who successfully complete the Foundation High School Graduation Program. To be eligible, students must not have been convicted of a felony or crime involving a controlled substance.

Awards will be made through the financial aid office of the college/university. Persons interested in the program should contact the college/university financial aid office to find out about deadlines and procedures.

## **Texas Educational Opportunity Grant (TEOG)**

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public community colleges, technical colleges, or public state colleges in Texas. Students must be a Texas resident, have a financial need, enroll in the first thirty hours in college, must register with the Selective Services or be exempt, and have not been convicted of a felony or a crime involving a controlled substance.

## **Other Texas Financial Aid Programs**

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work-study are available and may include a tuition rebate program from Texas public universities, the Texas B-On-Time student loan program, a student loan with cancellation program for teachers (Teach for Texas), and the Tuition Equalization Grant (TEG). Students should begin preparing for these opportunities early in their high school years. Students should develop a portfolio which shows evidence of high achievement in a strong academic program as well as contributions to the school and community by participating in extracurricular activities and community organizations and projects.

## **General Information**

Texas Financial Aid Information Center  
Toll free: 1-888-311-8881

THECB Info Line for Loans, Grants & Scholarships  
1-800-242-3062

Texas Higher Education Coordinating Board (THECB)  
Web Address: [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

Track sheet and links to other sources  
Web Address: [www.collegeforalltexans.com](http://www.collegeforalltexans.com)

## **Dual Credit Courses**

### **Dual Credit Courses:**

Waller High School offers the dual credit courses in conjunction with Lone Star College-Tomball. It is specifically designed for secondary education students who qualify to earn high school and college credit simultaneously while still in high school. Program eligibility is based on the student meeting the eligibility standards. Refer to the chart below to assist in determining exceptional admission. Placement scores that are required by every student in order to be placed in college-level courses are:

Assessment Scores for Dual Credit				
Assessment	Composite Score*	Math (MATH 1314)	Reading	Writing
TSI		350	351	340 and 4 on Essay
ACT	23	19 (Math)	19 (English)	19 (English)
SAT		530 (Math)	480 (Evidence-Based Reading & Writing)	

When deciding which Dual Credit courses to take, make sure you visit the Texas Higher Educating Board's Core Web Center at <http://statecore.its.txstate.edu/> to compare Lone Star College System's courses to the institution you are considering attending. If taking dual credit courses on a LSC campus for early graduation purposes, make sure you visit with your counselor first.

### **Dual Credit Courses: Class Loads and Grades**

Effective as of May 23, 2015, House Bill 505 prohibits the limitations on the number of dual credit courses or hours in which a public high school student may enroll.

The rule does not limit:

1. the number of dual credit courses or hours in which a student may enroll while in high school.
2. the number of dual credit courses or hours in which a student may enroll each semester or academic year; or
3. the grade levels at which a high school student may be eligible to enroll in a dual credit course.

In order to remain in the dual credit program, and continue classes, the student must maintain and complete each college course attempted with a grade of "C" or better. Due to the fact that college grades are submitted prior to the end of high school semesters, a student in a dual credit class could have different grades for the college as opposed to the high school. Grades shown in Skyward reflect the high school average only. Refer to the college class syllabus to determine which grades are used for the college average. The student must maintain at least a 75 high school average for the semester to remain in the course and a minimum of a 70 Lone Star College average in order to remain in the program. A grade in the dual credit class becomes part of the high school transcript and the college transcript. These are both part of the student's permanent academic record.

## Dual Credit Courses: Textbooks and Tuition

The student must purchase at his/her expense all college level textbooks and pay the fees set by Lone Star College. The cost of tuition and fees are per credit hour and the tuition (but not the fees) is waived for dual credit students. Registration and payment of fees for classes will occur in April/May for the fall semester and November/December for the spring semester. Fees are subject to change yearly but will be approximately \$73 per semester course. Dual Credit Scholarships may be available pending available funds. See the WHS Dual Credit Liaison for more information.

The tentative dual credit courses Waller High School will offer are:

2020 – 2021 School Year	Placement Testing Required
ENGL 1301 and ENGL 1302 (English III DC)	Reading & Writing
HIST 1301 and HIST 1302 (US History DC)	Reading & Writing
ENGL 2322 and ENGL 2323 (English IV DC)	Reading & Writing
GOVT 2305 (American Government DC)- Fall or Spring	Reading & Writing
GOVT 2306 (State Government DC)- Spring	Reading & Writing
MATH 1314 (College Algebra DC)-Fall	Math
MATH 1316 (College Trigonometry DC) or MATH 1342 (Statistics DC)- Spring	Math, Reading & Writing
BIOL 1406 and BIOL 1407 (Biology DC)	Math, Reading & Writing
Possible Summer Courses	Placement Testing Required
SPCH 1311 (Communication Applications DC)	Reading & Writing
ECON 2301 (Economics DC)	Math, Reading & Writing

## Dual Credit Courses: Withdrawals and Refunds

Refunds based on Lone Star College-Tomball's school calendar:

- Prior to first calendar day of semester – 100% refund
- During the first 15 calendar days of the semester – 70% refund
- During the 16<sup>th</sup> through the 20<sup>th</sup> calendar day of the semester – 25% refund
- After the 20<sup>th</sup> calendar day of the semester – None

Course Withdrawal:

Withdrawal from a course after the official day of record will result in a mark of "W" on the student's college transcript and no college credit will be awarded. It is the student's responsibility to drop/withdraw before the "W" date by informing the WHS Dual Credit Liaison and then submitting a request to Lone Star College-Tomball for withdrawal from any course. Under Section §51.907 of the Texas Education Code, a student is not permitted to drop more than 6 (six) courses over their college career.

Any questions, please refer to the Lone Star College System Course Catalog.

## Articulated Courses (Advanced Technical Credit)

The statewide articulation process allows students who successfully complete selected career and technology courses, graduate from any secondary school in Texas, and meet the statewide articulation agreement, to receive articulated credit from most public post-secondary two-year degree granting institutions in the state that offers the correspondence college course. Students interested in more information about statewide articulation opportunities should contact their counselor or the appropriate career and technology instructor to learn more about the process.

## Distance Learning /Correspondence Courses

Credit toward state graduation requirement may be granted for correspondence courses only under the following conditions:

- The institution offering the course is The University of Texas at Austin, Texas Tech University, Texas Virtual School or another public institution of higher education approved by the commissioner of education and institute awards credit for the course.
- The correspondence course includes the state required Texas Essential Knowledge and Skills (TEKS) for such a course.

Prior to enrollment in correspondence/distance learning courses, students shall make a written request to the counselor or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student will not be awarded credit towards graduation. Graduating seniors who are enrolled in correspondence/distance learning courses to earn credits for graduation must receive the grades prior to graduation. Grades earned in correspondence/distance learning courses (except for Texas Virtual School course credit) will not count toward determination of GPA or class rank.

## **Early Graduation**

Students who attend Waller High School may apply to be an early graduate. This means a student will complete all graduation requirements in three and half years. Students who choose this option must advise their counselor and submit the application with their counselor before being considered for early graduation. Students must make this declaration by the completion of their freshman year or before the end of fall semester of student's sophomore year. All credits and state testing requirements must be completed before a student is allowed to participate in graduation ceremonies. Early graduates must meet graduation standards set upon entry into high school.

## **Summer School**

High School students (9<sup>th</sup>-12<sup>th</sup> grade) may attend summer school to recover credit in core academic subjects. Registration forms for high school students needing to recover credit will be available to students during the spring semester.

A student may choose to attend summer school in a neighboring school district. Every student who attends these classes must have a permission letter from the counselor's office for registration. Students are responsible for requesting a transcript to be sent to WHS if they participate in a program to recover or accelerate credit.

## **Hope Academy**

Waller High School's Hope Academy is a school of choice program serving students in a non-traditional setting who are 'at-risk' and in danger of becoming a drop out. The Hope Academy provides an alternative for students to be successful with flexible scheduling and a self-paced curriculum. Hope Academy is not a disciplinary setting. It is designed for students who are self-motivated, willing to follow rules and require no disciplinary action. In order for a student to be considered for the Hope Academy, they must complete an application with their counselor.

## **Testing Information**

### **Credit by Exam for Placement/Recovery and Acceleration Credit**

Students may take a credit by exam for courses in which they have had previous instruction or are wishing to accelerate. The students are allowed three hours to complete the exam, and it is similar to taking a final exam at the end of a semester. To award recovery credit, the score on the exam must be 70 or above on a criterion-referenced test. A score of 80 is required for recovery credit when no previous instruction has been received. Acceleration credit is awarded when the score on the exam is a 3 or higher for College Board Advanced Placement exam or 80% on any other criterion-referenced test approved by the school district. The only board approved credit by exams are offered through Texas Tech University and the University of Texas. Credit by exam scores are not calculated in GPA and do not average with a semester grade for full year credit. Students should consult their counselor if they choose to take a credit by exam for make-up credit. Exams are administered four times a year. A student may not attempt to earn credit by exam for a specific high school course more than two times. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit.

### **State of Texas Assessment of Academic Readiness (STAAR)**

In 2007 Senate Bill 1031 was enacted, which called for the development of end-of-course assessment instruments for secondary-level courses. House Bill 5 reduced the testing to the following subjects Algebra I, Biology, English I, English II, and United States History. The purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011-2012.

### **ACT & SAT**

ACT and SAT college entrance exams are recommended to be taken mid-year or early spring semester of the student's junior year. Students should check the college/university admission's deadlines to determine their best test date. Repeat testing can be completed during the senior year if necessary. Most colleges/universities require either ACT or SAT entrance exams for admission. Information and fee waivers concerning SAT and ACT tests may be obtained in the Counseling Center.

### **ASVAB**

ASVAB is a multi-aptitude battery of tests, which helps students to identify their different abilities. The test is given during the fall and spring semesters. The decision to enter college, technical or vocational school, military service, or the civilian world-of-work is an important one. The ASVAB Career Exploration Program may assist students in determining the appropriate course of study based on their abilities. This test is administered to students during the school year on a voluntary basis. Announcements will be made prior to each administration in which students may sign up in the Counseling Center.



## **PSAT**

PSAT is given each school year during the month of October. Students in 10<sup>th</sup> and 11<sup>th</sup> grades are encouraged to take this exam that will prepare them to take the SAT. There is a nominal fee for this test. Juniors taking the test may qualify for National Merit Recognition and Scholarships. Announcements will be made prior to the testing date in which students may register for the test and bring their payment ( Fee waivers available in Counseling Center).

## **TSI**

The TSI Assessment is a college readiness exam that is required for all students who plan to attend a Texas public institution of higher learning. This assessment is designed to help your institution of choice determine college readiness for course work in the general areas of reading, writing and mathematics. There is a nominal fee for this test. This exam must be taken before the student enters the first semester of college or before taking any dual credit courses, unless they are exempted based on ACT or SAT scores.

## **Special Programs**

### **Special Education**

Through Waller Independent School District's Child Find procedures or the campus' Response to Intervention Team (RTI), students experiencing difficulties in school may be referred for services in Special Education. Please contact the Counseling Center for more information. Before a student can receive special education and /or related services for the first time, an initial evaluation must be conducted and the evaluation must reflect that the student meets eligibility for special education services. Decisions regarding the provision of special education services are made by an Annual, Review, Dismissal (ARD) Committee. A full array of special education services are available to eligible students. These services are designed to support the student's efforts in the Least Restrictive Environment. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an Individualized Education Program (IEP) is developed. Instructional settings may include (a) general education classroom with designated supports/modifications, (b) general education classroom with support, (c) resource classroom, (d) self-contained classroom or (e) on a separate campus.

For high school students, the IEP serves as the Personal Graduation Plan (PGP) for the purpose of planning courses to meet graduation requirements including endorsement options. Specialized courses which do not appear in this catalog may be available for students with disabilities as determined by the ARD Committee. Program information can be obtained by contacting Waller High School at 936-372-3654 or the Waller ISD Special Education Department at 936-931-9146.

### **504**

Section 504 is a federal law passed by the United States Congress in 1973 with the purpose of prohibiting discrimination against disabled persons. Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. A request for a Section 504 evaluation should be made to the campus §504 Coordinator. Evaluation data will be gathered by the designated campus coordinator. A committee of knowledgeable persons of the student is convened to determine eligibility and a possible services plan. Periodic reviews are held at all grades to insure transition from one grade to another or to facilitate the transition following graduation to either work, school, military, trade/technical school, etc. The periodic review is for the purpose of continuing a services plan for the following school year. A 3-year periodic re-evaluation is also held in order to determine continued eligibility and for a §504 services plan. Please call 936-372-3654 to speak to your child's assistant principal for further information.

### **Dyslexia**

Waller Independent School District offers a dyslexia program to students who qualify. The intervention should happen early in the student's academic career but may occur whenever it is needed. Students identified as being dyslexic should be given support throughout their academic career. This includes students in all grades. Waller I.S.D. provides a dyslexia intervention program that is conducted by trained dyslexia specialists. No single program is specified for all dyslexic students; rather, services are based upon individual student needs. W.I.S.D. utilizes reading programs for students with dyslexia that incorporates all of the critical, evidence-based components required by 19 TAC §74.28(c). Dyslexia teachers work closely with regular education teachers and special program teachers in order to provide an appropriate education for dyslexic students. Parent/Guardian permission is required for evaluation, and if eligible, placement into the program.

### **ESL**

English as a Second Language (ESL) is a Waller ISD pull out model approved by TEA and designed for English Learners (EL) who are still acquiring English language proficiency. All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS) and follow the English Language Proficiency Standards (ELPS). The ESL instructional program strives to meet the affective, linguistic, and cognitive needs of ELs [19 TAC Chapter 89.1210(f) (g)].

## **New Arrival Center (NAC)**

This EL placement provides instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students are newcomers within two years or less in U.S. schools and have scored at the very limited English proficiency level of the state approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It will develop language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

## **Response to Intervention (RTI)**

Response to Intervention, or RTI, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements: high quality instruction and research-based interventions aligned with student need, frequent monitoring of student progress, and use of student data in making important educational decisions. As principals, teachers, staff, or parents become aware of a student struggling to meet his/her educational needs, the RTI campus coordinator is contacted. Following the RTI guidelines, the campus coordinator organizes a student support team consisting of campus personnel who have knowledge concerning that individual student's academic or behavioral concerns. After gathering pertinent information, the RTI committee problem solves and recommends a course of action for each individual student. The course of action will vary depending upon the individual student's needs.

## **Career and Technical Education**

Waller ISD offers career and technical education programs in business, management, and administration; agriculture, food, and natural resources; arts, a/v, and communications; law and public safety; human services; manufacturing; hospitality and tourism; architecture and construction; marketing, sales, and services; health science; finance; information technology; and education and training. Admission to these programs is based on student interest, age and grade requirements specified by the Texas Education Agency.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973 as amended.

Waller ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Bennie Mayes, at 2214 Waller Street, Waller, TX 77484, 936-931-3685 and/or the Section 504 Coordinator, Shawna Kelley at 2214 Waller Street, Waller, TX 77484, 936-931-3685.

## **Honors/Recognition**

### **Six Weeks Honor Roll**

Students making all A's or all A's and B's during a six weeks grading period are placed on the six weeks honor roll.

### **Annual Honor Roll**

Annual honor roll is determined by your GPA for the current year in all courses.

A Honor Roll – GPA of 3.75 – up

A/B Honor Roll – GPA of 3.50 – 3.74

### **Top 10%**

All eligible students whose grade point averages comprise the top ten percent of the graduating class as determined by the district's procedure to qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates. See page 10 for more information on top ten percent admissions. Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps (e.g., University of Texas). A student must also meet the requirements of Distinguished Level of Achievement to qualify for automatic admissions under the Top 10% Rule.

## Honor Graduates

To be eligible for valedictorian or salutatorian honors, a student must have been continuously enrolled in Waller High School for four semesters preceding graduation.

Summa Cum Laude: Top 2 highest-ranking students in graduating class

The following honors are based on the number of students in the graduating class of the given year.

Magna Cum Laude: Top 5% students in graduating class

Cum Laude: Next 10% students in graduating class

## Determination of Class Rank

The following provisions shall apply to students entering ninth grade in the school year 1999 and thereafter.

Class ranking is calculated twice yearly following the fall and spring semesters.

### Cumulative GPA

Grade Point Average (GPA) is calculated by using only credits earned on the high school campus in the following content areas:

- 1) English
- 2) Mathematics
- 3) Science
- 4) Social Studies
- 5) Languages Other Than English

### Limitations and Exclusions

Credits earned in the following courses are not used in calculating class rank:

- 1) Correspondence courses\*
- 2) Distance learning courses\*
- 3) Credit by examination with prior instruction
- 4) Credit by examination without prior instruction (acceleration)

\* Texas Virtual School Course credit is included in grade point average.

Grades for high school credit taken at a junior high or middle school level campus shall not count toward class rank; however, grades earned by eighth grade students in high school courses taken at the high school campus shall count toward class rank.

Courses taken at the college or university campus for college credit ONLY shall not count toward class rank.

\*Please refer to the Waller ISD website for actual grade point equivalence. (i.e. 99-1.98 on a 2.0 scale per semester equivalent to the 4.0 scale)

Points for each grade are awarded according to each course weight (AP, Dual Credit, Regular, etc.)

<u>Letter Grade</u>	<u>Number Grade</u>
A	100-90
B	89-80
C	79-75
D	74-70
F	69 and below

### Course Weight

Course	Course Weight
AP, PAP and Dual Credit	5.0
Regular	4.0
Below 70 in any course	0

## Class Rank

Class rank for senior students shall be calculated by averaging grades earned in grades 9-12 for which the student earned state graduation credit in English, mathematics, science, social studies, and Languages Other Than English. The numeric semester average shall earn grade points according to the District's weighted grade point scale. An estimated class rank will be calculated at the end of the fifth six-week grading period. The sixth six-week estimated average will be calculated based on the fourth and fifth six-week performance. The actual class rank will be determined after all grades are reported on the final transcripts. Note: attendance denial of credit will affect class rank.

## Ties

In case of a tie, the valedictorian shall be chosen according to the following criteria:

- Computing the weighted grade average to a sufficient number of decimal places until the tie is broken; or
- The student with the most AP courses shall be considered first.
- If a tie still remains, the student with the highest numerical grade of all AP courses taken shall be valedictorian
- Should a tie still remain for valedictorian, co-valedictorians, shall be declared, and no salutatorian shall be recognized.
- Should a tie develop for salutatorian, all those tying shall be recognized.

## Transfer Students

A student who transfers into Waller High School with higher-level course credits shall receive similar credits counted toward the GPA according to the list of higher-level courses offered in Waller ISD and the grade point scale used for credit earned in the District.

## Transfer Credit

Students transferring into the District shall receive the numerical grade that was earned in the course at another school. Letter grades shall be recorded as follows:

### Conversion Scale

A	95
B	85
C	77
D	72
F	65

## **UIL Eligibility Exempt Courses**

English I (Pre-AP)  
English II (Pre-AP)  
English III (AP)  
English IV (AP)  
Dual Credit English III (1301, 1302)  
Dual Credit English IV (2322, 2323)  
Geometry (Pre-AP)  
Algebra II (Pre-AP)  
Pre-Calculus (Pre-AP)  
Calculus (AP)  
Statistics (AP)  
Dual Credit College Algebra (1314)  
Dual Credit Trigonometry (1316)  
Dual Credit Statistics (1342)  
World Geography (Pre-AP)  
Human Geography (AP)  
World History (Pre-AP)  
World History Modern (AP)  
Government (AP)  
Macroeconomics (AP)  
European History (AP)  
Dual Credit United States History (1301, 1302)  
Dual Credit American Government (2305)  
Dual Credit State Government (2306)  
Psychology (AP)  
Environmental Science (AP)  
Biology (Pre-AP)  
Biology (AP)  
Dual Credit Biology (1406, 1407)  
Chemistry (Pre-AP)  
Chemistry (AP)  
Physics I (AP)  
Physics II (AP)  
French III (Pre-AP)  
French IV (AP)  
Spanish III (Pre-AP)  
Spanish IV, V (AP)  
Computer Science I (Pre-AP)  
Computer Science II (Pre-AP)  
Computer Science (AP) LOTE and Math  
Computer Science Principles (AP)  
Music Theory (AP)  
Art History (AP)  
Studio Art: 2-D Design (AP)  
Communication Applications (DC)  
Capstone Seminar (AP)  
Capstone Research (AP)

## **NCAA Information**

### **Core Courses**

- NCAA Divisions I and II require 16 core courses. See the information below for the breakdown of this 16 core-course requirement.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.
- Initial-eligibility standards for NCAA Division II college-bound student athletes are changing. College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year. After August 1, 2018, Division II will use a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is available at the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).

### **Test Scores**

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is available at the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).
- Division II partial qualifier requires a minimum SAT score of 820 or an ACT sum score of 68 and Division II full qualifier requires a minimum SAT score of 840 and an ACT sum score of 70 (see third bullet under Core Courses above).
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

### **Grade-Point Average**

- Be sure to look at your high school's list of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's list of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on the NCAA Eligibility Center's website- [www.eligibilitycenter.org](http://www.eligibilitycenter.org)).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on the NCAA Eligibility Center's website- [www.eligibilitycenter.org](http://www.eligibilitycenter.org)).
- The Division II core GPA requirement for partial qualifier is a minimum of 2.000 and for full qualifier is a minimum of 2.200 (see third bullet under Core Courses above).
- Remember, the NCAA GPA is calculated using NCAA core courses only.

### **Division I – 16 Core Courses**

4 years of English

3 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science

2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

## **Division II – 16 Core Courses (On or after August 1, 2020)**

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

### **Nontraditional Courses**

Nontraditional courses are classes taught online or through distance learning, independent study, individualized instruction or correspondence methods.

For a nontraditional course to count as an NCAA core course (per NCAA Bylaw 14.3.1.2.2), it must meet all the following requirements:

1. A student in the course must have regular interaction with the teacher for instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments, and the opportunity for the teacher to engage the student in individual instruction.
2. The course must have a definite time period for completion. For example, it should be clear whether the course is meant to be taken for an entire semester or during a more condensed time period.
3. The course must be clearly identified as nontraditional on students' official high school transcript.

A nontraditional course could fail to meet NCAA core-course requirements for any of the following reasons:

1. Does not require regular and ongoing interaction between the student and teacher.
2. Does not have certified or qualified teachers.
3. Does not require students to complete the entire course.
4. Allows students to complete a course in a short period of time.
5. Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
6. Does not prepare students for four-year college classwork.
7. Does not verify a student's identity.
8. Does not have formal assessments or has only limited assessments.
9. Does not retain student-specific data regarding course completion.

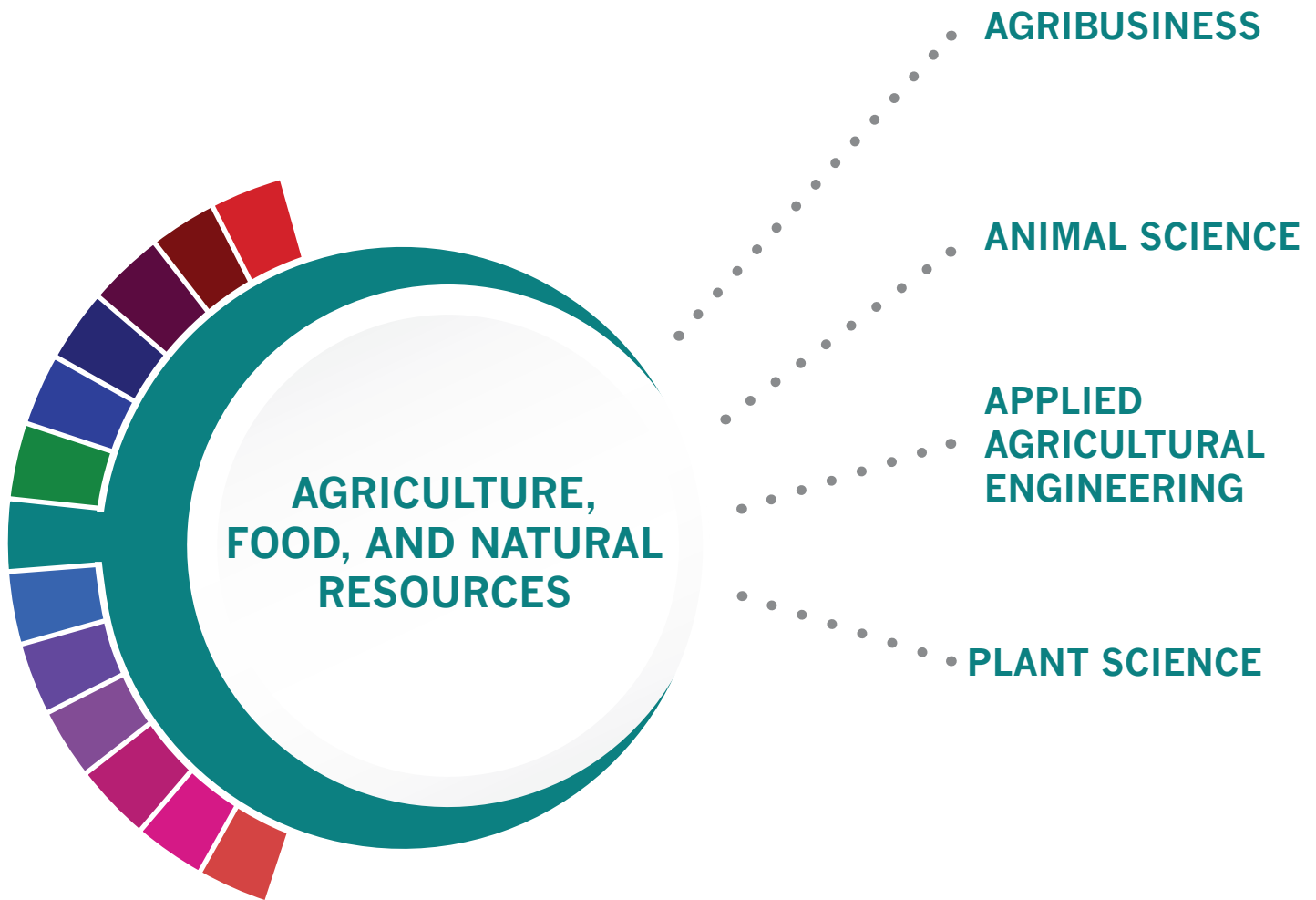
### **WHS Core Courses Not Approved though NCAA**

The following Waller High School courses are not NCAA approved core courses:

- All coursework done through Edgenuity (HOPE Academy, Night School, Extended Day, Saturday School, Summer School, etc.)
- English
  - Advanced Journalism I, II, III
  - College Readiness & Study Skills
  - Communications Applications DC
  - ESOL I
  - ESOL II
- Math
  - Accounting II
  - Algebraic Reasoning
  - College Preparatory Math
  - Math Models
  - Strategic Learning for High School Mathematics
- Natural/Physical Science
  - Advanced Animal Science
- Social Science
  - Personal Financial Literacy
- Additional Core Courses (Spanish I-V and French I-IV are approved)
  - LOTE Computer Science I, II

# 2020-2021 Course Offerings





**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



## LEVEL 1

Principles of Agriculture, Food, and Natural Resources

## LEVEL 2

Professional Standards in Agribusiness  
Professional Communications

## LEVEL 3

Agribusiness Management and Marketing

## LEVEL 4

Practicum in Agriculture, Food, and Natural Resources  
Career Preparation I

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Certified Professional Public Buyer	Agricultural Business and Management, General		
		Banking and Financial Support Services	Finance, General	
		Advertising	Financial Mathematics	
		Marketing/ Marketing Management, General		

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Farmers, Ranchers, and Other Agricultural Managers	\$59,134	405	9%
Farm and Ranch Loan Officers	\$45,594	268	25%
Agricultural Advertising and Promotions Managers	\$94,515	164	20%
Buyers and Purchasing Agents, Farm Products	\$46,488	102	20%

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Tour a farm machinery products company  
Texas FFA

**Work Based Learning Activities:**  
Internship with a farm machinery products company;  
Work on a farm or ranch

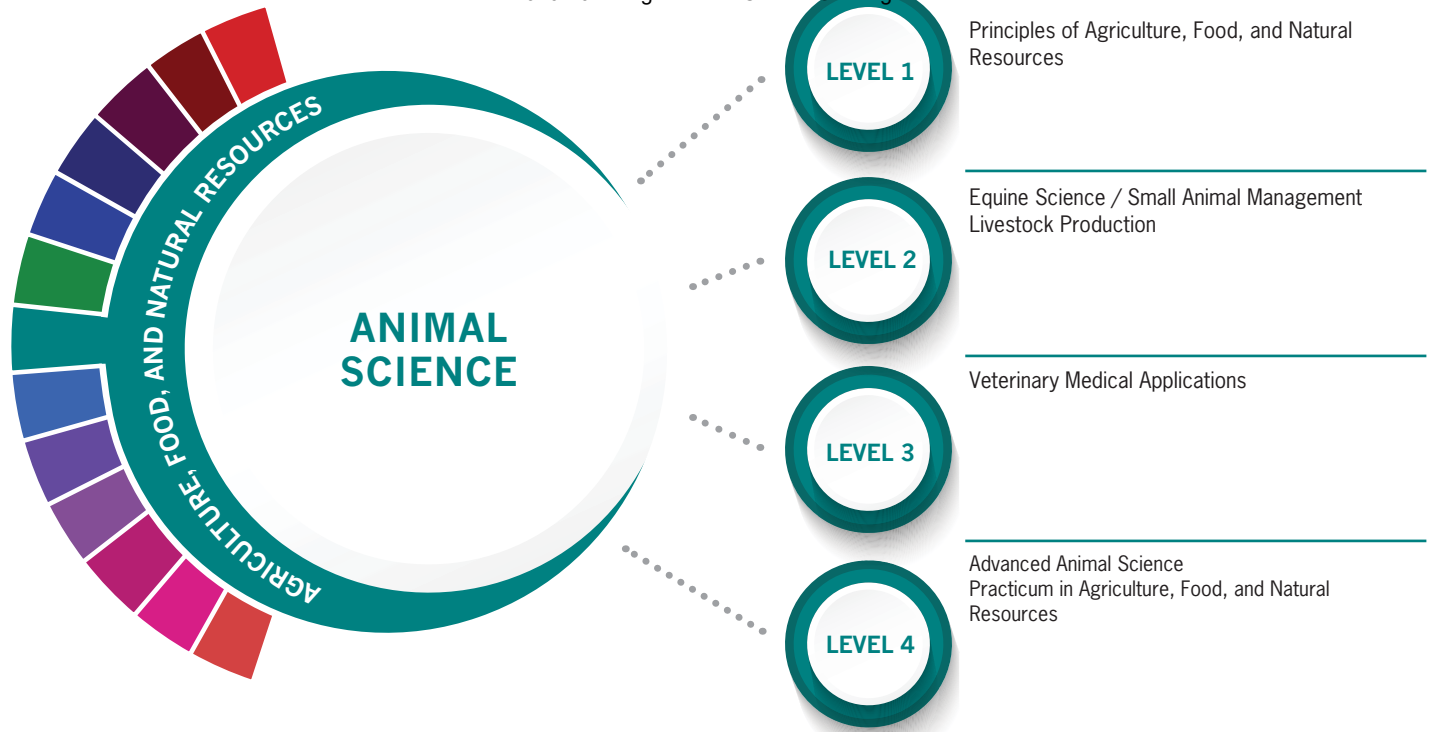
The Agribusiness program of study explores the occupations and educational opportunities associated with the business of farming and agriculturally-related business that supplies farm inputs, such as machinery and seeds. This program of study may also include exploration into the marketing of farm products, the purchase of farm products either for further processing or resale, and grading or classifying unprocessed food or other agricultural products.



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Agribusiness program of study will fulfill requirements of a Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019

## COURSES



## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
Feedyard Technician in Cattle Care and Handling	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
		Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Animal Breeders	\$39,135	28	9%
Animal Scientists	\$57,533	22	12%
Medical Scientists	\$63,898	435	27%
Veterinarians	\$93,496	294	24%
Zoologists and Wildlife Biologists	\$67,309	45	32%

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Texas FFA

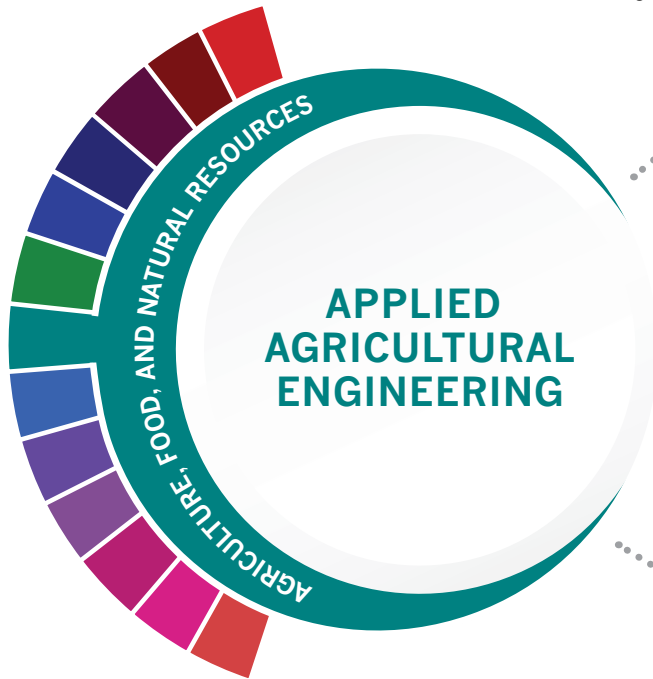
**Work Based Learning Activities:**  
Agri-Science Fair  
4H  
Volunteer at a local farm or veterinary office

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Successful completion of the Animal Science program of study will fulfill requirements of the Business and Industry Endorsement. Approved Statewide Program of Study - September 2019



## LEVEL 1

Principles of Agriculture, Food, and Natural Resources

## LEVEL 2

Agricultural Mechanics and Metal Technologies

## LEVEL 3

Agricultural Structures Design and Fabrication  
Agricultural Equipment Design and Fabrication

## LEVEL 4

Practicum in Agriculture, Food, and Natural Resources

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
OSHA 30 Hour General Industry	Certified Professional Agronomist	Heavy Equipment Maintenance Technology/ Technician	Agricultural Engineering	
Feedyard Technician in Machinery, Operation, Repair and Maintenance	Certified Reliability Engineer	Agricultural Mechanization, General	Agricultural Mechanization, General	
AWS SENSE Welding Level 1	Certified Irrigation Designer	Small Engine Mechanics and Repair Technology/ Technician		
AWS D1.1 or D9.1 Certification	Fluid Power Mobile Hydraulic Mechanic	Welding Technology/ Welder		

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Outdoor Power Equipment and Other Small Engine Mechanics	\$32,406	366	16%
Welders	\$41,350	6,171	9%
Farm Equipment Mechanics and Service Technicians	\$39,915	304	17%
Mobile Heavy Equipment Mechanics	\$47,299	1,627	16%
Agricultural Engineers	\$64,792	9	13%

WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIES

**Exploration Activities:**  
Tour a farm products or  
machinery plant  
Texas FFA

**Work Based Learning  
Activities:**  
Earn a welding certification;  
intern at a farm products or  
machinery plant

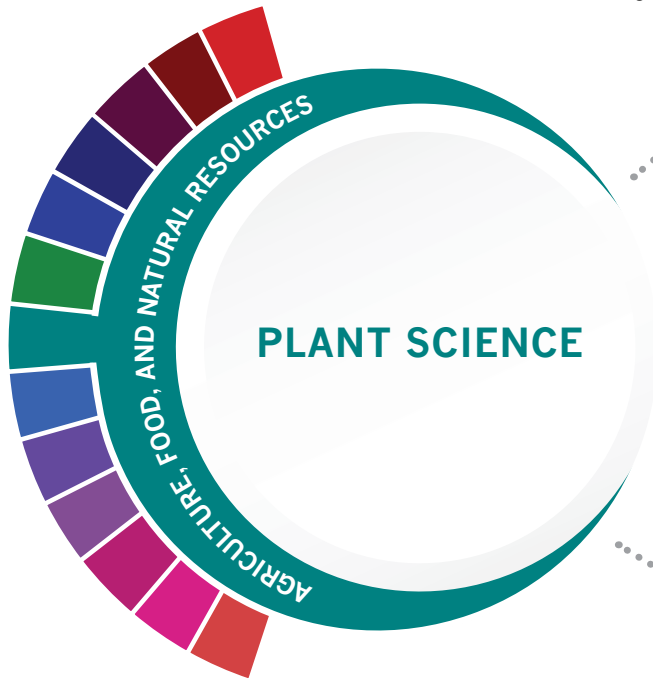
The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of this program of study will fulfill requirements of a Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019

## COURSES



## LEVEL 1

Principles of Agriculture, Food, and Natural Resources

## LEVEL 2

Floral Design

## LEVEL 3

Horticultural Science  
Landscape Design and Management  
Turf Grass Management

## LEVEL 4

Practicum in Agriculture, Food, and Natural Resources  
Advanced Plant and Soil Science

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Landscape Irrigation Technician License	Pesticide Applicator	Applied Horticulture/ Horticulture Operations, General		
Commercial/ Noncommercial Pesticide Applicator	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science	
Texas State Floral Association Level One Floral Certification	Accredited Member of AIFD	Agricultural Business and Management, General		
Texas State Floral Association Level Two Floral Certification	Landscape Industry Certified Technician	Turf and Turfgrass Management		Farm/Farm and Ranch Management

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Soil and Plant Scientists	\$54,662	116	21%
Tree Trimmers and Pruners	\$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	\$36,733	196	22%
Landscaping Supervisors	\$44,408	807	19%
Biological Technicians	\$42,931	452	17%

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Texas FFA

**Work Based Learning Activities:**  
Work part-time at a florist;  
start or work for a local landscaping business

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019

# CAREER AND TECHNICAL

## AGRICULTURE, FOOD AND NATURAL RESOURCES

### **Professional Communications**

9<sup>th</sup> – 12<sup>th</sup>

½ credit

(CTATPC)

4.0

**Prerequisite:** None

**Course Description:** 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 communications. 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. *Professional Communications meets the speech requirement for high school graduation.*

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

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTAFNR)

4.0

**Prerequisite:** None

**Course Description:** Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply and transfer their knowledge and skills in a variety of settings.

### **Agriculture Mechanics and Metal Technologies**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTAMMT)

4.0

**Prerequisite:** *Recommended* Principles of Agriculture, Food, and Natural Resources; Program Fees (Estimated \$50)\*

**Course Description:** Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. \*Financial Assistance available for those in need.

### **Horticultural Science**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTAHOT)

4.0

**Prerequisite:** None

**Course Description:** Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture 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 in a variety of settings.

### **Livestock Production**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTALSP)

4.0

**Prerequisite:** None

**Course Description:** In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must 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.

**Principles of Floral Design** (CTAFLP)  
**9<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** Program Fees (Estimated \$30)\*

**Course Description:** Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural 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 and technologies in a variety of settings. *Students may earn a certification.* \*Financial Assistance available for those in need. *This course will satisfy the fine arts requirement for graduation.*

**Professional Standards in Agribusiness** (CTPSAG)  
**10<sup>th</sup> - 12<sup>th</sup>** **½ credit** **4.0**

**Prerequisite:** None

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural 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.

**Wildlife, Fisheries, and Ecology Management** (CTAWIL)  
**10<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** None

**Course Description:** Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must 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. *Students may earn a Hunter's Safety Certification.*

**Agricultural Structures Design & Fabrication/Agriculture Equipment Design and Fabrication (Co-requisites)**  
 (CTAFDF) (CTASDF)  
**11<sup>th</sup> – 12<sup>th</sup>** **2 credits** **4.0**

**Prerequisite:** Recommended Ag Mechanics and Metal Technologies; Program Fees (Estimated \$50)\*

**Course Description:** In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. *Students will construct metal projects for exhibition.* \*Financial assistance available for those in need.

**Veterinary Medical Applications** (CTAVMA)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** Required Equine, Small Animal Management, or Livestock Production.

**Course Description:** Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must 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. *Upon completion of course, students have the option to pursue their Certified Veterinary Assistant certification. This entails working in a Veterinary Office under the supervision of a Licensed Veterinarian. More information on this certification will be given to students by their teacher.*

**Advanced Animal Science** (CTAAAS)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Required* Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production; *Recommended* Veterinary Medical Applications.

**Course Description:** Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Advanced Plant and Soil Science** (CTAAPS)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Recommended* Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Program of Study.

**Course Description:** Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Practicum in Agriculture- Ag Leadership and Communications Pathway or Ag Mechanics Pathway** (CTPRAC)  
**12<sup>th</sup>** **2 credits** **4.0**

**Prerequisite:** *Recommended* a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Program of Study

**Course Description:** Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Ag, Food, and Natural Resources cluster.

**Mathematical Applications in Agriculture, Food, and Natural Resource** (CTAGMT)  
**10<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** Algebra I

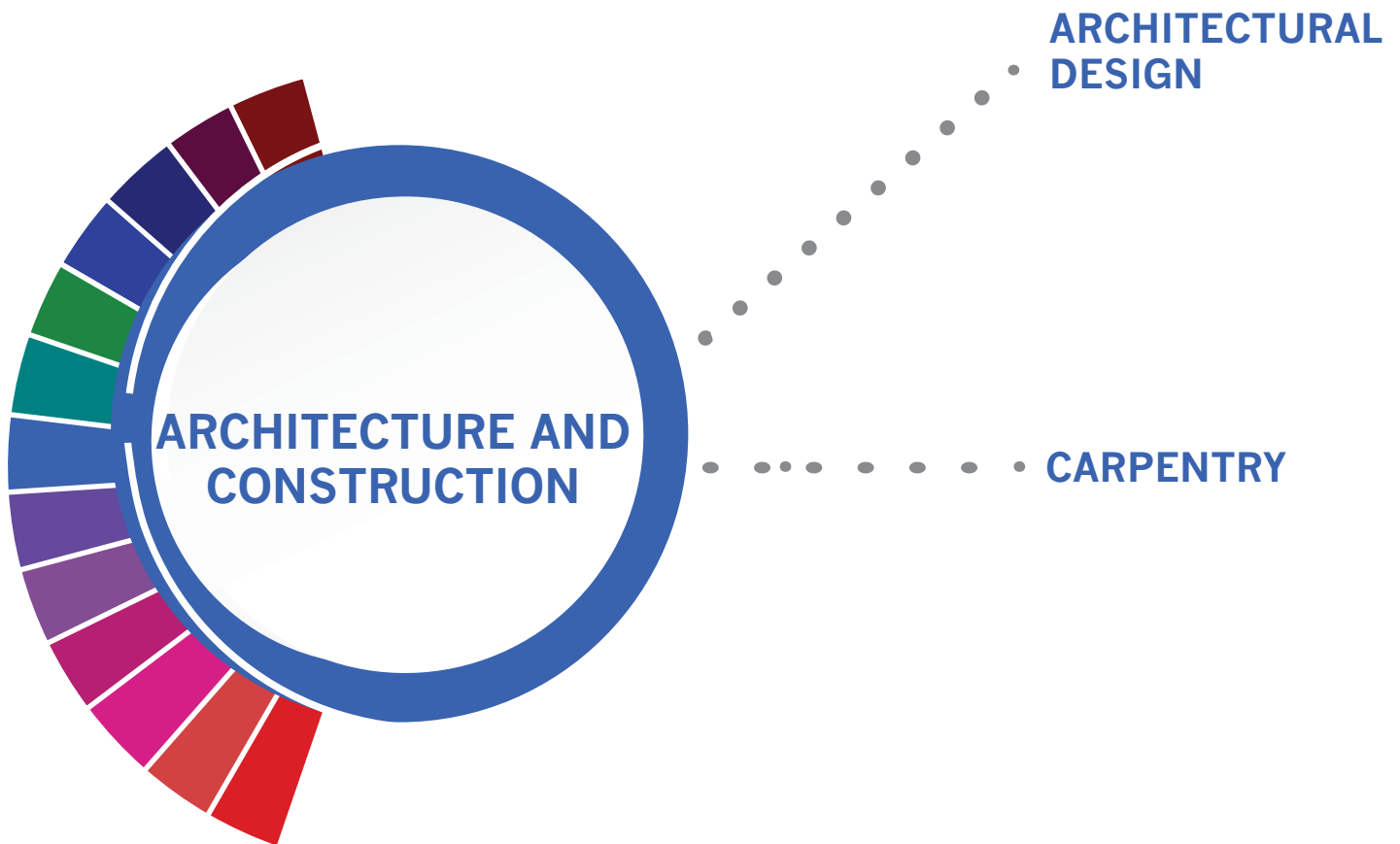
**Course Description:** Mathematical Applications in Agriculture, Food, and Natural Resources, students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. To prepare for success, students need opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Math credit.*

**Small Animal Management** (CTSAMG)  
**10<sup>th</sup> – 12<sup>th</sup>** **½ credit** **4.0**

**Prerequisite:** None

**Course Description:** In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must 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 knowledge and skills in a variety of settings. *Pending School Board approval.*

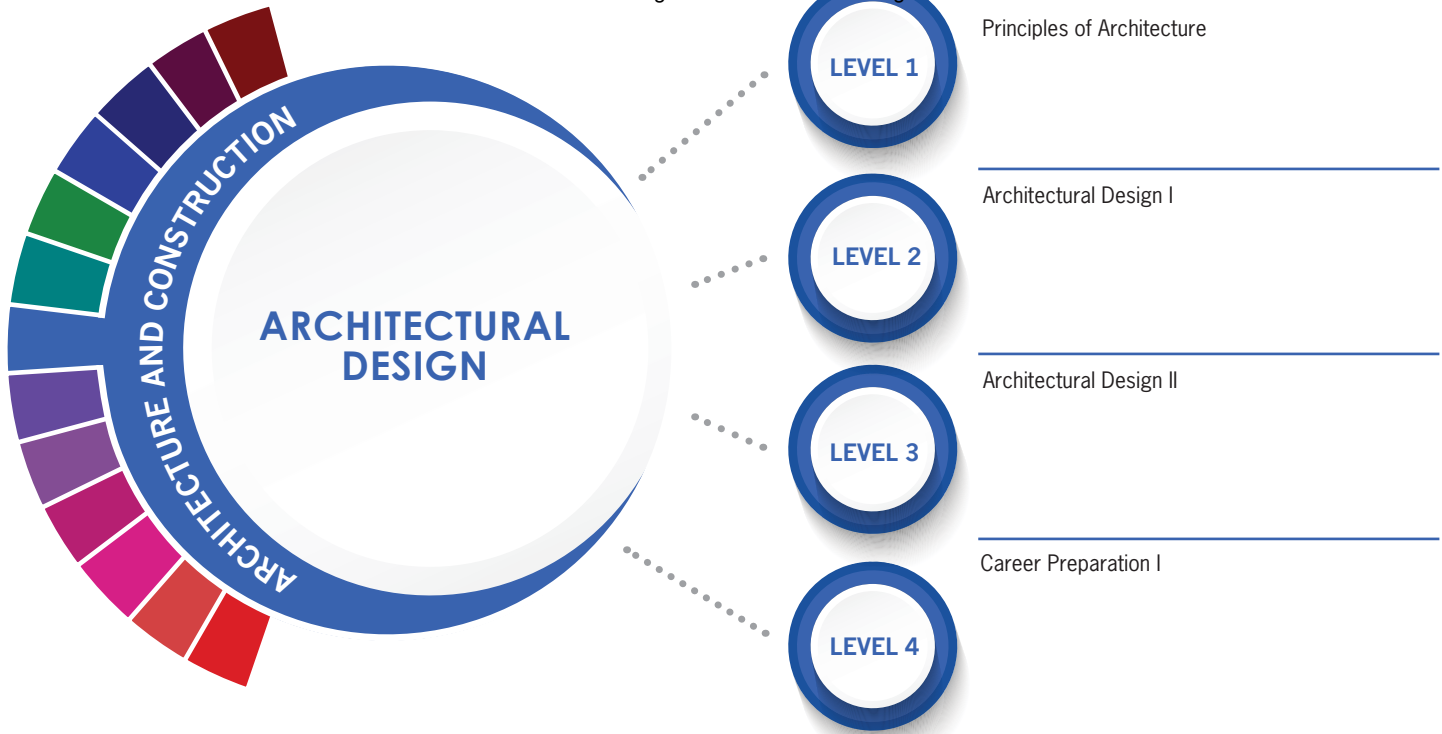




**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User in AutoCAD	Certified Photogrammetric Technologist	Architecture		
Autodesk Certified Professional or User in AutoCAD Civil 3D	Certified Development, Design & Construction Professional	Interior Design		Interior Architecture
Autodesk Certified Professional or User in Autodesk Revit Architecture	National Council Certified Interior Designer	Civil Engineering, General		
Autodesk Certified Professional or User in Autodesk Revit MEP Electrical	LEED AP Building Design & Construction	Geographic Information Science and Cartography		
Additional industry based certification information is available from the TEA CTE website.				
For more information on postsecondary options for this program of study, visit TXCTE.org.				

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Architects	\$77,043	808	16%
Geographic Information Analysts and Surveyors	\$58,926	162	27%
Architectural/Civil Drafters	\$50,170	1,068	9%
Civil Engineers	\$89,960	2,394	12%
Construction Managers	\$87,402	2,401	14%

#### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Shadow an architect, interior designer, or civil engineer.  
SkillsUSA

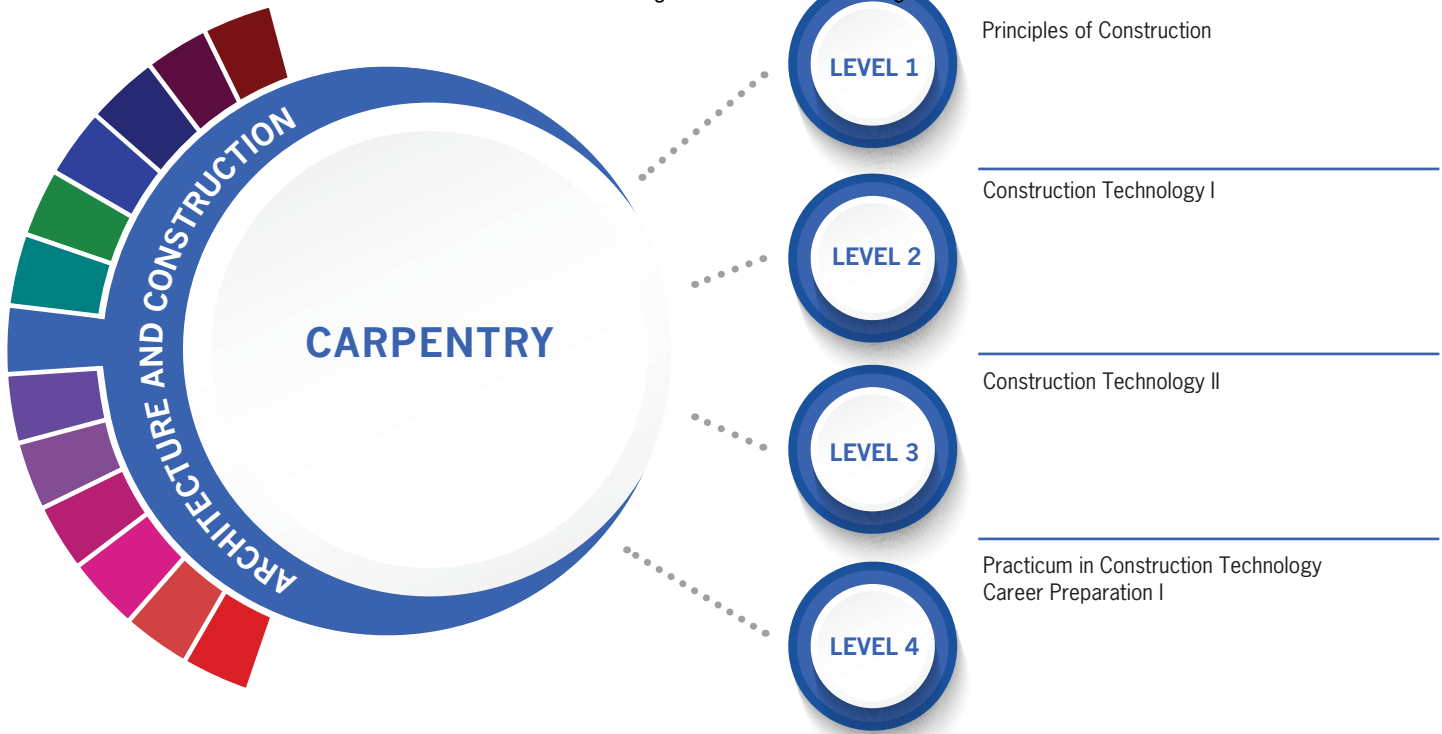
**Work Based Learning Activities:**  
Intern at an architecture firm.

The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.



The Architecture and Construction Career Cluster® focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Construction Design program of study will fulfill requirements of the Business and Industry Endorsement. Approved Statewide Program of Study - September 2019



HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
NCCER Carpentry, Level 1 & 2	Certified Lead Carpenter	Carpentry/ Carpenter	Construction Science	Construction Management
NCCER Commercial Carpenter	Certified Installer	Industrial Mechanics and Maintenance Technology		
NCCER Core Curriculum	Certified Door Consultant			
NCCER Construction Technology	Fluid Power Connector and Conductor			

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Carpenters	\$35,922	5,031	26%
Cost Estimators	\$63,939	2,239	21%

#### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Shadow a carpenter or  
millwright.  
SkillUSA

**Work Based Learning  
Activities:**  
Obtain an NCCER  
certification in Millwright  
Level 1 or Carpentry Level  
1.

The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.



The Architecture and Construction Career Cluster® focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019

## **ARCHITURUE AND CONSTRUCTION**

**Principles of Architecture** (CTPARC)  
 9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Course Description:** Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Studies use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

**Principles of Construction** (CTPCON)  
 9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Course Description:** Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

**Architectural Design I** (CTAADS)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Algebra I and English I; *Recommended* Geometry, Principles of Architecture, and Principles of Construction.

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

**Architectural Design II** (CTADAD)  
 11<sup>th</sup> – 12<sup>th</sup> 2 credits 4.0

**Prerequisite:** *Required* Architectural Design I or Advanced Interior Design and Geometry; *Recommended* Principles of Architecture and Principles of Construction.

**Course Description:** In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

**Construction Technology I** (CTCTBT)  
 10<sup>th</sup> – 12<sup>th</sup> 2 credits 4.0

**Prerequisite:** *Recommended* Principles of Construction or Principles of Architecture

**Course Description:** In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

**Construction Technology II** (CTACBT)  
 11<sup>th</sup> – 12<sup>th</sup> 2 credits 4.0

**Prerequisite:** *Required* Construction Technology I.

**Course Description:** In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

**Practicum in Construction Technology****(CTBTPR)****12<sup>th</sup>****2 credits****4.0****Prerequisite:** *Required* Construction Technology II

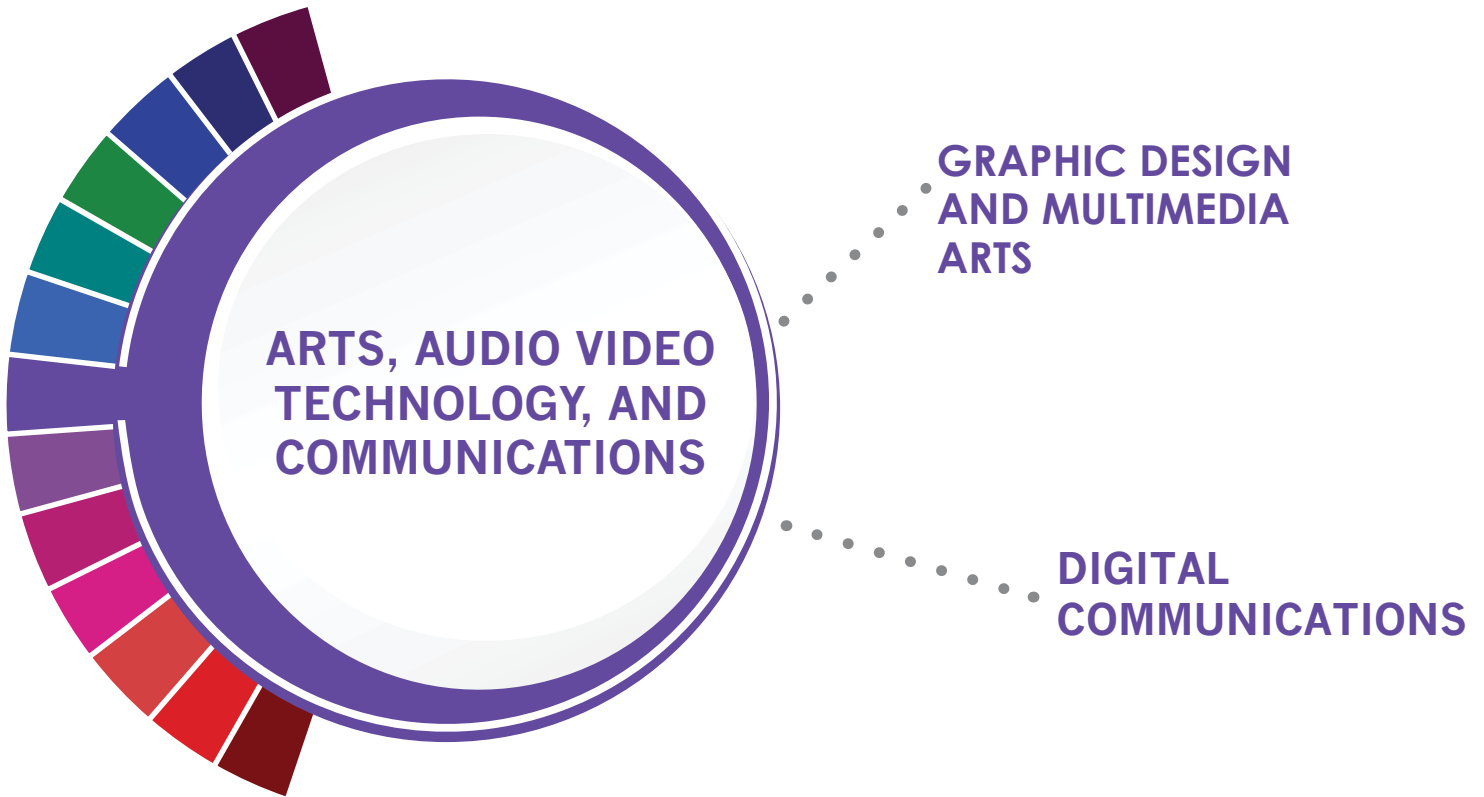
**Course Description:** In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

**Landscape Design and Management****(CTALDD)****10<sup>th</sup> – 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None

**Course Description:** Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**Turf Grass Management****(CTTGMG)****10<sup>th</sup> – 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None

**Course Description:** Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects		
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design		
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design	Intermedia/ Multimedia	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

#### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Join a website development or coding club.  
SkillsUSA, TSA

**Work Based Learning Activities:**  
Intern with a multimedia or animation studio.  
Obtain a certificate in graphic design.

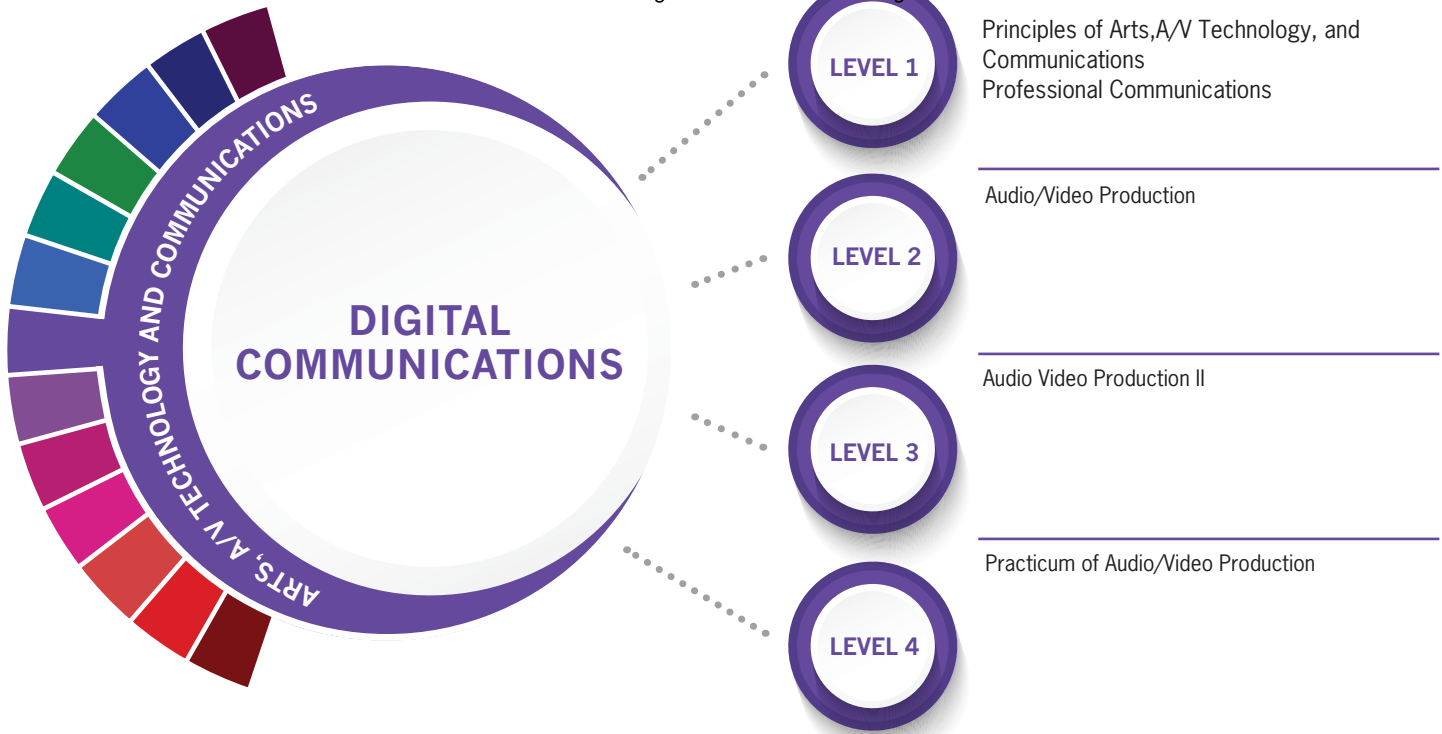
The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.



The Arts, A/V Technology and Communications (AAVTC) Career Cluster® focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019



HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Apple Final Cut Pro X	Certified Video Engineer	Recording Arts Technology/Technician		Communications Technology/Technician
Apple Logic Pro X	Commercial Audio Technician	Cinematography and Film/Video Production		
Adobe Certified Associate Premiere Pro	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/Technician	Radio and Television	
Adobe Certified Associate Certifications	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/Journalism	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Sound Engineering Technicians	\$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	\$50,024	129	9%
Audio and Video Equipment Technicians	\$40,581	757	29%
Film and Video Editors	\$47,382	118	23%

#### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Shadow a production team  
SkillsUSA, TSA

**Work Based Learning Activities:**  
Intern at a local television station or video production company

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.



The Arts, A/V Technology and Communications (AAVTC) Career Cluster® focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Digital Communications program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019



## **ARTS, A/V TECHNOLOGY, AND COMMUNICATION**

### **Professional Communications**

9<sup>th</sup> – 12<sup>th</sup>

½ credit

(CTATPC)

4.0

**Prerequisite:** None

**Course Description:** 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 communications. 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. *Professional Communications meets the speech requirement for high school graduation.*

### **Principles of Arts, Audio/Video Technology, and Communications**

9<sup>th</sup> – 11<sup>th</sup>

1 credit

(CTPAAV)

4.0

**Prerequisite:** *Recommended* for students in grade 9.

**Course Description:** Careers in the Arts, Audio/Video Technology, and Communications Program of Study require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

### **Audio/Video Production “Bulldog Broadcasting I”**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTAUVF)

4.0

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

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

### **Audio/Video Production II “Bulldog Broadcasting II”**

1 credit (no lab)  
2 credits (with lab)

(CTAAVP)

(CTAVP2)

11<sup>th</sup> – 12<sup>th</sup>

4.0

**Prerequisite:** *Required* Audio/Video Production I

**Course Description:** Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Program of Study, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

### **Practicum in Audio/Video Production “Bulldog Broadcasting III”**

12<sup>th</sup>

2 credits

(CTPAVP)

4.0

**Prerequisite:** *Required* Audio/Video Production II and Audio/Video Production II Lab

**Course Description:** Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Program of Study, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



Principles of Business, Marketing, and Finance

LEVEL 1

Money Matters  
Business Information Management I

LEVEL 2

Accounting I

LEVEL 3

Accounting II  
Practicum in Business Management - Accounting  
Career Preparation I

LEVEL 4

### POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
QuickBooks Certified User	Certified Management Accountant	Real Estate	Accounting	Financial Accounting
Microsoft Office Specialist or Expert - Excel	Certified Internal Auditor	Financial, General		Business Administration
Certified Insurance Service Representative	Certified Income Specialist	Financial Planning and Services		Financial Planning
	Certified Public Accountant	Certified Income Specialist		

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options  
for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Accountants and Auditors	\$71,469	14,436	22%
Loan Officers	\$68,598	2,419	19%
Personal Financial Advisors	\$86,965	1,861	52%
Administrative Service Managers	\$96,138	2,277	21%
Insurance Underwriters	\$66,206	594	14%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Business Professionals  
of America (BPA), Future  
Business Leaders of  
America (FBLA), and  
DECA

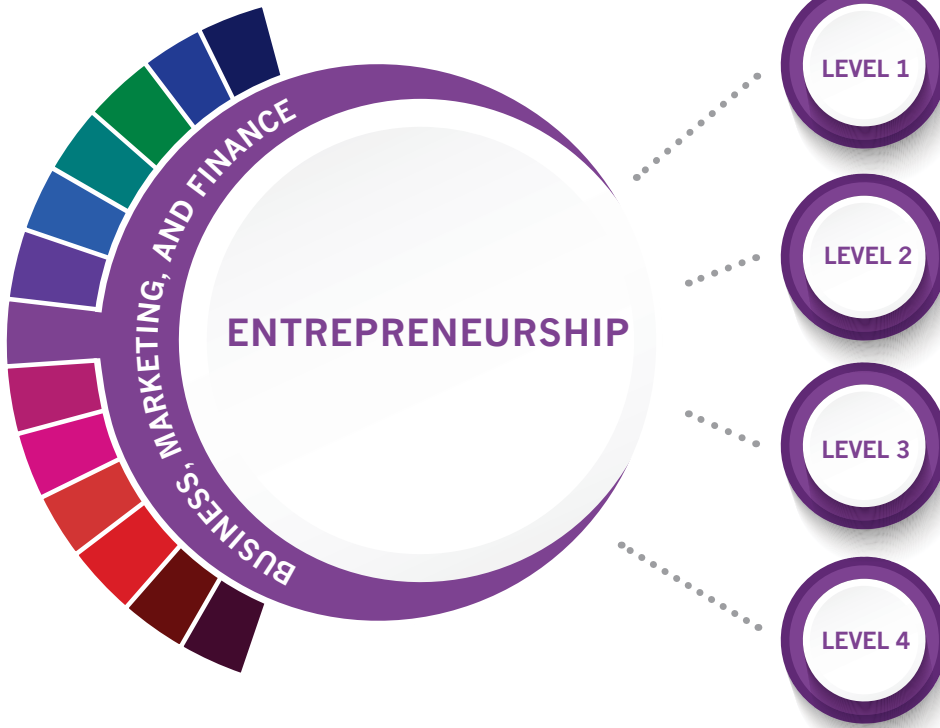
**Work Based Learning  
Activities:**  
Internship with local  
accounting firm;  
Microsoft Office Specialist  
(MOS) certifications

The Accounting and Financial Services program of study teaches CTE concentrators how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.



The Business, Marketing, and Finance Career Cluster® focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Accounting & Financial Services program of study will fulfill requirements of the Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019



Principles of Business, Marketing, and Finance

Business Information Management I/Lab

Entrepreneurship

Career Preparation I

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Expert - Excel	Certified Facility Manager	Business Administration and Management		
Microsoft Office Expert - Word	Certified Management Accountant	Business/ Commerce		
Entrepreneurship and Small Business	Certified Project Consultant	Public Administration		
	Accredited Management Consultant	Business Management	Management Science	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options  
for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
General and Operations Managers	\$107,640	18,679	20%
Management Analysts	\$87,651	4,706	32%
Managers, All Others	\$113,110	1,794	26%

WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIES

**Exploration Activities:**  
Business Professionals of  
America (BPA), Future  
Business Leaders of  
America (FBLA), and  
DECA

**Work Based Learning  
Activities:**  
Internship with local  
management consulting  
firm

The Entrepreneurship program of study teaches CTE concentrators how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.



The Business, Marketing, and Finance Career Cluster® focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Entrepreneurship program of study will fulfill requirements of the Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019

## **BUSINESS, MARKETING AND FINANCE**

**Principles of Business, Marketing and Finance** (CTPRMK)  
 9<sup>th</sup> – 11<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

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

**Business Information Management I** (CTBM1)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Recommended* Touch Systems Data Entry

**Course Description:** In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

**Entrepreneurship** (CTENT)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Recommended* Principles of Business, Marketing, and Finance

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

**Money Matters** (CTMON)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Recommended* Principles of Business, Marketing, and Finance.

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

**Accounting I** (CTACT1)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Recommended* Principles of Business, Marketing, and Finance

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

**Accounting II** (CTACT2)  
 11<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Accounting I

**Course Description:** In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. ***This course satisfies a high school mathematics graduation requirement.***

<b>Career Preparation I</b>	<b>2 credits</b>	<b>10-14 hours/week- (CTCP12)</b>
<b>11<sup>th</sup> – 12<sup>th</sup></b>	<b>3 credits</b>	<b>15+ hours/week- (CTCPE1)</b>
		<b>4.0</b>

**Prerequisite:** Employment must be secured within 15 days of enrollment in course and maintained throughout remainder of the course; Valid social security number

**Course Description:** Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Stations must be available for instructor visitation once per six weeks and no more than 20 minutes' drive time from the school campus. ***For a student participating in Career Preparation I, employment must begin within 15 school days of the student's enrollment date. Students requesting a schedule change into Career Preparation I during the schedule change window must already have employment at the time of the schedule change.*** From the Student Attendance Accounting Handbook (Section 5.7): Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change. Documentation of extenuating circumstances will be required.

<b>Career Preparation II</b>	<b>2 credits</b>	<b>10-14 hours/week- (CTCP23)</b>
<b>12<sup>th</sup></b>	<b>3 credits</b>	<b>15+ hours/week- (CTCPE2)</b>

**Prerequisite:** Required Career Preparation I; Employment must be secured within 15 days of enrollment in course and maintained throughout remainder of the course; Valid social security number

**Course Description:** Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. ***For a student participating in Career Preparation II, employment must begin within 15 school days of the student's enrollment date. Students requesting a schedule change into Career Preparation II during the schedule change window must already have employment at the time of the schedule change.*** From the Student Attendance Accounting Handbook (Section 5.7): Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change. Documentation of extenuating circumstances will be required.

<b>Practicum in Business Management – Accounting</b>		<b>(CTPRBM)</b>
<b>11<sup>th</sup> -12<sup>th</sup></b>	<b>2 credits</b>	<b>4.0</b>

**Prerequisite:** None

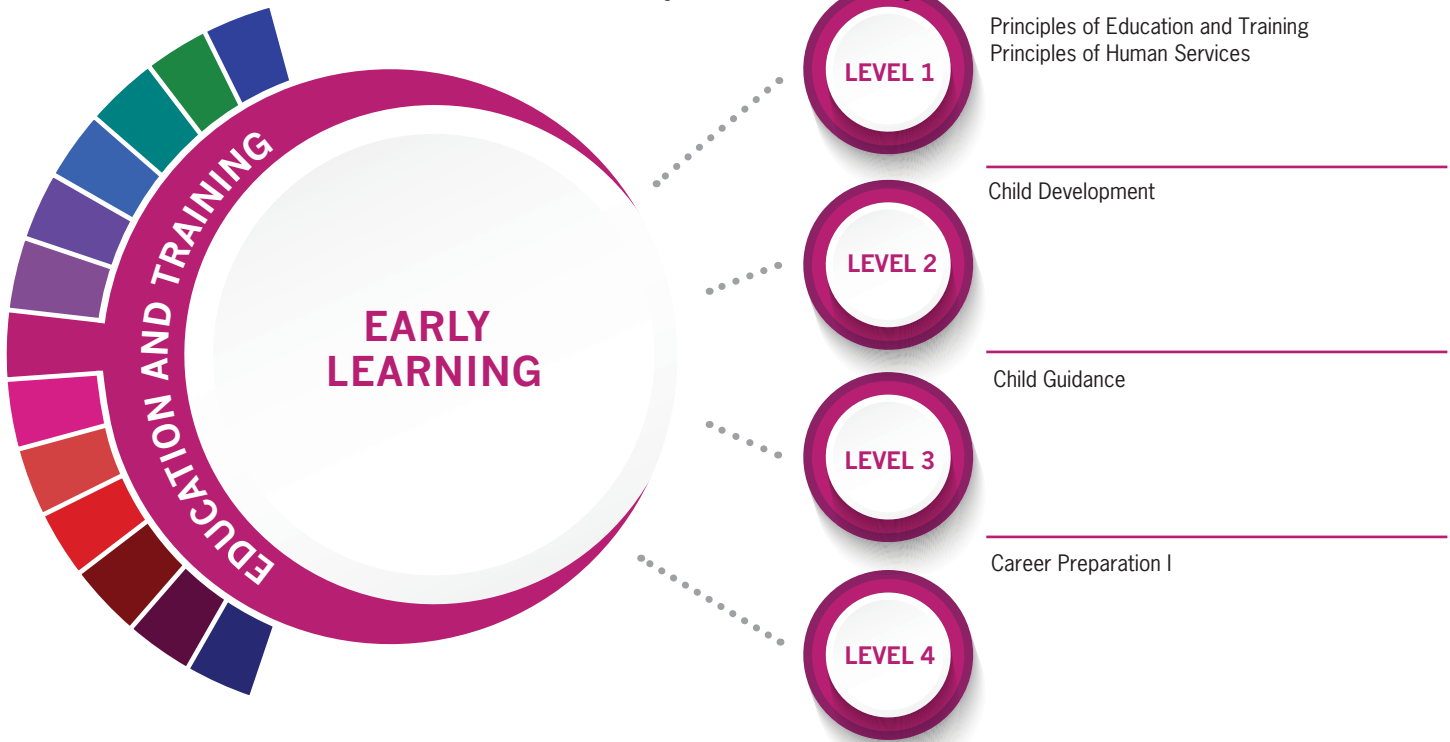
**Course Description:** Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies.



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Child Development Associate	Early Childhood Education and Teaching		
Educational Aide I	Texas Educator Certification Program	Multicultural Early Childhood Development		
	County Librarian	Kindergarten/ Preschool Education and Training	Early Childhood	Educational, Instructional, and Curriculum Supervision
	Professional Counselor	Psychology/Sociology		Educational Leadership and Administration

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Kindergarten Teachers, except Special Education	\$53,310	1,848	17%
Preschool Teachers	\$27,851	4,330	17%
Special Education Teachers, Preschool	\$55,670	148	27%
Elementary School Teachers	\$54,140	13,121	16%
Education Administrators, Elementary and Secondary School	\$79,830	2,407	16%

WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIES

**Exploration Activities:**  
Texas Association of  
Future Educators; Family,  
Career, & Community  
Leaders of America

**Work Based Learning  
Activities:**  
Teach a community  
education class;  
volunteer as a teaching  
assistant.

The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces CTE concentrators to tasks necessary for planning, directing, and coordinating activities for young children.



The Education and Training Career Cluster® focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Early Learning program of study will satisfy the requirements for the Public Service Endorsement.  
Approved Statewide Program of Study - September 2019





## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
	Educational Instructional Technology	Education, General (or specific subject area)		Educational Leadership and Administration, General
	Counselor, Professional	Special Education		
	Athletic Trainer	Health and Physical Education/Fitness		Social and Philosophical Foundations of Education

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Adult Basic and Secondary Education and Literacy Teachers and Instructors	\$48,069	862	17%
Middle School Teachers, Except Special and Career/ Technical Education	\$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	\$56,360	719	9%
Special Education Teachers, Secondary School	\$56,720	980	18%

WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIES

**Exploration Activities:**  
Texas Association of  
Future Educators, or  
Family, Career and  
Community Leaders of  
America

**Work Based Learning  
Activities:**  
Teach a community  
education class;  
intern as a teaching  
assistant or tutor; serve  
as a camp counselor.

The Teaching and Training program of study prepares students for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE concentrators to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.



The Education and Training Career Cluster® focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement.  
Approved Statewide Program of Study - September 2019

## **EDUCATION & TRAINING**

### **Principles of Education and Training**

9<sup>th</sup> – 10<sup>th</sup>

1 credit

(CTPEDT)

4.0

**Prerequisite:** None

**Course Description:** Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Program of Study. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Program of Study. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

### **Child Development**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTCHDV)

4.0

**Prerequisite:** *Recommended* Principles of Human Services

**Course Description:** Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

### **Instructional Practices**

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

2 credits

(CTEDTR)

4.0

**Prerequisite:** *Recommended* Principles of Education and Training and Human Growth and Development

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

### **Practicum in Education and Training**

12<sup>th</sup>

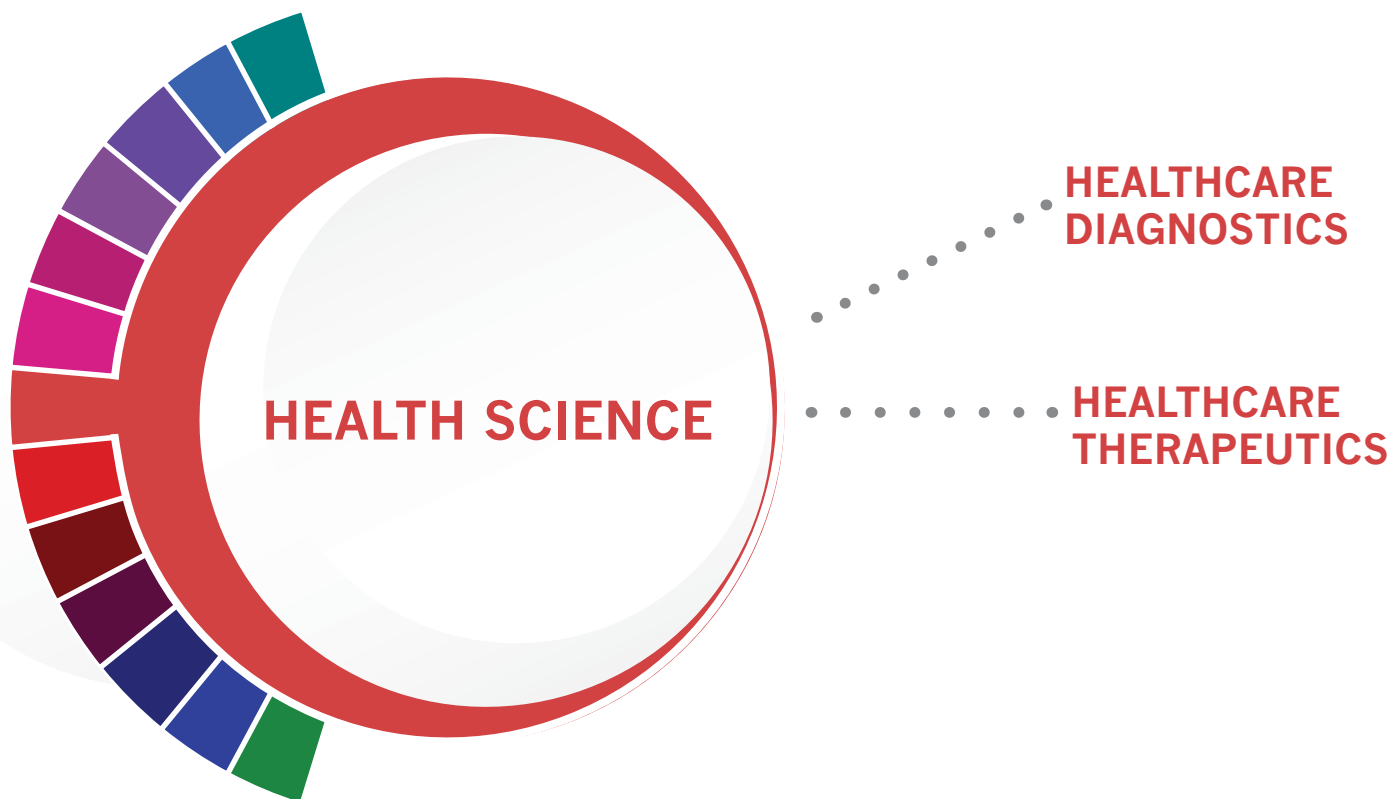
2 credits

(CTPRED)

4.0

**Prerequisite:** *Required* Instructional Practices; *Recommended* Principles of Education and Training

**Course Description:** Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles 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, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.

Principles of Health Science

## LEVEL 1

Medical Terminology

## LEVEL 2

Health Science Theory  
Health Science Theory w/Clinical

## LEVEL 3

Anatomy and Physiology  
Pathophysiology  
Practicum in Health Science

## LEVEL 4

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Limited Licensed Radiology Technologist	Medical Sonographer	Nuclear Medical Technology/ Technologist		Radiologist
EKG/ ECG Technician	Radiologic Technologist	Magnetic Resonance Imaging (MRI) Technology/ Technician	Medical Radiologic Technology/ Science Radiation Therapist	Radiologic Technology/ Science - Radiographer
Medical Laboratory Technician				
Phlebotomy Technician				

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Diagnostic Medical Sonographers	\$69,909	495	35%
Phlebotomists	\$30,597	1,442	36%
Nuclear Medicine Technologists	\$75,962	91	13%
Radiologic Technologists	\$55,494	1,196	19%
Magnetic Resonance Imaging Technologists	\$68,661	217	21%

WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIES**Exploration Activities:**  
Health Occupation  
Students of America  
(HOSA)**Work Based Learning  
Activities:**  
Clinical rotations at a  
community wellness  
center, hospital, assisted  
living, nursing home

The Healthcare Diagnostics program of study introduces students to occupations and educational opportunities related to performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease. This program of study may also include exploration into the opportunities associated with blood laboratories as well as radiologic technology, and ultrasonic technology.



The Health Science Career Cluster® focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Diagnostics program of study will fulfill requirements of the Public Service Endorsement.  
Approved Statewide Program of Study - September 2019

Principles of Health Science

## LEVEL 1

Medical Terminology

## LEVEL 2

Anatomy and Physiology  
Health Science Theory  
Health Science Theory w/Clinicals

## LEVEL 3

Pathophysiology  
Practicum in Health Science - CNA  
Practicum in Health Science - Pharmacy  
Tech  
Practicum in Health Science - EMT

## LEVEL 4

HEALTHCARE  
THERAPEUTIC

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Registered Dental Assistant	Dental Assistant	Dental Hygienist		Dentist
Certified Patient Care Technician	Surgical Technologist			Physician Assistant
Certified Nurse Aide/Assistant	Medical Assistant	Medical/ Clinical Assistant		Family and General Practitioners
Pharmacy Technician	Pharmacy Aides			Pharmacist

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Assistants	\$29,598	8,862	30%
Surgical Technologists	\$46,310	1,150	21%
Dental Hygienists	\$73,507	1,353	38%
Physicians and Surgeons	\$213,071	1,151	30%
Dental Assistants	\$34,840	4,422	31%

WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIESExploration Activities:  
SkillsUSA  
Health Occupation  
Students of America  
(HOSA)Work Based Learning  
Activities:  
Volunteer at a community  
wellness center, hospital,  
assisted living, or nursing  
home.

The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.



The Health Science Career Cluster® focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of the Public Service Endorsement.  
Approved Statewide Program of Study - September 2019

**HEALTH SCIENCE**

**Principles of Health Science** (CTPPHS)  
 9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Course Description:** The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. *Can substitute for local health requirement for graduation if taken full year.*

**Medical Terminology** (CTMDTM)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

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

**Pathophysiology** (CTPATH)  
 11<sup>th</sup> - 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Biology and Chemistry; *Recommended* a course from the Health Science Program of Study

**Course Description:** The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Lab Fee is \$5.00. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Anatomy/Physiology** (CTAPR)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Biology and a second science credit; *Recommended* a course from the Health Science Program of Study

**Course Description:** The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Health Science Theory** (CTHSTY)  
 10<sup>th</sup> - 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Principles of Health Science and Biology;

**Course Description:** The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Health Science courses must be taken in sequence to participate.

**Health Science Theory with Clinical** (CTHSTH)  
 10<sup>th</sup> - 12<sup>th</sup> 2 credits 4.0

**Prerequisite:** *Required* Principles of Health Science and Biology; Transportation to clinical site preferred; Program fees\* (approximately \$41).

**Course Description:** The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Job shadowing off campus is incorporated for various clinical rotations. Health Science courses must be taken in sequence to participate in Job Shadowing. Students will be required to purchase liability insurance, scrubs and pay a \$5.00 lab fee. Financial assistance may be available to those in need. Students will be screened and selected for this and student enrollment is limited due to medical facility guidelines. Criteria and equitable practices will be used to determine student eligibility and students will be notified.

**Practicum in Health Science- Certified Nurse Aide (CNA)** (CTHST3)  
**12<sup>th</sup>** **2 credits** **4.0**  
**Prerequisite:** *Required* Principles of Health Science, Health Science Theory, and Biology; Transportation to clinical site; Valid social security number or Tax ID and Texas Driver's License; Pass a mandatory background check.  
**Course Description:** The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course is an occupational specific course designed to provide knowledge and skills for certification as a Certified Nurse Aide. Students will be required to purchase liability insurance, scrubs, \$5.00 lab fee, and State Exam fees. Students will be responsible for signing the Certified Nurse Aide Program Rules and Regulations the first week of class. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. *Students may earn a certification.*

**Practicum in Health Science- Pharmacy Technician** (CTPHT)  
**12<sup>th</sup>** **2 credits** **4.0**  
**Prerequisite:** *Required* Principles of Health Science, Health Science Theory, and Biology; Transportation to clinical site; Valid social security number; Pass a mandatory background check; Random drug screening; Program fees\* (approximately \$390).  
**Course Description:** The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course is an occupational specific course designed to provide knowledge and skills for certification as a Certified Pharmacy Technician. Students will learn federal and state law pertaining to the pharmacy industry, drug classifications, medical terminology, ethical and legal issues, safety, aseptic technique, calculations, career opportunities, and pharmacy operations. Upon completion of the course, students will be eligible to test for national Certified Pharmacy Technician certification. The Pharmacy Technician certification provides the knowledge and skills needed to prepare, distribute, label and package pharmaceuticals, and to transcribe patients' medication profiles in specified records or forms. Students must be a senior to be enrolled in the course. Student course fees, scrubs, computer access, liability insurance and state testing fees are required\* (approximately \$390). Students must provide their own transportation to clinical rotations. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. **Upon completion of the program, students with proof of a high school diploma will be eligible to sit for the board exam and become certified pharmacy technicians.** Students will be responsible for signing Certified Pharmacy Technician Program Rules and Regulations the first week of class.  
 \*Financial assistance may be available to those in need.

**Practicum in Health Science- Emergency Medical Technician (EMT)** (CTEMT1)  
**12<sup>th</sup>** **2 credits** **4.0**  
**Prerequisite:** *Required* Principles of Health Science, Health Science Theory, and Biology; Transportation to clinical site; Valid social security number or Tax ID and Texas Driver's License; Pass a mandatory background check.  
**Course Description:** The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course is an occupational specific course designed to provide knowledge and skills for certification as a Emergency Medical Technician. Students will be required to purchase liability insurance, scrubs, \$5.00 lab fee, and State Exam fees. Students will be responsible for signing the Program Rules and Regulations the first week of class. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. *Students may earn a certification.*

**Disaster Response** (CTDIST)  
**9th - 12th** **1 credit** **4.0**  
**Prerequisite:** None  
**Course Description:** Disaster Response includes basic training of students in disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues and disasters of all kinds.

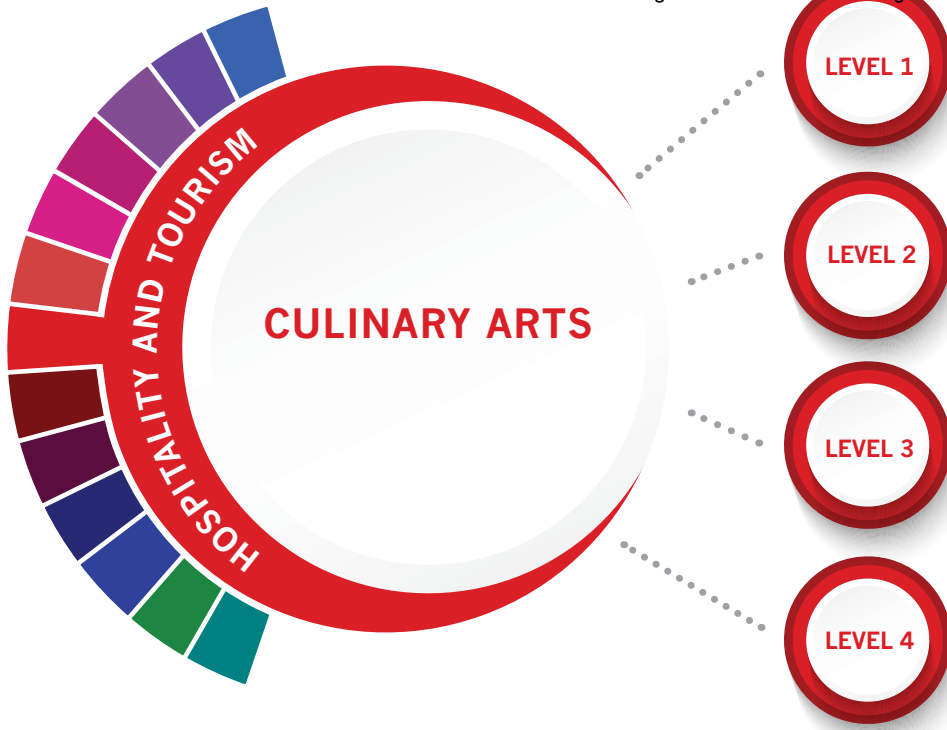


**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



**COURSES**

Principles of Hospitality and Tourism

Introduction to Culinary Arts

Culinary Arts

Practicum in Culinary Arts

**POSTSECONDARY OPTIONS**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management		
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/Management	
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/Management, General		
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Food Service Managers	\$55,619	1,561	28%
Chef and Head Cooks	\$43,285	1,366	25%
Food Science Technicians	\$34,382	236	11%
Food and Beverage Managers	\$55,619	1,561	28%

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES****Exploration Activities:** **Work Based Learning Activities:**

Family, Career, Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association

Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

The Culinary Arts program of study introduces students to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.



The Hospitality and Tourism Career Cluster® focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Approved Statewide Program of Study - September 2019

## **Hospitality and Tourism**

### **Principles of Hospitality and Tourism**

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTHTPR)

4.0

**Prerequisite:** None

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

### **Introduction to Culinary Arts**

9<sup>th</sup> – 10<sup>th</sup>

1 credit

(CTICUL)

4.0

**Prerequisite:** *Recommended* Principles of Hospitality and Tourism

**Course Description:** Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course. **Student course fee is \$25 for chef cap and ServSafe Food Handler Certification.**

### **Culinary Arts**

10<sup>th</sup> – 12<sup>th</sup>

2 credits

(CTHTCA)

4.0

**Prerequisite:** *Recommended* Principles of Hospitality and Tourism and Introduction to Culinary Arts

**Course Description:** 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. This course is offered as a laboratory-based course. . **Student course fee is \$40 for chef's coat and cap with the ServSafe Food Handler Certification. Fee is \$30 if student already has a ServSafe certification.**

### **Practicum in Culinary Arts**

11<sup>th</sup> – 12<sup>th</sup>

2 credits

(CTHPOA)

4.0

**Prerequisite:** *Required* Culinary Arts

**Course Description:** Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Instructions may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring and job shadowing. **Student course fee is \$55 for chef's coat and cap with the ServSafe Food Handler Certification and Bulldog Café' t-shirt. Fee is \$30 if student already has chef's coat and cap, Bulldog Café' t-shirt and a ServSafe certification.**



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



## LEVEL 1

Principles of Human Services  
Professional Communications

## LEVEL 2

Lifetime Nutrition and Wellness  
Dollars and Sense

## LEVEL 3

Child Development

## LEVEL 4

Career Preparation I

## POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Community Health Worker	Human Development and Family Studies	Human Development and Family Studies		
Certified Associate in Project Management	Community Health Services/ Liaison/ Counseling	Human Services/Sciences, General		Marriage and Family Therapy/ Counseling
	Distance Credentialed Counselor	Family and Consumer Sciences		Human Services/ Sciences
	Educator Certification in Family and Consumer Sciences	Community Health Services	Child and Family Services	Family Studies

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Child, Family, and School Social Workers	\$41,350	2,221	17%
Social and Community Services Managers	\$65,146	608	33%
Marriage and Family Therapists	\$42,266	217	35%
Social and Human Service Assistants	\$32,448	2,822	25%
Mental Health and Substance Abuse and Behavioral Disorder Counselors	\$42,120	576	39%

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America

**Work Based Learning Activities:**  
Volunteer at a community center; intern for a community non-profit organization

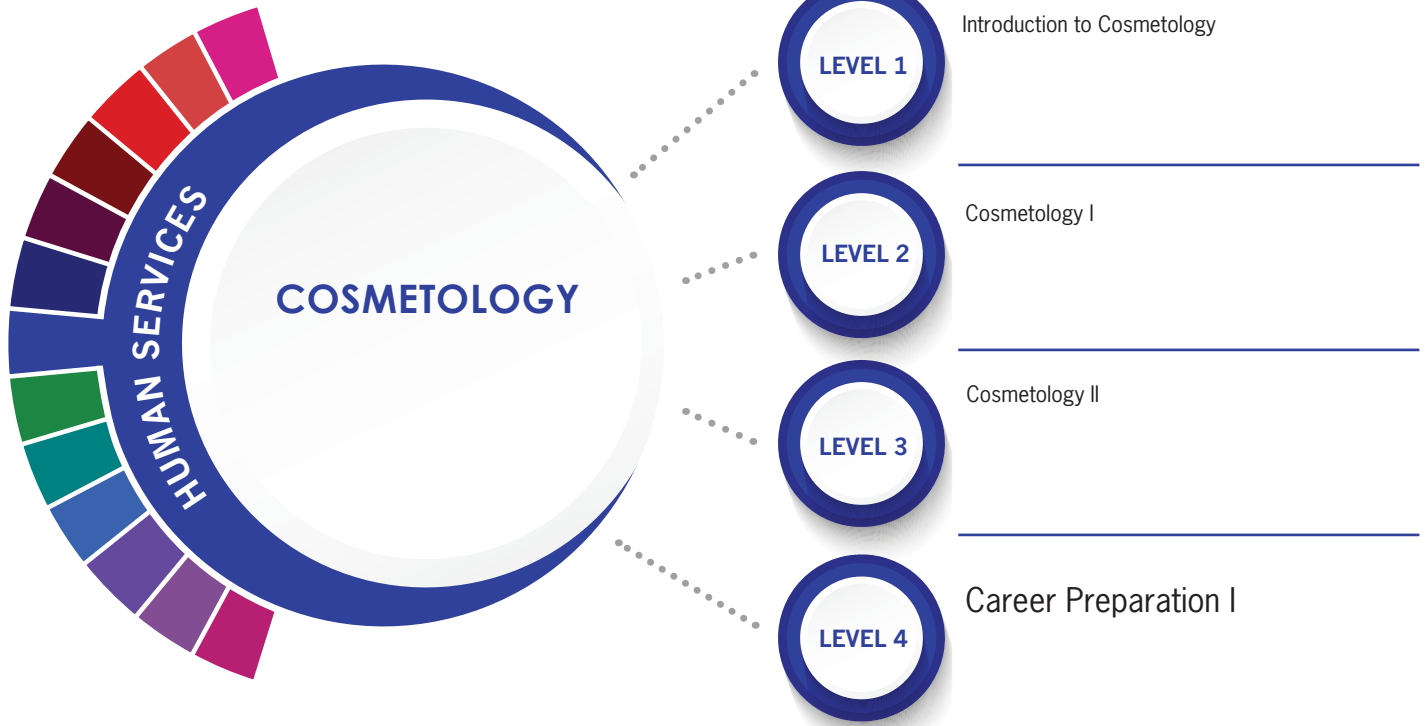
The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE concentrators may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.



The Human Services Career Cluster® focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement.  
Approved Statewide Program of Study - September 2019

## COURSES



## **HUMAN SERVICES**

<b>Principles of Human Services</b> 9 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(CTHSPP)</b> <b>4.0</b>
<b>Prerequisite:</b> None		
<b>Course Description:</b> Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Program of Study, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.		
<b>Child Development</b> 10 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(CTCHDV)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Recommended</i> Principles of Human Services.		
<b>Course Description:</b> Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.		
<b>Dollars and Sense</b> 11 <sup>th</sup> – 12 <sup>th</sup>	<b>½ credit</b>	<b>(CTDOLL)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Recommended</i> Principles of Human Services		
<b>Course Description:</b> Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. <i>Pending School Board approval.</i>		
<b>Lifetime Nutrition and Wellness</b> 9 <sup>th</sup> – 12 <sup>th</sup>	<b>½ credit</b>	<b>(CTLNWS)</b> <b>4.0</b>
<b>Prerequisite:</b> Recommended Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science.		
<b>Course Description:</b> Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.		
<b>Child Guidance</b> 10 <sup>th</sup> – 12 <sup>th</sup>	<b>2 credits</b>	<b>(CTCGE1)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Recommended</i> Principles of Human Services or Child Development		
<b>Course Description:</b> Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.		
<b>Introduction to Cosmetology</b> 9 <sup>th</sup> – 10 <sup>th</sup>	<b>1 credit</b>	<b>(CTICOS)</b> <b>4.0</b>
<b>Prerequisite:</b> Program fees* (Estimated \$50).		
<b>Course Description:</b> In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements. Attendance is critical to the earning of the 1000 clock hours of supervised classroom instruction and demonstration needed before students qualify to take the state board test for licensing. Lab/Kit/Uniform supplies fee (approx. \$50) and a \$25 permit fee are required. *Financial assistance may be available to those in need.		

<b>Cosmetology I</b>		<b>(CTCOS1)</b>
<b>10<sup>th</sup> – 11<sup>th</sup></b>	<b>2 credits</b>	<b>4.0</b>

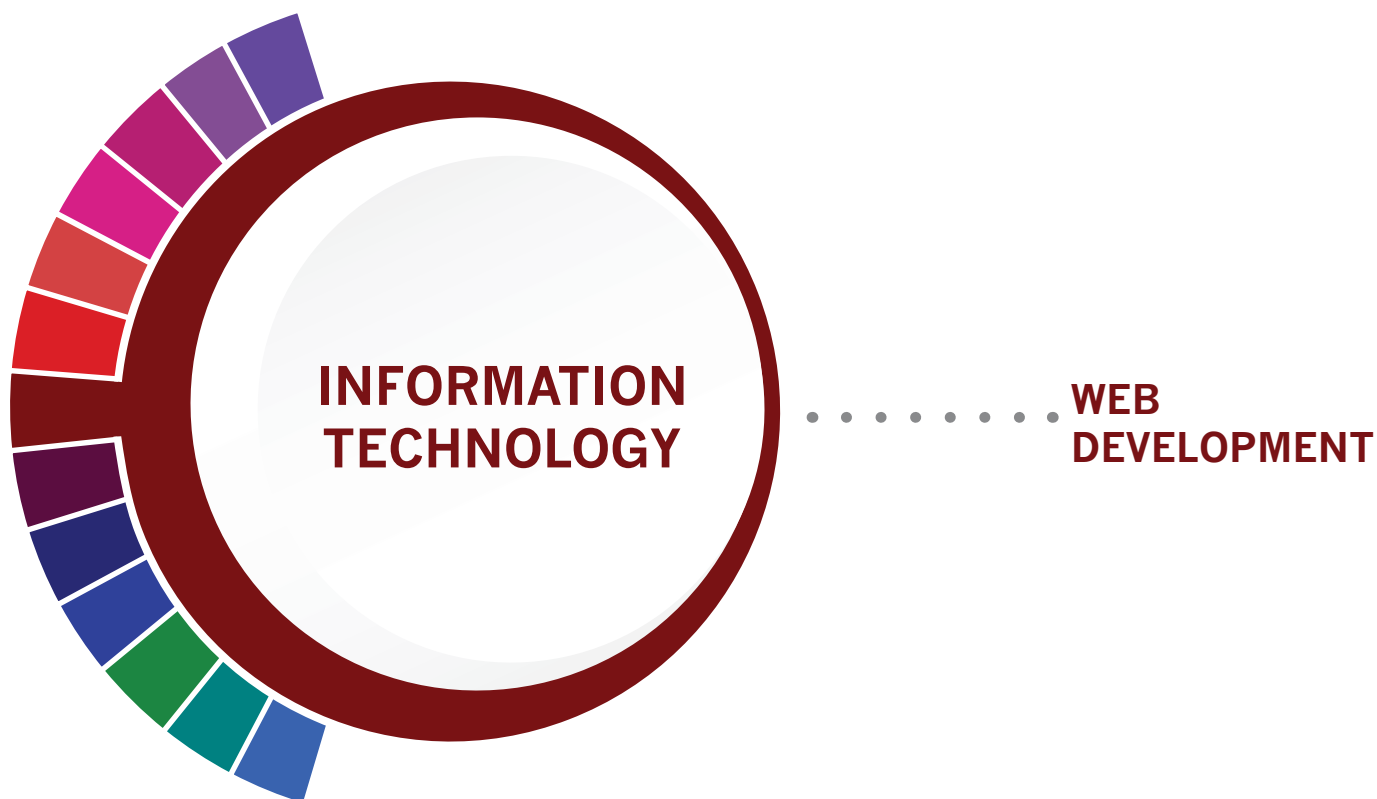
**Prerequisite:** *Recommended* Introduction to Cosmetology; Program fees\* (Estimated \$200)

**Course Description:** In Cosmetology I, 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 (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. Attendance is critical to the earning of the monitored 1000 clock hours required for qualification for taking the state examination for licensing. Lab/Kit/Uniform supplies fee (approx \$200) is required. \*Financial assistance may be available to those in need.

<b>Cosmetology II</b>		<b>(CTCOS2)</b>
<b>11<sup>th</sup> – 12<sup>th</sup></b>	<b>2 credits</b>	<b>4.0</b>

**Prerequisite:** *Required* Cosmetology I; Program fees\* (Estimated \$150).

**Course Description:** In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills. This course provides the final advanced training for employment in cosmetology careers. This course meets the Texas Department of Licensing and Regulation requirements for licensure upon completing the required 1000 clock hours of licensed instructor monitoring student classroom instruction/ application and a passing grade on the state examination. Good attendance is necessary to be successful in this lucrative career path training. \*Financial assistance may be available to those in need.

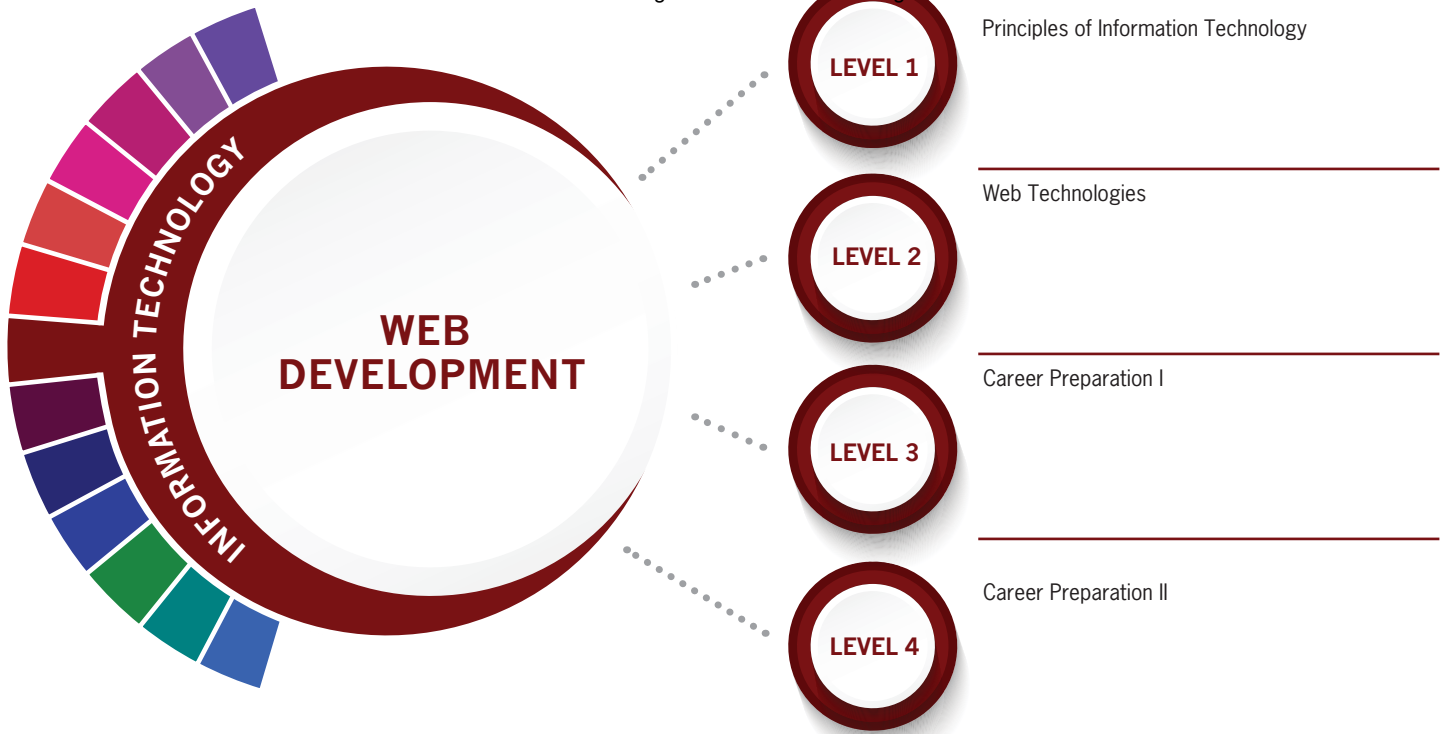


**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.



**COURSES**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	AEM 6 Developer	Computer Programming/Programmer, General	Web/Multimedia Management and Webmaster	Computational Science
WD Certified Web Design Certification	Certified Webmaster Professional	Computer Science		
Microsoft Technology Associate Introduction to Programming Certifications	Adobe Campaign Developer	Web Page, Digital/Multimedia and Information Resources Design		Information Science/ Studies
App Development with Swift Certification Level 1	IBM Certified Solution Developer - OpenSocial	Computer Systems Networking and Telecommunications		

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Computer Network Architects	\$111,633	1,079	39%
Web Administrators, Computer Occupations	\$85,197	1,616	20%

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:**  
Join TSA  
Participate in a coding or computer programming club  
Create a web page

**Work Based Learning Activities:**  
Get an Oracle or CISCO Certification

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.



The Information Technology (IT) Career Cluster® focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Web Development program of study will fulfill requirements of a Business and Industry Endorsement. Approved Statewide Program of Study September 2019

## **INFORMATION TECHNOLOGY**

### **Principles of Information Technology**

9<sup>th</sup> – 10<sup>th</sup>

1 credit

(CTPINF)

4.0

**Prerequisite:** None

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

### **Digital Media**

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTDIME)

4.0

**Prerequisite:** None

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

### **Web Technologies**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTWEBT)

4.0

**Prerequisite:** *Recommended* Principles of Information Technology

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

### **Computer Science III**

11<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTACS3)

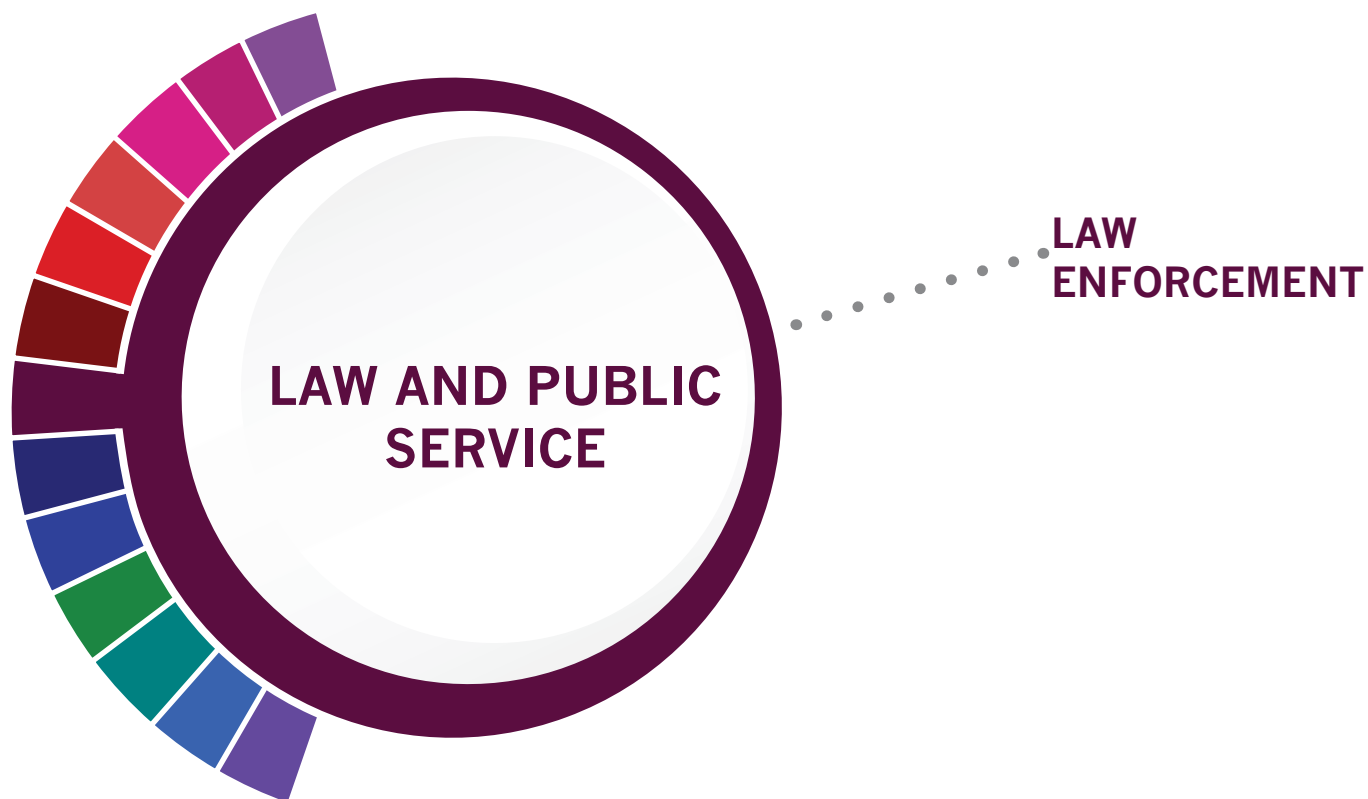
4.0

**Prerequisite:** *Required* Computer Science II or *Advanced Placement (AP)* Computer Science A.

**Course Description:** Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts. *Pending School Board approval.*

### **Game Programming and Design**

*See Game Programming and Design on page 112.*



#### Local Implementation Considerations:

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.

**COURSES****LEVEL 1**

Principles of Law, Public Safety, Corrections, and Security

**LEVEL 2**

Law Enforcement I

**LEVEL 3**

Law Enforcement II

**LEVEL 4**

Forensic Science

**POSTSECONDARY OPTIONS**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Law Enforcement Officer	Criminal Justice/Safety Studies/Law Enforcement Administration		
	Private Investigator/Security Guard	Criminal Justice/ Police Science		
	Code Enforcement Officer	Corrections	Juvenile Corrections	
	Certified Law Enforcement Planner	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	Natural Resources Law Enforcement and Protective Services

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Police and Sheriff's Patrol Officers	\$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	\$44,054	793	9%
Correctional Officers and Jailers	\$40,186	4,683	9%
Immigration and Customs Inspectors	\$78,104	1,236	9%
First-Line Supervisors of Police and Detectives	\$91,312	253	25%

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES****Exploration Activities:**  
Texas Public Service Association;  
criminal justice clubs**Work Based Learning Activities:**  
Attend court hearings and other legal procedures.

The Law Enforcement program of study teaches students about the development of, adherence to, and protection of various branches of law. Students may learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.



The Law and Public Service Career Cluster® focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Successful completion of the Law Enforcement, Investigations, Security, and Corrections program of study will fulfill requirements of the Public Service Endorsement.

Approved Statewide Program of Study - September 2019

## **LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

**Principles of Law, Public Safety, Corrections and Security** (CTPPLS)  
 9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

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

**Law Enforcement I** (CTLAWF)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Recommended* Principles of Law, Public Safety, Corrections, and Security

**Course Description:** Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

**Law Enforcement II** (CTLAW2)  
 11<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

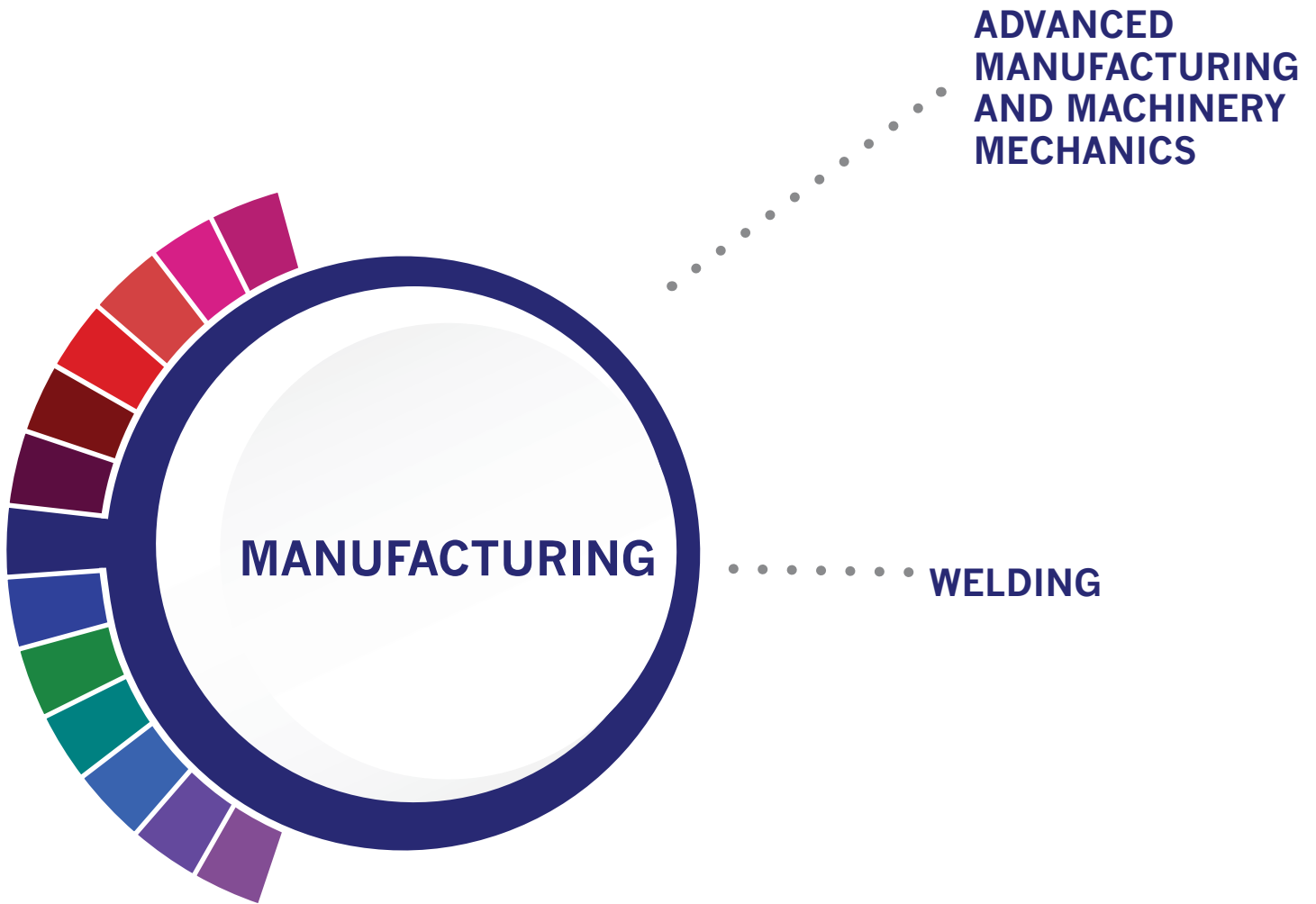
**Prerequisite:** Recommended Law Enforcement I

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

**Forensic Science** (CTFORE)  
 11<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** Biology and Chemistry

**Course Description:** Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students must meet the 40% laboratory and fieldwork requirement. *This course satisfies a 3rd or 4th year Science graduation requirement.*



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.

Principles of Applied Engineering

LEVEL 1

Robotics I

LEVEL 2

Robotics II

LEVEL 3

Practicum in Manufacturing - Robotics

LEVEL 4

## ADVANCED MANUFACTURING AND MACHINERY MECHANICS - ROBOTICS

### POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
FANUC Robot Operator 1	Engineer, Professional	Electro-mechanical Engineering/Technology	Electrical Engineering	
Mastercam Associate Level Certification	PMMI Mechatronics: Programmable Logic Controllers 1	Robotics Technology/Technician	Engineering, General	
NCCER Industrial Maintenance Mechanic	Certified Quality Technician	Instrumentation Technology/Technician	Industrial Engineering	
NIMS Industrial Technology Maintenance - Maintenance Operations	Plant Maintenance Technologist	Industrial Mechanics and Maintenance Technology	Mechanical Engineering	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Electro-Mechanical Assemblers	\$30,160	951	9%
Electro-Mechanical Technicians	\$56,555	127	9%
Industrial Machinery Mechanics	\$49,816	3,788	27%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

**Exploration Activities:**  
Participate in SkillsUSA and local STEM events

**Work Based Learning Activities:**  
Apprenticeship at a local business or industry  
American Welding Society

The Advanced Manufacturing and Machinery Mechanics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. Students may work in a variety of mechanical fields, gaining knowledge and experience in robotics, refinery and pipeline systems, deep ocean exploration, or hazardous waste removal. CTE concentrators may work in a variety of fields of engineering.



The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Advanced Manufacturing and Machinery Mechanics program of study will fulfill requirements of the Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

**COURSES**

Principles of Manufacturing  
Introduction to Welding

**LEVEL 1**

Welding I

**LEVEL 2**

Welding II/Lab

**LEVEL 3**

Practicum in Manufacturing  
Career Preparation I

**LEVEL 4****POSTSECONDARY OPTIONS**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
AWS Certified Welder, D1.1, D9.1	Certified Welder or Welder Inspector	Welding Technology/Welder	Welding Engineering Technology/Technician	
ASW SENSE Level 1	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/Assistant	Biomedical Technology/Technician	Occupational Health and Industrial Hygiene
API 1104 Welding Certificate	Certified Welding Engineering	Operations Management and Supervision		
NCCER Welding, Level 1	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/Technician	Environmental Health	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Welders, Cutters, Solderers, and Brazers	\$41,350	6,171	9%

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:**  
Participate and compete in SkillsUSA  
Job shadow a machinist

**Work Based Learning Activities:**  
Apprenticeship at a local business or industry  
American Welding Society

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. Students will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.



The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019



## MANUFACTURING

### Principles of Manufacturing

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTAPOM)

4.0

**Prerequisite:** *Recommended* Algebra I or Geometry

**Course Description:** In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

### Introduction to Welding

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTIWEL)

4.0

**Prerequisite:** *Recommended or co-requisite:* Algebra I., Program Fees (Estimated \$50)\*

**Course Description:** Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding 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 will prepare students for future success.

### Welding I

10<sup>th</sup> – 12<sup>th</sup>

2 credits

(CTWELD)

4.0

**Prerequisite:** *Recommended* Algebra I and Principles of Manufacturing, or Introduction to Welding; Program Fees (Estimated \$50)\*

**Course Description:** Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. Students will 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. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. *Students may earn a certification.* \*Financial assistance may be available to those in need.

### Welding II

11<sup>th</sup> – 12<sup>th</sup>

2 credits

(CTAWEL)

4.0

**Prerequisite:** *Required* Welding I; *Recommended* Algebra I or Geometry. Program Fees (Estimated \$50)\*

**Course Description:** Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate 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. Students will be screened and selected for this course and student enrollment is limited. Criteria and equitable practices will be used to determine student eligibility and students will be notified. Students may earn a certification. Financial assistance may be available to those in need.

### Practicum in Manufacturing

12<sup>th</sup>

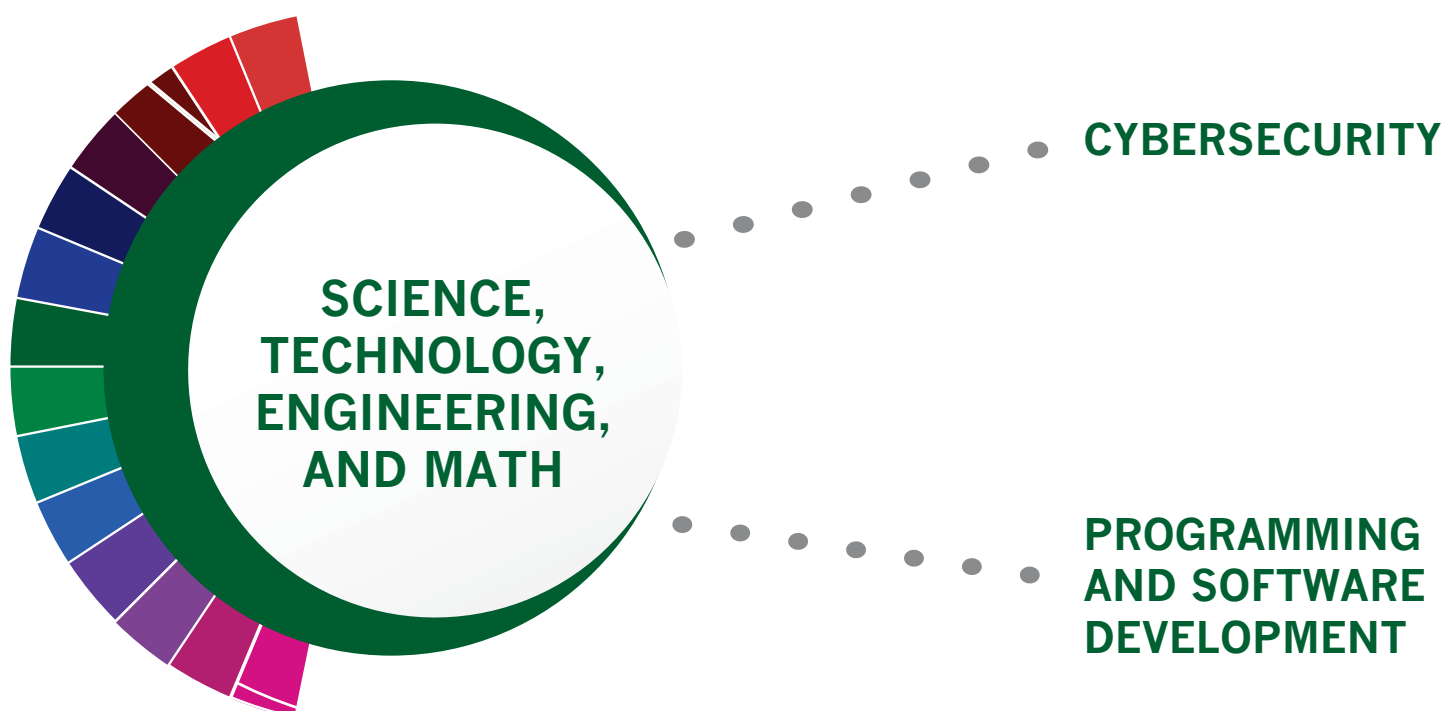
2 credits

(CTPRMF)

4.0

**Prerequisite:** None

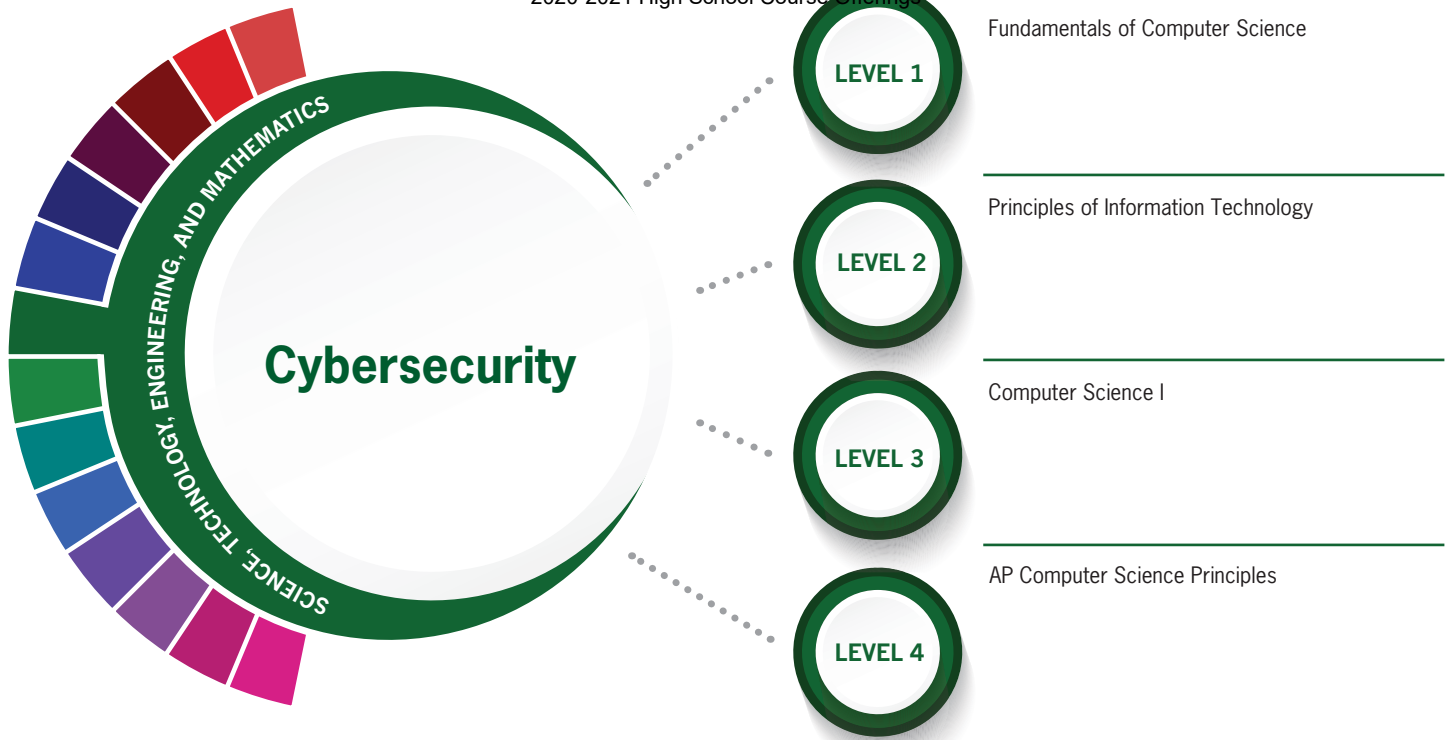
**Course Description:** The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. *Pending School Board approval.*



**Local Implementation Considerations:**

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study earn completer status for federal accountability reporting.

**COURSES**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	GIAC Reverse Engineering Malware	System Networking, and LAN/WAN Management	Computer Systems Networking and Telecommunications	Computer Systems Analysis/Analyst
Oracle Certified Database Associate	Certified Advanced Windows Forensic Examiner	Information Technology	Computer Systems Networking and Telecommunications	Information Technology
Cisco Certified Entry Networking Technician (CCENT)	SAP Certified Technology Professional System Security Architect	Computer and Information Sciences, General		
Associate of (ISC)2	Cisco Certified Network Professional Security Certification	Computer Science		

Additional industry based certification information is available from the TEA CTE Website

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Information Security Analysts	\$91,915	814	29%
Network and Computer System Administrators	\$82,597	2,814	19%
Computer Systems Analyst	\$87,568	5,937	29%

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES****Exploration Activities:**

Join TSA  
Job shadow a computer system analyst or information security analyst.

**Work Based Learning Activities:**

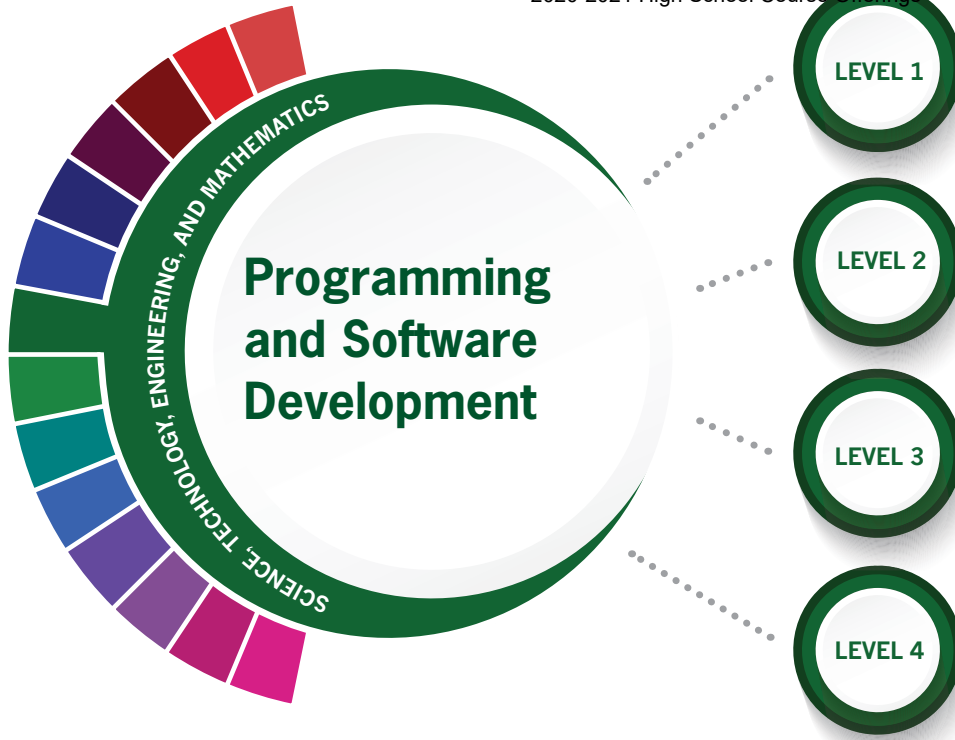
Obtain an industry based certification.

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.



The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Cybersecurity program of study will fulfill requirements of a STEM Endorsement.  
Approved Statewide Program of Study - September 2019

**COURSES**

Fundamentals of Computer Science  
Computer Science I PAP  
Computer Science I LOTE

AP Computer Science Principles  
AP Computer Science A LOTE/MATH-2 hour block  
Computer Science II LOTE

Computer Science III

Independent Study in Evolving/Emerging Tech

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Association JAVA SE 8 Programmer	Certified Computing Professional	Computer Programming/Pro grammer General	Mangement Information Systems, General	
Oracle Certified Database Associate	Cloud Technology Associate Certification	Computer Software Engineer		
	AEM 6 Developer	Computer Science		
	Certified Software Analyst	Information Science/Studies		
*Includes Level I and Level II Certificates				
For more information on postsecondary options for this programs of study, visit TXCTE.org				

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Computer Network Architect	\$111, 633	1,454	9%
Software Developer, Systems Software	\$103, 334	2985	25%

**WORK BASED LEARNING AND EXPANDED  
LEARNING OPPORTUNITIES****Exploration Activities:**

Join TSA  
Participate in a coding club  
at school.

**Work Based Learning  
Activities:**

Obtain an industry based  
certification.

The programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run



The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Programming and Software Development program of study will fulfill requirements of STEM Endorsement.  
Approved Statewide Program of Study - September 2019

## **SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH**

### **Principles of Applied Engineering**

9<sup>th</sup> – 10<sup>th</sup>

1 credit

(CTPENG)

4.0

#### **Prerequisite: None**

**Course Description:** Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Students will also work on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

### **Robotics I**

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTROB1)

4.0

**Prerequisite:** Technology Applications, Grades 6, 7 or 8, or demonstrated equivalent proficiency as determined by the district

**Description:** Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

### **Robotics II**

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(CTROB2)

4.0

#### **Prerequisite: Robotics I**

**Course Description:** Robotics II students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. ***This course satisfies a high school mathematics graduation requirement.***

# ENGLISH

## 4<sup>th</sup> Year Options for English Credit

The following courses satisfy the 4<sup>th</sup> year English credit: English IV, English IV AP, English IV DC, Advanced Integrated Reading and Writing (ENGL 0309), Creative Writing, Humanities, Debate III, Communication Applications DC, and Advanced Journalism III (Yearbook). Make sure you check the pre-requisites for each course.

**English I** **(E09RG)**  
**9<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** None

**Course Description:** Students enrolled in English I will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English I focuses on world literature from various literary periods.

**English I Pre-AP** **(E09AP)**  
**9<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10)

**Course Description:** English I Pre-AP focuses on the same five curricular strands as English I on-level (see above), but also emphasizes advanced reading, analytical reasoning skills, and expository writing for the Advanced Placement courses in language and literature. Students grow as critical and independent readers through required summer reading assignments and out-of-class reading during the academic year.

**English II** **(E10RG)**  
**10<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** None

**Course Description:** Students enrolled in English II will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English II focuses on world literature from various literary periods.

**English II Pre-AP** **(E10AP)**  
**10<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10)

**Course Description:** English II Pre-AP focuses on the same five curricular strands as English I on-level (see above), but also emphasizes advanced reading, analytical reasoning skills, and expository writing for the Advanced Placement courses in language and literature. Students grow as critical and independent readers through required summer reading assignments and out-of-class reading during the academic year.

**English III** **(E11RG)**  
**11<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** None

**Course Description:** Students enrolled in English III will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English III focuses on works of American authors from each major literary period.

**English III AP- English Language and Composition** (E11AP)  
**11<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10)

**Course Description:** An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of literary periods, disciplines, and rhetorical contexts. Students become skilled writers who compose a variety of purposes. The intense concentration on language aids students in understanding rhetorical and linguistic choices. This course is preparation for successful completion of the AP exam in May. Summer reading is required.

**English III (ENGL 1301 & 1302) Dual Credit** (E11DC)  
**11<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This college level writing course for both high school and college credit will be offered through Lone Star College-Tomball. Students must meet placement requirements set by Lone Star College that may include testing at the student's expense. Students must pay the required fees for tuition, books, etc. to register for the class. A student may earn up to six (6) hours of college credit for taking these two courses both in one school year while in high school. Dual credit English is both reading and writing intensive.

- ENGL 1301: A multi-paragraph composition course, including language study and the mechanics of writing, with examples from selected readings. **Fall**
- ENGL 1302: A continuation of 1301 with an emphasis on critical papers, culminating in a term paper or papers. Readings in prose, poetry, and drama. **Spring**

**English IV** (E12RG)  
**12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** None

**Course Description:** Students enrolled in English IV will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English IV focuses on works of British authors from each major literary period. *This course satisfies the 4<sup>th</sup> year English credit.*

**English IV AP- English Literature and Composition** (E12AP)  
**12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10)

**Course Description:** An Advanced Placement English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. The college literature course allows students to write in a variety of forms and develop stylistic maturity. As in the college course, writing assignments focus on critical analysis of literature and include expository, analytical, and argumentative essays. The focus of this course is preparation for successful completion of the AP Exam in May. Summer reading is required. *This course satisfies the 4<sup>th</sup> year English credit.*

**English IV (ENGL 2322 & 2323) Dual Credit** (E12DC)  
 12<sup>th</sup> 1 credit 5.0  
**Prerequisite:** Dual Credit ENGL 1301 & ENGL 1302, must meet Lone Star college-Tomball guidelines.  
**Course Description:** These two British literature courses for both high school and college credit will be offered through Lone Star College-Tomball. Students must meet placement requirements set by Lone Star College, which may include testing at the student's expense. Students must pay the required fees for tuition, books, etc. to earn college credit. A student may earn up to (6) hours of college credit for taking these two courses in one school year while in high school. *This course satisfies the 4<sup>th</sup> year English credit.*

- ENGL 2322: A survey of the literature of Great Britain from Anglo-Saxon times to mid-eighteenth century. **Fall**
- ENGL 2323: A survey of the literature of Great Britain from mid-eighteenth century to the present. **Spring**

**Creative Writing** (ECIW1)  
 9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0  
**Prerequisite:** None  
**Course Description:** The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. *This course satisfies the 4<sup>th</sup> year English credit.*

**Advanced Creative Writing (Independent Study In English)** (EC1W2)  
 10<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0  
**Prerequisite:** None  
**Course Description:** The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Advanced Creative and Imaginative Writing, a rigorous composition course, asks high school students to further hone their skills in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. Each student will also choose one genre on which to focus, furthering developing his/her skills in that discipline. The student's evaluation of his/her own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. Furthermore, students will compile a personal writing portfolio and submit to writing contests as part of the assessment for this course.

**English IV College Prep Integrated Reading and Writing (ENGL 0309- LSC-Tomball Developmental Course) (ECPELA)**  
 11<sup>th</sup>-12<sup>th</sup> 1 credit 4.0  
**Prerequisites:** Students must score 310-349 on the TSI assessment along with a 1-3 on the essay on the TSI assessment.  
**Course Description:** The focus of this course will be applying critical reading skills for organizing, analyzing, and retaining material and develop written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. Students who successfully complete this course will qualify to take ENGL 1301. This course carries institutional credit, but does not transfer and may not be used to meet college degree requirements. Students who have not met passing standards for the English I and/or English II EOC assessment, or who need to further develop reading and writing skills to prepare for college courses including Lone Star College English 1301, should consider this course as a fourth English credit required for high school graduation if graduating on the Foundation Graduation Plan. *This course satisfies the 4<sup>th</sup> year English credit.*



<b>College Readiness &amp; Study Skills</b> <b>9<sup>th</sup> – 12<sup>th</sup></b>	<b>½ credit</b>	<b>(COLLRE)</b> <b>4.0</b>
<b>Prerequisite:</b> None		
<b>Course Description:</b> This course provides students with a review of SAT/ACT verbal and math skills, an understanding of the types of questions found on these tests, knowledge of general test-taking strategies, as well as the best specific strategies to use for each type of question. College Readiness also guides students through the steps of the college admissions process including college and career exploration and research, the college application, resume writing, essay writing, and financial aid.		
<b>Debate I</b> <b>9<sup>th</sup> – 12<sup>th</sup></b>	<b>1 credit</b>	<b>(DBAT1)</b> <b>4.0</b>
<b>Prerequisite:</b> None		
<b>Course Description:</b> Students will prepare well-articulated cases on specific debate topics. This course is research based and writing intensive. They will learn how to formulate a case, prepare an argument, and successfully debate an opponent. Some of the skills involved include creating a flow chart, researching and organizing pertinent information, and staying on topic. Students will be expected to maintain familiarity with current issues and events. If participating on the UIL Debate team, there is required after school practice and students will compete at area tournaments on Fridays and Saturdays.		
<b>Debate II</b> <b>10<sup>th</sup> – 12<sup>th</sup></b>	<b>1 credit</b>	<b>(DBAT2)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Debate I		
<b>Course Description:</b> Students will build upon the foundations set in Debate I. They will prepare well-articulated cases and learn the burden of proof and the burden of clash. This course is research based and writing intensive. The class will focus on two forms of debate: Lincoln-Douglas (LD) and Cross-Examination (CX) as well as both versions of extemporaneous speaking. Students will be expected to maintain familiarity with current issues and events. If participating on the UIL Debate team, there is required after school practice and students will compete at area tournaments on Fridays and Saturdays.		
<b>Debate III</b> <b>11<sup>th</sup> – 12<sup>th</sup></b>	<b>1 credit</b>	<b>(DBAT3)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Debate I and Debate II		
<b>Course Description:</b> Students will build upon the foundations set in Debate II. Students will be instructed at the highest levels of debate where they will write their own Congress Bills for competitive Congressional Debate. This course is research based and writing intensive. The class will focus on all four forms of debate: Lincoln-Douglas (LD), Cross-Examination (CX) Congressional Debate and Public Forum Debate as well as both versions of extemporaneous speaking. Students will be expected to maintain familiarity with current issues and events. If participating on the UIL Debate team, there is required after school practice and students will compete at area tournaments on Fridays and Saturdays. <i>This course satisfies the 4<sup>th</sup> year English credit.</i>		
<b>Humanities</b> <b>11<sup>th</sup> - 12<sup>th</sup></b>	<b>1 credit</b>	<b>(EHUM1)</b> <b>4.0</b>
<b>Prerequisite:</b> None		
<b>Course Description:</b> Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. This course will allow the students to explore issues involving literature and social sciences. Students will be expected to read, outline, and explore selected texts. Students will research topics in areas such as fine arts, science, geography, poetry, drama, history, and government. The majority of the work will be individual research based. <i>This course satisfies the 4<sup>th</sup> year English credit.</i>		
<b>Journalism I</b> <b>9<sup>th</sup> – 12<sup>th</sup></b>	<b>1 credit</b>	<b>(JOUPH)</b> <b>4.0</b>
<b>Prerequisite:</b> None		
<b>Course Description:</b> This course covers general journalism knowledge, with focus on preparation for the production of a class newspaper. Survey portion of the class includes history of journalism in the United States; general guidelines for design, ethics, typography, layout, and photography skills used to produce campus on-line newspaper.		

**Advanced Journalism I, II, and III (Yearbook)**10<sup>th</sup> – 12<sup>th</sup>

1 credit

(JRYB1)(JRYB2)(JRYB3)

4.0

**Prerequisite:** None

**Course Description:** Advanced Journalism students will work on elements such as theme development, schedules and deadlines, contact with parents on seniors' ads, and other professional level activities. Students in Yearbook I, II, and III will be responsible for the planning and production of the WHS yearbook, *The Bulldog*. Activities will include rough draft layout, planning of ladder and assignment of pages; acquisition, formatting in Photoshop, and placement of appropriate photographs; copy-writing and caption-writing; editing and proofreading; production of pages; obtaining interviews and factual data on team records, senior goals, etc; meeting deadlines and dispatching final material to publisher; verifying accuracy of and returning in a timely manner of proof sheets; interaction with other students and staff at WHS. Grade criteria will include professional conduct and demeanor when representing Yearbook; organization and teamwork skills; timeliness and accuracy of submissions; willingness to assist other more junior staff members; continued growth in journalism and yearbook production skills. *Advanced Journalism III satisfies the 4<sup>th</sup> year English credit.*

**Communication Applications Dual Credit (SPCH 1311)**

(E1315)

9<sup>th</sup> – 12<sup>th</sup>

½ credit

5.0

**Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course for both high school and college credit will be offered through Lone Star College – Tomball. Students must meet placement requirements set by Lone Star College, which may include testing at the student's expense. Students must pay the required fees for tuition, book, etc. to earn college credit. This course will cover the Professional Communications TEKS. A student may earn up to three (3) hours of college credit for taking this course during the summer in addition to high school credit for "Communication Applications". *Speech Dual Credit meets the speech requirement for high school graduation. This course satisfies a half credit of the 4<sup>th</sup> year English credit.*

- SPCH 1311: Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities. **Summer**

**ESOL I and ESOL II**

(ESOL1)(ESOL2)

9<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** LPAC Placement/Recommendation

**Course Description:** This course is designed for Limited English Proficient (LEP) students. This course emphasizes the improvement of reading, writing, speaking, and listening skills through instruction in vocabulary development, grammar, paragraph/essay writing, and comprehension skills. As appropriate, the students are exposed to the same literature and experiences presented in general education classes. Students will learn to analyze selected writing through both oral and written methods. Adapted textbooks, novels, the internet, and multimedia are utilized to improve the students' skills. An emphasis will be placed on targeted transition needs to prepare students to pursue selected post-secondary options.

**Independent English I-II**

(EINP1A) EINP1B)/(EINP2A)(EINP2B)

9<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** LPAC Recommendation/Placement

**Course Description:** This course is designed for Limited English Proficient (LEP) students. Students work on developing English skills used in reading and writing. Through listening and speaking in meaningful interactions, students clarify, distinguish, and evaluate ideas and responses in a variety of situations. Utilizing technology, students will also have opportunities to improve their written and oral communications skills.

**Practical Writing Skills**

(EPWARG)

9<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** None

**Course Description:** The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

**Reading I, II, III**

(RE180)(READ182)(RE183)

9<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** None

**Course Description:** Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

# FINE ARTS

All students must complete one (1) credit of fine arts. Courses that satisfy this requirement are Choir, Dance, Art, and Theatre Arts. Band and Drill Team may also satisfy this requirement during the spring semester only.

## ART

**Art I** (FAAR1)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Course Description:** Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students will rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. Students will express their thoughts and ideas creatively, while challenging their imagination, foster reflective thinking, and development disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for traditions and contributions of diverse cultures. Students will respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. *This course will satisfy the fine arts requirement for graduation.*

**Art II – IV- Drawing** (FADR2) (FADR3) (FADR4)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** Required one credit of Art in the previous course

**Course Description:** This advanced course includes developing the skills learned in Art I through the use of various dry media including pencil, pastel, oil pastel, charcoal, and colored pencil. Different styles of art will be explored while building technique. *This course will satisfy the fine arts requirement for graduation.*

**Art II – IV- Painting** (FAPT2) (FAPT3) (FAPT4)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** Required one credit of Art in the previous course

**Course Description:** This advanced course includes developing the skills learned in Art I through the use of various wet media including oil, acrylic, tempera, and watercolor. Different styles of art will be explored while building technique. *This course will satisfy the fine arts requirement for graduation.*

**Art II- IV- Ceramics** (FACR2) (FACR3) (FACR4)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** Required one credit of Art in the previous course

**Course Description:** This advanced course includes developing the skills learned in Art I through the use of clay. Different styles of hand-building pottery and sculpture will be explored while building technique. *This course will satisfy the fine arts requirement for graduation.*

**Art II – IV- Photography** (FAPH2) (FAPH3) (FAPH4)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** Required one credit of Art in the previous course

**Course Description:** Focuses on artistic expression through the photographic medium. Students will express their thoughts and improve their problem-solving skills by using their camera to compose artwork. Students learn film processing and printing techniques. Students will learn digital photo editing. Students must have personal camera. *This course will satisfy the fine arts requirement for graduation.*

**Art History AP** (FAAHAP)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Description:** Students will learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity. They will explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. They will learn about the purpose and function of art as they develop their ability to articulate visual and art historical concepts in verbal and written form. *This course will satisfy the fine arts requirement for graduation.*

**Studio Art: 2-D Design AP****(FASAAP)****10<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** Successful completion of Art II

**Description:** Students will learn to use 2-D design principles to organize an image on a picture plane in order to communicate content. They will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. They will also develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. *This course will satisfy the fine arts requirement for graduation.*

**BAND****Concert Band I - II****(FACB1/FACB1B)(FACB2/FACB2B)****Symphonic Band I - II****(FAMSP1/FASB1B)(FAMSP2/FASB2B)****Wind Ensemble I - II****(FABN1/FABN1B)(FABN2/FABN2B)****9<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** None

**Course Description:** Band is a “performing arts” class. The purpose of band class is to increase understanding and appreciation of music through ensemble performance. The performing arts class requires time for public performance. There are some events in which the band will participate that are extracurricular, but the majority of band is curricular. Students must attend performances and rehearsals scheduled outside of class time. In order to meet the various levels of development of individual students, there are several band classes set up each semester. Each class has similar goals and criteria, but utilizes music and exercises that best suit the current level of musical skills. Students without pre-existing band experience will be enrolled in Concert Band with director’s approval. These students will participate in both fall/spring semester band activities. During the fall semester, marching band is a primary component of the curriculum for all band classes and therefore participation is required for enrollment in the band program. An evaluation of student’s basic knowledge, tone, rehearsal skills, musicianship, and technical skill determine class (band) placement. *Fall – P.E. Substitution Credit/Spring – Fine Arts Credit*

**Concert Band III - IV****(FACB3)(FACB4)****Symphonic Band III - IV****(FASB3)(FASB4)****Wind Ensemble III - IV****(FABN3)(FABN4)****11<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** *Required* Band I and Band II

**Course Description:** Band is a “performing arts” class. The purpose of band class is to increase understanding and appreciation of music through ensemble performance. The performing arts class requires time for public performance. There are some events in which the band will participate that are extracurricular, but the majority of band is curricular. Students must attend performances and rehearsals scheduled outside of class time. In order to meet the various levels of development of individual students, there are several band classes set up each semester. Each class has similar goals and criteria, but utilizes music and exercises that best suit the current level of musical skills. Students without pre-existing band experience will be enrolled in Concert Band with director’s approval. These students will participate in both fall/spring semester band activities. During the fall semester, marching band is a primary component of the curriculum for all band classes and therefore participation is required for enrollment in the band program. An evaluation of student’s basic knowledge, tone, rehearsal skills, musicianship, and technical skill determine class (band) placement. *This course will satisfy the fine arts requirement for graduation.*

**Instrumental Techniques****(FAAPM)****9<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** Concurrent enrollment in Concert, Symphonic, or Wind Ensemble Band

**Course Description:** Student will receive an intense study of his or her instrument through one on one instruction. The student will receive a private lesson at least once a week during the applied music class. The student will spend the remainder of class working independently to prepare for his or her next lesson. Students will also receive advanced instruction in the use of music based computer programs, music history, and music theory. Students enrolled in this class will be required to prepare an audition for the region band as well as prepare for all solo contests. To enroll the student must have teacher approval and must also be enrolled in at least one concert band class.

**Jazz Ensemble I - IV****(FAJB1)(FAJB2)(FAJB3)(FAJB4)****9<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** None

**Course Description:** Jazz Band is a “performing arts” class. Through ensemble performance and rehearsal, students will gain knowledge of the jazz idiom. Within the context of jazz music, students will be given opportunities to experiment with

creative improvisation and solo performances. Students will be exposed to musical history and theory as it pertains to jazz music. These students will participate in both fall/spring semester band activities. During the fall semester, marching band is a primary component of the curriculum for all band classes and therefore participation is required for enrollment in the band program. An evaluation of student's basic knowledge, tone, rehearsal skills, musicianship, and technical skill determine class (band) placement.

**Fall Color Guard/Winter Guard I - II**  
9<sup>th</sup> – 12<sup>th</sup>

**1 credit**

**(FAMCG1/FACG1B) (FAMCG2/FACG2B)**  
**4.0**

**Prerequisite:** None

**Course Description:** The color guard utilizes various equipment and props to enhance the visual presentation of the marching band. Members will learn various dance movements and choreography during the course of the season. All students are welcome to audition for both the fall and winter color guards. Auditions for fall color guard will take place in the spring preceding the upcoming school year. Auditions for winter color guard will be at the conclusion of the marching season. Winter color guard performs choreography in a gym to recorded music. While classes are assigned during the day for rehearsal, students must also attend performances and rehearsals scheduled outside of class time. *Fall – P.E. Credit/Spring – Fine Arts Credit*

**Fall Color Guard/Winter Guard III - IV**  
11<sup>th</sup> – 12<sup>th</sup>

**1 credit**

**(FACG3)(FACG4)**  
**4.0**

**Prerequisite:** Fall Color Guard/Winter Guard II

**Course Description:** The color guard utilizes various equipment and props to enhance the visual presentation of the marching band. Members will learn various dance movements and choreography during the course of the season. All students are welcome to audition for both the fall and winter color guards. Auditions for fall color guard will take place in the spring preceding the upcoming school year. Auditions for winter color guard will be at the conclusion of the marching season. Winter color guard performs choreography in a gym to recorded music. While classes are assigned during the day for rehearsal, students must also attend performances and rehearsals scheduled outside of class time.

## **CHOIR**

**Chorale I - IV – Varsity**  
9<sup>th</sup> – 12<sup>th</sup>

**1 credit**

**(FAAC1)(FAAC2)(FAAC3)(FAAC4)**  
**4.0**

**Prerequisite:** Director Approval

**Course Description:** Chorale is a competitive mixed choir comprised of serious and dedicated advanced musicians who are devoted to the success of the choir by participating in co-curricular programs and extracurricular contests. The purpose of the class is to give students an increased understanding and appreciation of choral music through ensemble performance. This ensemble requires time outside of class for rehearsals and performances that are mandatory, included in the curriculum and is essential to the learning process. Uniforms will be provided by WHS for rental to be paid by students. Also, purchase of a uniform shirt is required. *This course will satisfy the fine arts requirement for graduation.*

**Treble Choir I - IV – Junior Varsity**  
9<sup>th</sup> – 12<sup>th</sup>

**1 credit**

**(FATC1)(FATC2)(FATC3)(FATC4)**  
**4.0**

**Prerequisite:** Director Approval

**Course Description:** Treble Choir is a competitive women's choir comprised of serious and dedicated musicians who are devoted to the success of the choir by participating in co-curricular programs and extracurricular contests. The purpose of the class is to give students an increased understanding and appreciation of choral music through ensemble performance. This ensemble requires time outside of class for rehearsals and performances that are mandatory, included in the curriculum and is essential to the learning process. Uniforms will be provided by WHS for rental to be paid by students. Also, purchase of a uniform shirt is required. *This course will satisfy the fine arts requirement for graduation.*

**Concert Women's Choir I - IV – Non-Varsity**  
9<sup>th</sup> – 12<sup>th</sup>

**1 credit**

**(FAWC1)(FAWC2)(FAWC3)(FAWC4)**  
**4.0**

**Prerequisite:** None

**Course Description:** Concert Women's Choir is a choir comprised of beginning or inexperienced female students who desire to participate in a performing ensemble. The purpose of the class is to give students a fundamental understanding and appreciation of choral music through ensemble performance. Concert Women's Choir members must attend rehearsals and performances outside of school hours as scheduled by the director, which are included in the state mandated curriculum for a fine arts credit. Uniforms will be provided by WHS for rental to be paid by students. Also, purchase of a uniform shirt is required. *This course will satisfy the fine arts requirement for graduation.*

**Concert Men's Choir I - IV– Non-Varsity****(FACH1)(FACH2)(FACH3)(FACH4)****9<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** None

**Course Description:** Concert Men's Choir is a choir comprised of beginning or inexperienced male students who desire to participate in a performing ensemble. The purpose of the class is to give students a fundamental understanding and appreciation of choral music through ensemble performance. Concert Men's Choir members must attend rehearsals and performances outside of school hours as scheduled by the director, which are included in the state mandated curriculum for a fine arts credit. Uniforms will be provided by WHS for rental to be paid by students. Also, purchase of a uniform shirt is required. *This course will satisfy the fine arts requirement for graduation.*

**Music Appreciation****(FAFUM)****9<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** None

**Course Description:** This course is specifically designed for students who need a Fine Arts Credit, but don't find themselves to be the performer type. Students will learn beginning skills in the following areas: Music Theory, Music History, the various types of Instruments, Important Composers, and Vocal Technique. This class will also serve as a Technical Team to the Choral Department. Students will learn how to operate all mechanical systems in the WHS Auditorium, set up and tear down the stage, etc. so they can assist during the Choir Concerts. Students who take this course will learn to appreciate Music without having to perform, but rather by attending Concerts and supporting the performers. *This course will satisfy the fine arts requirement for graduation.*

**Music Theory AP****(FAPMUS)****11<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** At least one year in Advanced Choir or Band

**Course Description:** The AP Music Theory course is designed to develop a student's ability to aurally and visually analyze the basic concepts and processes of music. This is achieved by incorporating lessons, assignments, and creative projects that cultivate the aural, sight-singing, compositional and analytical skills of students. Throughout the course, students will complete excerpts from sample exams found in the *AP Music Theory Course Description Book*. Students will complete the sample multiple choice questions, free-response and the sight-reading exercises. In the weeks leading up to the exam, students will complete College Board released exams. Through lectures, analyses, and sample exams students will compile a comprehensive lexicon of theory terms and concepts that will be used as a final review for the AP Music Theory Exam. Students who successfully complete the AP Music Theory Exam, and plan to major in music in college, may be able to enroll in an advanced music theory course, depending upon the individual college's policy.

**DANCE****Dance I****(FADN1)****9<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** None

**Course Description:** Focuses on fundamental skills in the following dance techniques: ballet, modern jazz, lyrical, tap, folk, character, and ethnic. Students will develop creative expression through movement using improvisation, exploration of basic concepts and movement problems. Students will develop an awareness of space, time, and energy as design factors in dance technique and composition. Students will develop self-confidence through the use of the body as an expressive instrument. Most importantly, students will gain an appreciation of dance as an art form through viewing performances on tape and live performances. Students will learn the history of various dance styles. Student is required to perform a dance choreographed by the teacher. One outside performance a semester is required. Each student will also be asked to choreograph a complete dance during the second semester. *This course will satisfy the fine arts requirement for graduation.*

**Dance II****(FADN2)****10<sup>th</sup> – 12<sup>th</sup>****1 credit****4.0****Prerequisite:** *Required* Dance I

**Course Description:** Students will acquire intermediate skills and increase their kinesthetic awareness in all above Dance I areas. One outside performance a semester is required. Each student will also be asked to choreograph a complete dance during the second semester. *This course will satisfy the fine arts requirement for graduation.*

**Dance III** (FADN3)  
**11<sup>th</sup> – 12<sup>th</sup>** 1 credit 4.0

**Prerequisite:** *Required* Dance II

**Course Description:** Students will continue mastering dance skills through advanced movements. They will develop musically in performing dance techniques for performances, analyze dance styles and understand the relationship of the art forms. One outside performance a semester is required. Each student will also be asked to choreograph a complete dance during the second semester. *This course will satisfy the fine arts requirement for graduation.*

**Dance IV** (FADN4)  
**12<sup>th</sup>** 1 credit 4.0

**Prerequisite:** *Required* Dance III

**Course Description:** Students will acquire advanced skills in all dance techniques and create efficiency of movements through kinesthetic awareness, muscle memory, and visual recall. The students will choreograph a complete movement statement, present movement study in performance, evaluate movement ideas and express concrete or abstract ideas in movement. Students will explore the history of dance as it relates to other art forms. One outside performance a semester is required. Each student will also be asked to choreograph a complete dance during the second semester. *This course will satisfy the fine arts requirement for graduation.*

**Drill Team I** (FADTM1)  
**9<sup>th</sup> – 12<sup>th</sup>** 1 credit 4.0

**Prerequisite:** Audition

**Course Description:** Prepare for performances during the fall at football and basketball games, various parades and various intense competitions as well as spring show during the second semester. Wranglerettes act as a marching-drill unit, promote school spirit, build character, and encourage sportsmanship. The members of this organization are expected to perform and compete the entire year. Members shall be enrolled in drill team class entire year—the director must approve exception. Before/after school practice is required. *PE Substitution Credit*

**Drill Team II, III & IV** (FADTM2)(FADTM3)(FADTM4)  
**10<sup>th</sup> – 12<sup>th</sup>** 1 credit 4.0

**Prerequisites:** *Required* Drill Team I; Audition

**Course Description:** Prepare for performances during the fall at football and basketball games, various parades and various intense competitions as well as spring show during the second semester. Wranglerettes act as a marching-drill unit, promote school spirit, build character, and encourage sportsmanship. The members of this organization are expected to perform and compete the entire year. Members shall be enrolled in drill team class entire year-the director must approve exception. Before/after school practice is required. *This course will satisfy the fine arts requirement for graduation.*

**Pre-Drill/JV Training**  
**9<sup>th</sup> – 12<sup>th</sup>** 1 credit 4.0  
 Year 1- PE Substitution Credit (FAJVD)  
 Year 2-Fine Arts Credit (FAJV2)

**Prerequisites:** Audition

**Course Description:** This class will focus on preparing students for drill team tryouts. Different dance technical skills will be learned. Students will learn stretching to improve flexibility for splits, leaps, kicks, high kick techniques, precision in pom, and jazz. Strength and conditioning will also be included in this course. Outside performances are required.

**Dance Performance Ensemble I - IV** (FADPE1)(FADPE2)(FADPE3)(FADPE4)  
**9<sup>th</sup> – 12<sup>th</sup>** 1 credit 4.0

**Prerequisite:** None

**Course Description:** Intense interdisciplinary program that combines performance elements such as dance, music, costume, and theatrical design with performance opportunities for smaller dance ensembles.

## **THEATRE**

### **Theatre Production I - IV** **9<sup>th</sup> – 12<sup>th</sup>**

**1 credit****(FATP1)(FATP2)(FATP3)(FATP4)**  
**4.0****Prerequisite:** None

**Course Description:** Theatre Production class focuses on the acting side of theatre. Students will have an opportunity to explore all performance aspects of theatre including, but not limited to; auditioning, acting, technical theatre, theatre evaluation and theatre careers. Participation in public performances is a requirement of this course. Students are required to participate in at least one production per semester, including after school rehearsals and performances. Enrollment in this course is required for participation in the UIL One Act Play Contest. This course may be repeated for credit. *This course will satisfy the fine arts requirement for graduation.*

### **Technical Theatre I** **9<sup>th</sup> – 12<sup>th</sup>**

**1 credit****(FATT1)**  
**4.0****Prerequisite:** None

**Course Description:** Technical Theatre gives students an opportunity to explore what goes on behind-the-scenes in the world of theatre. This course will explore a variety of technical theatre areas including basic sound and lighting principles, set and prop design, makeup design and application, and costuming. *This course will satisfy the fine arts requirement for graduation.*

### **Technical Theatre II - IV** **10<sup>th</sup> – 12<sup>th</sup>**

**1 credit****(FATT2)(FATT3)(FATT4)**  
**4.0****Prerequisite:** *Recommended* Technical Theatre I

**Course Description:** This course focuses on the production of and preparation for specific plays produced by the Waller High School Theatre Department with respect to sound, lighting, set building, properties construction, costuming and makeup. Advanced students may also focus on areas of specific interest such as sound, lighting, costuming, set design, makeup design, publicity, playwriting, script analysis and dramaturgy.



# HEALTH/PHYSICAL EDUCATION

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

**½ credit**

**(PHHLTH)**  
**4.0**

**Prerequisite:** None

**Course Description:** Provides opportunities for students to acquire facts, to develop proper attitudes, and to establish practices and habits that contribute to personal and community health. An abstinence based human sexuality program and the Parenting and Paternity Awareness program is a unit taught through this course. Students will also have the opportunity to be certified in Adult CPR/AED and First Aid through the American Red Cross. With parent permission, this course may be delayed until 11<sup>th</sup> or 12<sup>th</sup> grade. ***Required for graduation. See Appendix B.***

## PHYSICAL EDUCATION

### **Fitness Tests**

Senate Bill 8, passed by the Texas Legislature in 2011 requires that each student enrolled in PE credit courses in grades 3-12 be given an annual fitness test. The instrument to be used is the Fitness Gram which includes Body Mass Index, cardiovascular test (one mile run/walk), curl ups, push-ups, shoulder stretch, and trunk lift. Students in PE are required to dress in appropriate personal athletic clothing ( plain gray T-shirt and black shorts) and athletic footwear. PE shirt and short set are available for purchase for \$15.

### **Off Campus Physical Activity**

Private or commercially sponsored physical activity programs may be substituted for physical education credits in grades 9-12, if substitute facility is approved by the school district and the Texas Education Agency. See your school counselor for information regarding Level I or II off campus physical activity substitutes. ***Requests for this must be made no later than the last day of the spring semester of the previous year for the fall semester and December 1<sup>st</sup> for the spring semester to the student's counselor.***

**Foundations of Personal Fitness**  
**9<sup>th</sup> – 12<sup>th</sup>**

**½ credit**

**(PHFDPE)**  
**4.0**

**Prerequisite:** None

**Course Description:** Represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health is the corner stone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program. Students will complete projects as a part of their grade in class. This course will utilize the textbook as a major teaching tool, with some physical activity.

**Adventure/Outdoor Education**  
**9<sup>th</sup> – 12<sup>th</sup>**

**½ credit**

**(PHAOED)**  
**4.0**

**Prerequisite:** *Recommended* Foundations of Physical Education

**Course Description:** Students are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selected activities that also promote a respect for the environment and that can be enjoyed for a lifetime. 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. All students are expected to dress accordingly and participate every day.

**Team Sports**  
**9<sup>th</sup> – 12<sup>th</sup>**

**½ credit**

**(PHITS)**  
**4.0**

**Prerequisite:** *Recommended* Foundations of Physical Education

**Topics Covered:** Tennis; Weight Training; Track & Field; Golf; Badminton; Basketball; Volleyball; Flag Football; Softball; Soccer

**Course Description:** Designed to enable students in team sports to develop health-related fitness and an appreciation for team work and fair play. Team sports are less concerned with the acquisition of physical fitness during the course beyond high school than reinforcing the concept of incorporating physical activity into a lifestyle. Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to physically active lifestyle. The student will attain knowledge of rules, terminology, facilities and strategies as demonstrated by videos, class demonstration and practice, and through written evaluation. Most class sessions will involve physical activity. All students are expected to dress accordingly and participate every day.

**Individual Sports**9<sup>th</sup> – 12<sup>th</sup>

½ credit

(PHIDVS)

4.0

**Prerequisite:** *Recommended* Foundations of Physical Education**Topics Covered:** Tennis; Weight Training and Track & Field.

**Course Description:** : Designed to enable each student to understand, develop, improve or maintain the skills needed to participate in the individual sport and become proficient in recreational sports to maintain lifetime fitness. The student will attain knowledge of rules, terminology, facilities and strategies demonstrated by videos, class demonstration and practice, and through written evaluation. Most class sessions will involve physical activity. All students are expected to dress accordingly and participate every day.

**Aerobic Activities**9<sup>th</sup> – 12<sup>th</sup>

½ credit

(PHAACT)

4.0

**Course Description:** Students are exposed to a variety of activities that promote health-related fitness. Students are expected to design a personal fitness program that uses aerobic activities as a foundation. 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. All students are expected to dress accordingly and participate every day.

**COMPETITIVE ATHLETICS**

One unit of credit from athletics may be substituted for the Physical Education requirement and the three other units of credit may count as state electives.

If a student/athlete is dismissed from athletics due to behavior/ discipline problems, grade deficiencies etc., or if a student quits athletics, a schedule change to a physical education class may be requested by the athletic coordinator.

**Boys' Athletics**9<sup>th</sup> – 12<sup>th</sup>

½-1 credit

4.0

**Football**

(PHB1A)(PHB2A)(PHB3A)(PHB4A)

**Soccer**

(PHBS1)(PHBS2)(PHBS3)(PHBS4)

**Wrestling**

(PHWR1)(PHWR2)(PHWR3)(PHWR4)

**Cross Country**

(PHCC1)(PHCC2)(PHCC3)(PHCC4)

**Tennis**

(PHTN1)(PHTN2)(PHTN3)(PHTN4)

**Track**

(PHBTK1)(PHBTK2)(PHBTK3)(PHBTK4)

**Baseball**

(PHBBS1)(PHBBS2)(PHBBS3)(PHBBS4)

**Basketball**

(PHBBK1)(PHBBK2)(PHBBK3)(PHBBK4)

**Prerequisite:** Tryouts or Coach Request; **Current Athletic Physical on file with Athletic Training staff.****Practice time:** 3:00 p.m. until 6:00 p.m., or as determined by the coach. Some Saturdays

**Course Description:** Includes mandatory after-school training and/or before school, participation in competitive sports and off-season training. Off-season is NOT a weight training class. Students are responsible for all equipment issued and must pay for equipment not returned. Students are required to get a new physical each school year.

- **Football** players must be in athletics during the fall and off-season during the previous spring.
- **Basketball** players must be in athletics during the fall and spring.
- **Soccer** players must be in athletics during the fall and spring.
- **Tennis** participants must be in fall and spring athletics.
- **Baseball** players must be in athletics during the fall and spring.
- **Track and Field** participants must be in fall and spring athletics.
- **Cross country** participants must be in fall and spring athletics.
- **Wrestling** participants must be in fall and spring athletics.
- **Golf and Powerlifting** participants will practice after school during their respective seasons. Participants are not required to be in the athletic period.

**Girls' Athletics**9<sup>th</sup> – 12<sup>th</sup>**½-1 credit****4.0****Soccer****(PHGS1)(PHGS2)(PHGS3)(PHGS4)****Wrestling****(PHWR1)(PHWR2)(PHWR3)(PHWR4)****Cross****(PHCC1)(PHCC2)(PHCC3)(PHCC4)****Tennis****(PHTN1)(PHTN2)(PHTN3)(PHTN4)****Track****(PHGTK1)(PHGTK2)(PHGTK3)(PHGTK4)****Volleyball****(PHVB1)(PHVB2)(PHVB3)(PHVB4)****Basketball****(PHGBK1)(PHGBK2)(PHGBK3)(PHGBK4)****Softball****(PHGSB1)(PHGSB2)(PHGSB3)(PHGSB4)****Prerequisite:** Tryouts or Coach Request; **Current Athletic Physical on file with Athletic Training staff.****Practice time:** 3:00 p.m. until 6:00 p.m., or as determined by the coach. Some Saturdays**Course Description:** Includes mandatory after-school training and/or before school, participation in competitive sports and off-season training. Off season is NOT a weight training class. Students are responsible for all equipment issued and must pay for equipment not returned. Students are required to get a new physical each school year.

- **Volleyball** players must be in athletics during the fall and off-season during the previous spring.
- **Basketball** players must be in athletics during the fall and spring.
- **Soccer** players must be in athletics during the fall and spring.
- **Tennis** participants must be in fall and spring athletics.
- **Softball** players must be in athletics during the fall for off-season and spring.
- **Track and Field** participants must be in fall and spring athletics.
- **Cross Country** participants must be in fall and spring athletics.
- **Wrestling** participants must be in fall and spring athletics.
- **Golf and Powerlifting** participants will practice after school during their respective seasons. Participants are not required to be in the athletic period.

**Cheerleading**9<sup>th</sup> – 12<sup>th</sup>**1 credit****4.0****Year 1 – PE Substitution Credit****(PHC1A)****Year 2, 3 & 4- Local Elective Credit****(PHCH2A)(PHCH3A)(PHCH4A)****Prerequisite:** Try-out selection during previous spring.**Course Description:** Students selected for the team are required to attend summer camp and summer practices. Students must be enrolled in this course to participate in the cheerleading program. Students are required to attend practices, sports events, parades, and special events which are scheduled outside of the school day. All cheerleaders must adhere to program requirements as stated in the cheerleading constitution. *During year 1, this course is for PE Substitution Credit. During year 2, 3 and 4, this course is for local credit and will not count towards graduation.*

**Basic Athletic Training**9<sup>th</sup> – 12<sup>th</sup>

1 credit

(PHBAT)

4.0

**Prerequisite:** Must be in Athletic Training Program; Licensed Athletic Trainer Approval.

**Course Description:** Will provide a basic knowledge and skills of athletic injury assessment, management and use of modalities. The course will be curriculum based and will cover basic preventative taping, first aid, training room management and provide a general knowledge of athletic injuries and their management. This course will also include scientific/medical terminology, human anatomy, kinesiology and exercise physiology. Students will also receive certification in CPR/AED and First Aid. After-school work at games and practices is required. *This course is for local credit and will not count towards graduation requirements for PE.*

**Advanced Athletic Training**10<sup>th</sup>-12<sup>th</sup>

1 credit

(PHAAT)

4.0

**Prerequisite:** Basic Athletic Training; Must be in Athletic Training Program; Licensed Athletic Trainer Approval.

**Course Description:** Includes basic preventative taping, first aid, training room management, injury management, use of modalities and injury assessment. This course will include some scientific terminology for human anatomy, kinesiology, and physiology. Students must be available for before-and after-school treatments, practices, games, and clinics held on Saturday and during the summer. Students will be required to help with practice and game setup during class period. Practice and game coverage is required. *This course is for local credit and will not count towards graduation requirements for PE.*

**Sports Medicine I**9<sup>th</sup> – 12<sup>th</sup>

1 credit

(PHSM1)

4.0

**Prerequisite:** Must be in Athletic Training Program; Licensed Athletic Trainer Approval.

**Course Description:** This course provides an opportunity for the study and application of the components of sports medicine but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise. Students will be required to help with practice and game setup during class period. Practice and game coverage is required. Students must be available for before-and after-school treatments, practices, games, and clinics held on Saturday and during the summer. *This course will not count for PE credit.*

**Sports Medicine II**10<sup>th</sup> – 12<sup>th</sup>

1 credit

(PHSM2)

4.0

**Prerequisite:** Sports Medicine I; Must be in Athletic Training Program; Licensed Athletic Trainer Approval.

**Course Description:** This course is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques, therapeutic modalities, wound care, taping and bandaging techniques, prevention, recognition and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams. Students will be required to help with practice and game setup during class period. Practice and game coverage is required. *This course will not count for PE credit.*

**Sports Medicine III**11<sup>th</sup> – 12<sup>th</sup>

1 credit

(PHSM3)

4.0

**Prerequisite:** Application and Athletic Trainer Approval

**Course Description:** This course will provide a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications relate to sports medicine. *This course will not count for PE credit.*

# **AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)**

The AFJROTC program at Waller High School offers four courses—AFJROTC 1, 2, 3, and 4—each consisting of three components: Aerospace Science (AS), Leadership Education (LE), and Wellness. Students enrolled in AFJROTC receive Physical Education (PE) credit (1 credit per academic year). All classes are blended and can be taken in any order during their high school years allowing ease of scheduling for both student and counselor.

Students active in the AFJROTC program are called cadets. The AFJROTC program requires cadets to sign a behavior contract pledging to properly care for issued uniform items, textbooks, and other equipment. Furthermore, cadets are required to meet AFJROTC grooming standards and properly wear an Air Force uniform once a week.

## **AFJROTC I-IV**

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(ROTC1)(ROTC2)(ROTC3)(ROTC4)

4.0

**Prerequisite:** Must sign a behavior contract. (NOTE: AFJROTC 1, AFJROTC 2, AFJROTC 3, and AFJROTC 4 rotate course offerings on four year rotation allowing blended classes and better ability to schedule cadets for four year program.)

### **Course Description:**

**Aerospace Studies Component: The Science of Flight: A Gateway to New Horizons** is an introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. In this course, every lesson includes a “Quick Write” and a short story related to the lesson; a “Learn About” that tells students what they’ll learn from the lesson; a list of vocabulary words in the lesson; “Wing Tips” that highlight specific and interesting facts; and many biographies and profiles. Each lesson closes with “Checkpoints” that will allow students to review what they have learned. An “Applying Your Learning” section at the end of each lesson presents discussion questions that will give them a chance to use what they have learned and provides another way to reinforce their understanding of the lesson’s content. The text has four chapters, each of which contains a number of lessons.

### **Course Outcomes:**

1. Analyze the elements of flight.
2. Evaluate how atmospheric conditions affect flight.
3. Evaluate how flight affects the human body.
4. Analyze flight navigation and the purpose of aerial navigation aids.

**Leadership Component: Life Skills and Career Opportunities** provides an essential component of leadership education for today’s high school students. This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life. To help students increase their potential for success through education, they will learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college, or college/university; and how to succeed in these learning environments. Information is provided on how to conduct the job search for students who wish to enter the workforce right after high school or after additional education and training. They will learn how to prepare a winning résumé, and how to develop effective interviewing skills. Students will become more skilled at using the Internet for career research and learn how to network safely using social media. The text also provides information on working for the federal government to include careers in the military, aerospace industry, and public service. Finally, students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration.

**Course Outcomes:**

1. Analyze the elements of successful financial management skills.
2. Create a plan to safeguard personal resources.
3. Analyze the different ways of pursuing a career path.
4. Analyze the requirements for applying to a college or university.
5. Analyze positive and negative impact of college life in meeting career goals.
6. Evaluate the essential process for successfully pursuing desired career or job.
7. Evaluate the benefits of working for the Federal Government.
8. Create a plan for successful career development.

**Wellness component:** Includes President's Physical Fitness Program and Fitness gram participation. Also includes team sports and fitness-promoting activities developed and led by cadets.

**Course Outcomes:**

1. Motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives
2. Create an individualized training program based on national standards by age and gender.
3. Identify areas of improvements for each cadet and provide guidance for improvement.
4. Incorporate a physical training program to reach fitness goals.

# LANGUAGES OTHER THAN ENGLISH

**Spanish I** (FLSP1)  
9<sup>th</sup> – 11<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Course Description:** An elementary introduction to the Spanish language beginning with oral Spanish of everyday life situations. It progresses to more difficult language patterns and a study of two simple tenses. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are studied and experienced. Materials used include audiovisuals made by native Spanish teachers.

**Spanish I for Native Speakers** (FLNS1)  
9<sup>th</sup> – 11<sup>th</sup> 1 credit 4.0

**Prerequisite:** None

**Course Description:** An elementary introduction to the Spanish language beginning with oral Spanish of everyday life situations. It progresses to more difficult language patterns and a study of two simple tenses. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are studied and experienced. Materials used include audiovisuals made by native Spanish teachers.

**Spanish II** (FLSP2)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Spanish I or demonstrated equivalent proficiency as determined by the district

**Course Description:** Grammar patterns are extended to include additional tenses. Reading lessons are concerned with the Hispanic nations, their history, culture, economy, etc. More time is devoted to reading and writing language than the first year. Speaking and comprehending the spoken language are still primary aims.

**Spanish II for Native Speakers** (FLSNS2)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0

**Prerequisite:** *Required* Spanish I or demonstrated equivalent proficiency as determined by the district

**Course Description:** Grammar patterns are extended to include additional tenses. Reading lessons are concerned with the Hispanic nations, their history, culture, economy, etc. More time is devoted to reading and writing language than the first year. Speaking and comprehending the spoken language are still primary aims.

**Spanish III Pre-AP** (FLSP3)  
9<sup>th</sup> – 12<sup>th</sup> 1 credit 5.0

**Prerequisite:** *Required* Spanish II

**Course Description:** Helps students acquire language proficiency while reviewing and broadening their grammar foundation. This course includes cultural readings and literary works by well-known Hispanic authors; the active use of drawings, maps, and real life experiences; and opportunities for students to express opinions and personalize the material. Activities are theme related and reflect grammar and vocabulary taught.

**Spanish IV AP- Spanish Language** (FLSP4)  
10<sup>th</sup> – 12<sup>th</sup> 1 credit 5.0

**Prerequisite:** *Required* Spanish III Pre-AP

**Course Description:** This course concentrates on oral communication skills, written communication skills, and reading skills. Activities are theme related and reflect the grammar and vocabulary taught. Literary works by well-known Hispanic writers are studied. The subtleties and nuances of the language and the “art” of translation are addressed in detail and a “refresher review” of grammar is also included. This course provides opportunity to earn college credit upon completion of AP exam, and receiving a score of 3 or higher.

**Spanish V AP- Spanish Literature** (FLSP5)  
10<sup>th</sup> – 12<sup>th</sup> 1 credit 5.0

**Prerequisite:** *Required* Spanish IV AP

**Course Description:** This course introduces students to outstanding examples of Spanish and Hispano-American literature through diverse literary genres: short story, poetry, novel, biography, essay, and drama. The history and culture of Spain and Latin America are interwoven, with emphasis on the influence of the “mother country” on the Americas. The subtleties and nuances of the language and the “art” of translation are addressed in detail and a “refresher review” of grammar is also included. Opportunity for original conversation, memorization, written expression, and dramatization is presented throughout the course. This course provides opportunity to earn college credit upon completion of AP exam, and receiving a score of 3 or higher.

<b>French I</b> 9 <sup>th</sup> – 11 <sup>th</sup>	<b>1 credit</b>	<b>(FLFR1)</b> <b>4.0</b>
<b>Prerequisite:</b> None		
<b>Course Description:</b> An elementary introduction to the French language beginning with oral French of everyday life situations. It progresses to more difficult language patterns and a study of everyday life situations. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are experienced.		
<b>French II</b> 9 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(FLFR2)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> French I or demonstrated equivalent proficiency as determined by the district		
<b>Course Description:</b> Grammar patterns are extended to include the past, future, imperative and conditional tenses. Reading lessons concern France, its history, culture, economy, etc. More time is devoted to reading and writing the language than the first year. Speaking and comprehending the spoken language are still the primary aims.		
<b>French III Pre-AP</b> 10 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(FLFR3)</b> <b>5.0</b>
<b>Prerequisite:</b> <i>Required</i> French II		
<b>Course Description:</b> Helps students to continue to develop proficiency in the four basic skills: listening, speaking, reading, and writing. Students will solidify and expand upon the grammar learned in levels I and II. Readings will include popular fairy-tales and other native sources. This course aims to increase the student's knowledge and appreciation of the French culture.		
<b>French IV AP- French Language &amp; Culture</b> 10 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(FLFR4)</b> <b>5.0</b>
<b>Prerequisite:</b> <i>Required</i> French III Pre-AP		
<b>Course Description:</b> This course concentrates on oral communication skills, written communication skills, and reading skills. Activities are theme related and reflect the grammar and vocabulary taught. Literary works by well-known Francophone writers are studied. This class focuses more on nuances of grammar rather than direct grammar instruction and attempts to "speed up" the students' thought process in French to allow for more natural communication. This course provides opportunity to earn college credit upon completion of AP exam, and receiving a score of 3 or higher.		
<b>LOTE Computer Science I</b> 9 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(FLCS1)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Algebra I		
<b>Course Description:</b> Students will design well-structured computer programs that solve problems of various varieties. Students will work in the Java programming language as they develop their algorithms. Students will also be introduced to advanced topics like Boolean Logic, Digital Circuitry, and Number Systems. <i>Credits earned for Computer Science I and II satisfy LOTE credit requirement.</i>		
<b>LOTE Computer Science I Pre-AP</b> 9 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(FLCP1)</b> <b>5.0</b>
<b>Prerequisite:</b> <i>Required</i> Algebra I		
<b>Course Description:</b> Students will design well-structured computer programs that solve problems of various varieties. Students will work in the Java programming language as they develop their algorithms. Students will also be introduced to advanced topics like Boolean Logic, Digital Circuitry, and Number Systems. <i>Credits earned for Computer Science I and II satisfy LOTE credit requirement.</i>		
<b>LOTE Computer Science II</b> 11 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(FLCS2)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Algebra I and LOTE Computer Science I		
<b>Course Description:</b> Computer Science II will extend the depth of Computer Science II skills with advanced projects giving students' opportunities to design, implement, and present meaningful programs through a variety of media. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. <i>Credits earned for Computer Science I and II satisfy LOTE credit requirement.</i>		



**LOTE Computer Science II Pre-AP****11<sup>th</sup> – 12<sup>th</sup>****1 credit****(FLCP2)****5.0****Prerequisite:** *Required* Algebra I and LOTE Computer Science I

**Course Description:** Computer Science II PAP will extend the depth of Computer Science II skills with advanced projects giving students' opportunities to design, implement, and present meaningful programs through a variety of media. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. ***Credits earned for Computer Science I and II satisfy LOTE credit requirement.***

**Computer Science II AP A- LOTE (Languages Other Than English) and Math****10<sup>th</sup> – 12<sup>th</sup>****2 credits****(TACLOT)****(TACSAP)****5.0****Prerequisite:** *Recommended* Algebra II and Computer Science I

**Course Description:** Students continue the study of software design, writing well-designed well-structured computer programs that solve problems in the fields of Math and Science. Students will work in the Java programming language as the focus on the design and structure of Java classes. Students will also be introduced to advanced topics like Binary Trees, Graph Theory, and Digital Electronics. Students will prepare for the Computer Science Advanced Placement Exam. ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit as well as a LOTE credit for graduation.*** This course provides opportunity to earn college credit upon completion of AP exam and receiving a satisfactory score.

**Topics in Language and Culture****9<sup>th</sup> – 12<sup>th</sup>****1 credit****(FLSTLC)****4.0**

**Prerequisite:** Approval by: (1) the student's level I LOTE classroom teacher or our LOTE designee, the principal or designee, and the student's parent or person standing in parental relation who determine that the student is not likely to be successful in a level II LOTE course; (2) the student's admission, review, and dismissal (ARD) committee if the student receives special education services or (3) the committee established for the student under Section 504.

**Course Description:** The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. This course cannot be considered a part of the coherent sequence of Languages other than English (LOTE) courses required for any endorsement. This course will not count as a level II LOTE course. Students who desire to continue with LOTE study will need to take level II or higher LOTE courses. This course may be substituted for a level II LOTE course upon approval as stated above.

# MATHEMATICS

Algebra I, Geometry, and two additional math courses are required for students on the Foundation High School Program with an Endorsement.

## 3<sup>rd</sup> Year Options for Math Credit

Math Models with Applications, Algebraic Reasoning, Algebra II, Algebra II Pre-AP, Advanced Quantitative Reasoning, Pre-Calculus, Pre-Calculus Pre-AP, Statistics, Calculus AP, College Algebra DC, College Trigonometry DC, College Statistics DC, Computer Science AP, Accounting II and Statistics AP, Mathematical Applications in Agriculture, Food, and Natural Resources, and Robotics II. Make sure you check the pre-requisites for each course.

## 4<sup>th</sup> Year Options for Math Credit

Algebraic Reasoning, Algebra II, Algebra II Pre-AP, Advanced Quantitative Reasoning, Pre-Calculus, Pre-Calculus Pre-AP, Statistics, Calculus AP, College Algebra DC, College Trigonometry DC, College Statistics DC, College Prep Math, Computer Science AP, Accounting II and Statistics AP, Mathematical Applications in Agriculture, Food, and Natural Resources, and Robotics II. Make sure you check the pre-requisites for each course.

### Algebra 1

9<sup>th</sup> 1 credit (MALG1) 4.0

**Prerequisites:** *Required* Mathematics grade 8 or its equivalent

**Course Description:** In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. All ninth-grade students who did not take Algebra I in the eighth grade will enroll in this course. *Algebra I is a required math course for all students. Algebra I is a pre-requisite for all other math courses. Students that fail Algebra I will be required to attend mandatory Summer School the following summer to make up the Algebra I credit.*

### Geometry

9<sup>th</sup> – 10<sup>th</sup> 1 credit (MGEOM) 4.0

**Prerequisites:** *Required* Algebra I (*Per SB 1374, a student may enroll concurrently in Algebra I and Geometry*)

**Course Description:** In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. *Geometry or Geometry Pre-AP is a required math course for all students.*

### Geometry Pre-AP

9<sup>th</sup> – 10<sup>th</sup> 1 credit (MGPA) 5.0

**Prerequisites:** *Required* Algebra I

**Course Description:** In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments

and constructions strand, students are expected to create formal constructions using a straight edge and compass. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Higher level and critical thinking skills addressed by providing opportunities for discovery and more detailed proof writing. The level of instruction/curriculum will focus on preparing the student for Advanced Placement courses. ***Geometry or Geometry Pre-AP is a required math course for all students.***

### Mathematical Models with Applications

(MMTMA)

10<sup>th</sup> – 11<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Required* Algebra I

**Course Description:** Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems. ***This course satisfies the 3<sup>rd</sup> year Mathematics credit.***

### Algebraic Reasoning

(MALGRE)

10<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Required* Algebra I

**Course Description:** In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. ***This course satisfies the 3<sup>rd</sup> and 4<sup>th</sup> year Mathematics credit.***

### Algebra II

(MALG2)

10<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisites:** *Required* Algebra I

**Course Description:** In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Students will use technology to build understanding and make connections. It is highly recommended that students have access to a graphing tool, either a calculator or an online option, to work with on a daily basis. ***To graduate on the Distinguished Level of Achievement and to also be eligible for top 10% automatic college acceptance, the student must take Algebra II. This course satisfies the 3<sup>rd</sup> and 4<sup>th</sup> year Mathematics credit.***

### Algebra II Pre-AP

(MAPAP)

10<sup>th</sup> – 12<sup>th</sup>

1 credit

5.0

**Prerequisites:** *Required* Algebra I

**Course Description:** Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Students will use technology to build understanding and make connections. It is highly recommended that students have access to a graphing tool, either a calculator or an online option, to work with on a daily basis. ***To graduate on the Distinguished Level of Achievement and to also be eligible for top 10% automatic college acceptance, the student must take Algebra II. This course satisfies the 3<sup>rd</sup> and 4<sup>th</sup> year Mathematics credit.***

<b>Advanced Quantitative Reasoning (AQR)</b> 11 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(MTAQR)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Geometry, Algebra II		
<b>Course Description:</b> In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. <i>This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.</i>		
<b>Pre-Calculus</b> 11 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(MPRCL)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Algebra I, Geometry, and Algebra II		
<b>Course Description:</b> Pre-Calculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. It is highly recommended that students have access to a graphing tool, either a calculator or an online option, to work with on a daily basis. <i>This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.</i>		
<b>Pre-CalculusPre-AP</b> 11 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(MPPAP)</b> <b>5.0</b>
<b>Prerequisite:</b> <i>Required</i> Algebra I, Geometry, and Algebra II		
<b>Course Description:</b> Pre-Calculus is the preparation for calculus. The course is function based specifically investigating exponential, logarithmic, rational, polynomial, power, trigonometric, inverse trigonometric, and piecewise defined functions, including step functions. Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. It is highly recommended that students have access to a graphing tool, either a calculator or an online option, to work with on a daily basis. <i>This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.</i>		
<b>Statistics</b> 10 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(MSTAT)</b> <b>4.0</b>
<b>Prerequisite:</b> <i>Required</i> Algebra I		
<b>Course Description:</b> In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. <i>This course satisfies the 3<sup>rd</sup> and 4<sup>th</sup> year Mathematics credit.</i>		
<b>Statistics AP</b> 11 <sup>th</sup> – 12 <sup>th</sup>	<b>1 credit</b>	<b>(MSTAP)</b> <b>5.0</b>
<b>Prerequisite:</b> <i>Recommended</i> Algebra II and Geometry. None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)		
<b>Course Description:</b> This is an Advanced Placement course designed to meet the requirements of statistics as outlined in the Course Description of the Advanced Placement Program in Mathematics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students will use technology to build understanding and make connections. It is highly recommended that students have access to a graphing tool, either a calculator or an online option, to work with on a daily basis. At the conclusion of this course, students may take the Advanced Placement Calculus Exam which provides students the opportunity to earn college credit. <i>This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.</i>		

**Calculus AP (AB)****(MCLAP)****11<sup>th</sup> – 12<sup>th</sup>****1 credit****5.0**

**Prerequisite:** *Recommended* Pre-Calculus. None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** Advanced Placement Calculus is a course designed to meet the requirements of Calculus AB as outlined in the Course Description of the Advanced Placement Program in Mathematics. This course primarily develops the students' understanding of the concepts of calculus and provides experience with its methods and applications. Topics include limits, derivatives, integrals, and their applications. At the conclusion of this course, students may take the Advanced Placement Calculus Exam which provides students the opportunity to earn college credit. Graphing calculators will be extensively integrated in the coursework. It is highly recommended that students have access to a graphing tool, either a calculator or an online option, to work with on a daily basis. ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.***

**College Algebra (MATH 1314) Dual Credit****(MADC1)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****5.0**

**Prerequisite:** *Required* Algebra I, Geometry and Algebra II; College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course is for both high school and college credit. The college credit will be through Lone Star College – Tomball. Students must meet the placement requirements set by Lone Star College, which includes testing at the student's expense (ACT, SAT, TSI). Students must pay the required fees for tuition and book(s). A student may earn up to six

(6) hours of college credit for taking this course both semesters at high school. The six hours would include 1314 College Algebra (3) and 1316 Trigonometry (3). ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.***

- MATH 1314 (Algebra): Topics include absolute value and quadratic equations and inequalities, graphing skills, inverse functions, logarithmic and exponential functions, polynomial and rational functions, piecewise-defined functions, theory of equations and systems of equations. **Fall**

**College Trigonometry (MATH 1316) Dual Credit****(MADC2)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****5.0**

**Prerequisite:** *Required* Algebra I, Geometry and Algebra II; College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course is for both high school and college credit. The college credit will be through Lone Star College – Tomball. Students must meet the placement requirements set by Lone Star College, which includes testing at the student's expense (ACT, SAT, TSI). Students must pay the required fees for tuition and book(s). A student may earn up to three (3) hours of college credit for taking this course at high school. ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year of Mathematics credit.***

- MATH 1316 (Trigonometry): Trigonometric functions and their applications, solutions of right and oblique triangles, trigonometric identities and equations, inverse trigonometric functions and graphs of the trigonometric functions and graphs of the trigonometric functions. TI-84 or TI-NSPIRE Calculator required. **Spring**

**Statistics (MATH 1342) Dual Credit****(MASTDC)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****5.0**

**Prerequisite:** *Required* Algebra I, Geometry and Algebra II; College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course is for both high school and college credit. The college credit will be through Lone Star College – Tomball. Students must meet the placement requirements set by Lone Star College, which includes testing at the student's expense (ACT, SAT, TSI). Students must pay the required fees for tuition and book(s). A student may earn up to three (3) hours of college credit for taking this course at high school. ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit.***

- MATH 1342 (Statistics): Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. **Spring**

**College Prep Math (Math 0308) – Intermediate Algebra (Math 0310- LSC- Tomball Developmental Course) (MCPREP)**  
**11<sup>th</sup> – 12<sup>th</sup> 1 credit 4.0**

**Prerequisites:** Students must score 336-349 on the TSI assessment and have completed Algebra II

**Course Description:** During the first semester, students will review and extend their knowledge of basic algebraic operations, solving linear equations and inequalities, laws of integer exponents, factoring, rational expressions, the Cartesian coordinate system, graphing lines, finding equations of lines and solving linear systems. Topics for the second semester include special products and factoring, rational expressions and equations, rational exponents, radicals, radical equations, quadratic equations, absolute value equations and inequalities, complex numbers, equations of lines, an introduction to the function concept and graphing. This course will count as the fourth math credit required for graduation and fulfills the TSI requirements for math. Students who receive a grade of 75 or higher in the course and an 80 or higher on the final exam will qualify to take LSC

Math 1314 College Algebra without further remediation. This course carries institutional credit, but does not transfer and may not be used to meet college degree requirements. Students who have not met the Algebra I EOC assessment passing standard or those who need to further develop math skills to prepare for college math courses including Lone Star College MATH 1314, should consider this course as a 4<sup>th</sup> year math credit required for graduation if graduating on the Foundation Graduation Plan. .

*This course satisfies the 4<sup>th</sup> year Mathematics credit.*

**Computer Science II AP A- LOTE (Languages Other Than English) and Math**  
**10<sup>th</sup> – 12<sup>th</sup> 2 credits** **(TACLOT)**  
**(TACSAP)**

**5.0**

**Prerequisite:** *Recommended* Algebra II and Computer Science I

**Course Description:** Students continue the study of software design, writing well-designed well-structured computer programs that solve problems in the fields of Math and Science. Students will work in the Java programming language as the focus on the design and structure of Java classes. Students will also be introduced to advanced topics like Binary Trees, Graph Theory, and Digital Electronics. Students will prepare for the Computer Science Advanced Placement Exam. ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics credit as well as a LOTE credit for graduation.*** This course provides opportunity to earn college credit upon completion of AP exam and receiving a satisfactory score.

**Accounting II**

*See Accounting on page 43. This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> Mathematics credit*

**Robotics II**

*See Robotics II on page 75. This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> Mathematics credit.*

**Mathematical Applications in Agriculture, Food, and Natural Resources on page 30.**

*This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> Mathematics credit.*

# SCIENCE

## 2<sup>nd</sup> Year Options for Science Credit

Integrated Physics/Chemistry (IPC), Chemistry, Chemistry Pre-AP, Physics, and AP Physics 1. Make sure you check the pre-requisites for each course

## 3<sup>rd</sup> & 4<sup>th</sup> Year Options for Science Credit

Chemistry, Chemistry Pre-AP, AP Chemistry, Physics, AP Physics I, AP Physics II, Biology AP, Biology DC, Chemistry AP, Aquatic Science, Environmental Systems, Anatomy/Physiology, Earth and Space Science, Advanced Animal Science, Advanced Plant and Soil Science, Forensics, Pathophysiology, and AP Environmental Science. Make sure you check the pre-requisites for each course.

<b>Biology</b>		(SBLRG)
9 <sup>th</sup> – 10 <sup>th</sup>	1 credit	4.0

**Prerequisite:** None

**Course Description:** Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: biochemistry, structures and functions of cells and viruses; growth and development of organisms, cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment; and scientists who have influenced the field of Biology and the sciences in general. Students may be required to conduct dissections of various preserved specimens.

<b>Biology Pre-AP</b>		(SBPAP)
9 <sup>th</sup> – 10 <sup>th</sup>	1 credit	5.0

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** This course is designed to prepare students who are planning to follow the AP track as part of their educational goals, in addition to the expectations of the regular level Biology course. This course is designed to highly increase the amount of rigor and expectations of the individual Biology student. Students need to be highly self-motivated and have high self-expectations of their coursework.

<b>Integrated Physics/Chemistry</b>		(SINPC)
10 <sup>th</sup>	1 credit	4.0

**Prerequisite:** None

**Course Description:** A general course introducing concepts and skills in Physics and Chemistry including scientific method, properties of matter, atoms and periodic table, chemical bonding, chemical reactions, solutions, acids and bases, speed, distance, time, work, power, energy, and heat. *This course satisfies the 2<sup>nd</sup> year Science credit.*

<b>Chemistry</b>		(SCHRG)
10 <sup>th</sup> – 12 <sup>th</sup>	1 credit	4.0

**Prerequisite:** *Required* one unit of high school science and Algebra I; *Recommended* completion of or concurrent enrollment in second year of math

**Course Description:** Illustrates how chemistry is intimately involved in many aspects of our life; explores areas of interaction between chemistry and human society including chemistry of the earth, chemistry of the atmosphere, food, household chemicals, and energy through learning the atomic structure, periodic table, chemical bonding, periodicity of elements, the mole concept and stoichiometry. *This course satisfies the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year Science credit.*

<b>Chemistry Pre-AP</b>		(SCPAP)
10 <sup>th</sup> – 12 <sup>th</sup>	1 credit	5.0

**Prerequisite:** *Required* one unit of high school science and Algebra I; *Recommended* completion of or concurrent enrollment in second year of math. (Refer to Entrance Information Regarding Advanced Courses on page 10).

**Course Description:** This is a college preparatory general chemistry course designed to give students a thorough study of the field. It includes chemical bonding and reactions, atomic structure, periodicity of elements, mole concept, chemical notation, and stoichiometry. This accelerated course is more rigorous in terms of topics covered in class. Experimental research projects are required as well as advanced laboratory activities. Successful completion of the course should prepare students to take college freshman chemistry. *This course satisfies the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year Science credit.*

**Physics** (SPHYS)  
**10<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Recommended* Algebra I

**Course Description:** This course is lab-oriented with an emphasis on algebraic skills. Laboratory investigations will require students to use scientific problem solving and critical thinking. The major topics of study require quantitative and qualitative application of mechanics, Newton's Laws, thermodynamics, fluids, behavior and characteristics of waves, electricity, magnetism, and modern physics. *This course satisfies the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year Science credit.*

**Physics I AP** (SPHAP)  
**10<sup>th</sup> – 12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** *Recommended* Algebra I and Geometry. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** This course is designed for the college bound student to gain advanced placement by taking the College Board AP Physics I examination. AP Physics I: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Due to a heavy emphasis in laboratory investigations, students are required to attend extra laboratory sessions. Students that take this course are not required to take AP Physics II as their 4<sup>th</sup> year science credit. *This course satisfies the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year Science credit.*

**Physics II AP** (SPHAP2)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** *Recommended* AP Physics I; *Recommend co-requisite* Pre-Calculus. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** This course is designed for the college bound student to gain advanced placement by taking the College Board AP Physics II examination. AP Physics II: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Due to a heavy emphasis in laboratory investigations, students are required to attend extra laboratory sessions. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Advanced Animal Science** (CTAAAS)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Required* Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production; *Recommended* Veterinary Medical Applications.

**Course Description:** Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Advanced Plant and Soil Science** (CTAAPS)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Recommended* Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Program of Study.

**Course Description:** Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*



**Anatomy/Physiology** (CTAPR)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Required* Biology and a second science credit; *Recommended* a course from the Health Science Program of Study **Course Description:** The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**AP Environmental Science** (SAPESA)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** *Recommended* Algebra I and two years of high school laboratory science including one year of life science and one year of physical science. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** The AP Environmental Science course is the equivalent to the introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. (© 2016 The College Board) Independent learning, outside of the classroom is expected in this course. This course provides an opportunity to earn college credit upon completion of the AP Exam, and receiving a score of 3 or higher. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Chemistry AP** (SCHAP)  
**11<sup>th</sup>-12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** *Recommended* Chemistry and Algebra II. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** Comparable to a first-year college course, this course is an in-depth study of the principles and concepts in chemistry. Students are required to demonstrate an understanding of these principles through application in a laboratory situation. Content includes structure and bonding, stoichiometry, thermodynamics, kinetics, and quantitative analysis. This course is designed toward advanced placement for the college-bound student. Students who take the course will be prepared for the AP Chemistry exam. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Aquatic Science** (SAQUS)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **4.0**

**Prerequisite:** *Required* Biology; *Recommended* Chemistry (or concurrent enrollment)

**Course Description:** In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. This course may also emphasize the education of citizens to understand and make decisions about the conservation of natural water resources that are available to the State of Texas. Students will be required to participate in class lessons that may be conducted off campus and will be required to conduct dissections of various specimens of aquatic organisms. *This course satisfies the 3<sup>rd</sup> & 4<sup>th</sup> year Science credit*

**Biology AP** (SBLAP)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** *Recommended* Biology and Chemistry. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** AP Biology is equivalent to an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. . (© 2016 The College Board) Independent learning, outside of the classroom is expected in this course. This course provides an opportunity to earn college credit upon completion of the AP Exam, and receiving a score of 3 or higher. *This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.*

**Biology Dual Credit (BIOL 1406 & 1407)- Scientific Research & Design** (SBIODC)  
**11<sup>th</sup> – 12<sup>th</sup>** **1 credit** **5.0**

**Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This college level Biology course for both high school and college credit will be offered through Lone Star College - Tomball. Students must meet placement requirements set by Lone Star College that may include testing at the

student's expense. Students must pay the required fees for tuition, books, etc. to register for the class. A student may earn up to four (4) hours of college credit for taking this year-long course while in high school. ***Due to the number of instructional minutes required by LSC-Tomball for this course, students are required to attend the instructional period and the advisory period. This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.***

- BIOL 1406: Content includes applications of scientific method, cellular and molecular biology, biochemistry, classical & human genetics, virology, and mechanisms of evolution. **Fall**
- BIOL 1407: This course is a continuation of introductory Biology I. It includes a detailed survey of the major phylogenetic lineages. This includes a comparison of the systems of different organisms. Ecological roles and relationships, as well as behavior of organisms, will be integrated throughout. **Spring**

### Earth and Space Science

(SEAS12)

11<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Required* three units of science (one of which may be taken concurrently) and three units of math (one of which may be taken concurrently)

**Course Description:** Earth and Space Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. This course is recommended for students in Grade 12, but may be taken by students in Grade 11, if the student has already passed the three required sciences (Biology, Chemistry, and Physics) for graduation. ***This course satisfies the 3<sup>rd</sup> & 4<sup>th</sup> year Science credit.***

### Environmental Systems

(SENS12)

11<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Recommended* one unit of high school life science and one unit of high school physical science

**Course Description:** In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic (living) and abiotic (nonliving) factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental systems, sources and flow of energy through an environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in environments. This course may also include topics such as: invasive species, different components of the biosphere, research information on the advantages and/or disadvantages of "going green" such as organic gardening and farming, natural methods of pest control, hydroponics, xeriscaping, energy-efficient homes and appliances, and hybrid cars. ***This course satisfies the 3<sup>rd</sup> & 4<sup>th</sup> year Science credit.***

### Pathophysiology

(CTPATH)

11<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Required* Biology and Chemistry; *Recommended* a course from the Health Science Program of Study

**Course Description:** The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Lab Fee is \$5.00. ***This course satisfies the 3<sup>rd</sup> or 4<sup>th</sup> year Science credit.***

### Forensic Science

(CTFORE)

11<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** Biology and Chemistry

**Course Description:** Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students must meet the 40% laboratory and fieldwork requirement. ***This course satisfies a 3rd or 4th year Science graduation requirement.***

# SKILLS DEVELOPMENT

## AP Capstone Seminar

10<sup>th</sup> – 11<sup>th</sup>

1 credit

(CAPSAP)

4.0

**Prerequisite:** Two year commitment by student

**Description:** AP Seminar uses an inquiry approach to engage students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing varying perspectives. Students will consider one topic or issue through a variety of lenses and from multiple perspectives, many of which are divergent or completing. Students who earn scores of 3 or higher in AP Seminar, the subsequent AP research course, and on four additional AP Exams will receive the AP Capstone Diploma signifying outstanding academic achievement and attainment of college-level academic and research skills.

## AP Capstone Research

11<sup>th</sup> – 12<sup>th</sup>

1 credit

(CAPRAP)

4.0

**Prerequisite:** AP Capstone Seminar

**Description:** The second course in the AP Capstone experience allows students to design, plan, and conduct a year-long research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills developed in AP Seminar by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to build, present, and defend an argument. Students may choose to

- dig deeper into a topic studied in an AP course
  - work across academic areas with an interdisciplinary topic
  - study a new area of interest, perhaps one for further study at the college level
- Assessment

At the end of the research investigation, students submit an academic thesis paper of about 5,000 words, present their thesis, and orally defend their work. The AP Research Exam score is based on the paper, presentation, and defense, and is reported on the standard 1–5 AP scoring scale.

## Newcomers' English Language Development A/B

9<sup>th</sup> – 12<sup>th</sup>

1 credit

(ENELDA)(ENELDB)

4.0

**Prerequisite:** Placement Only

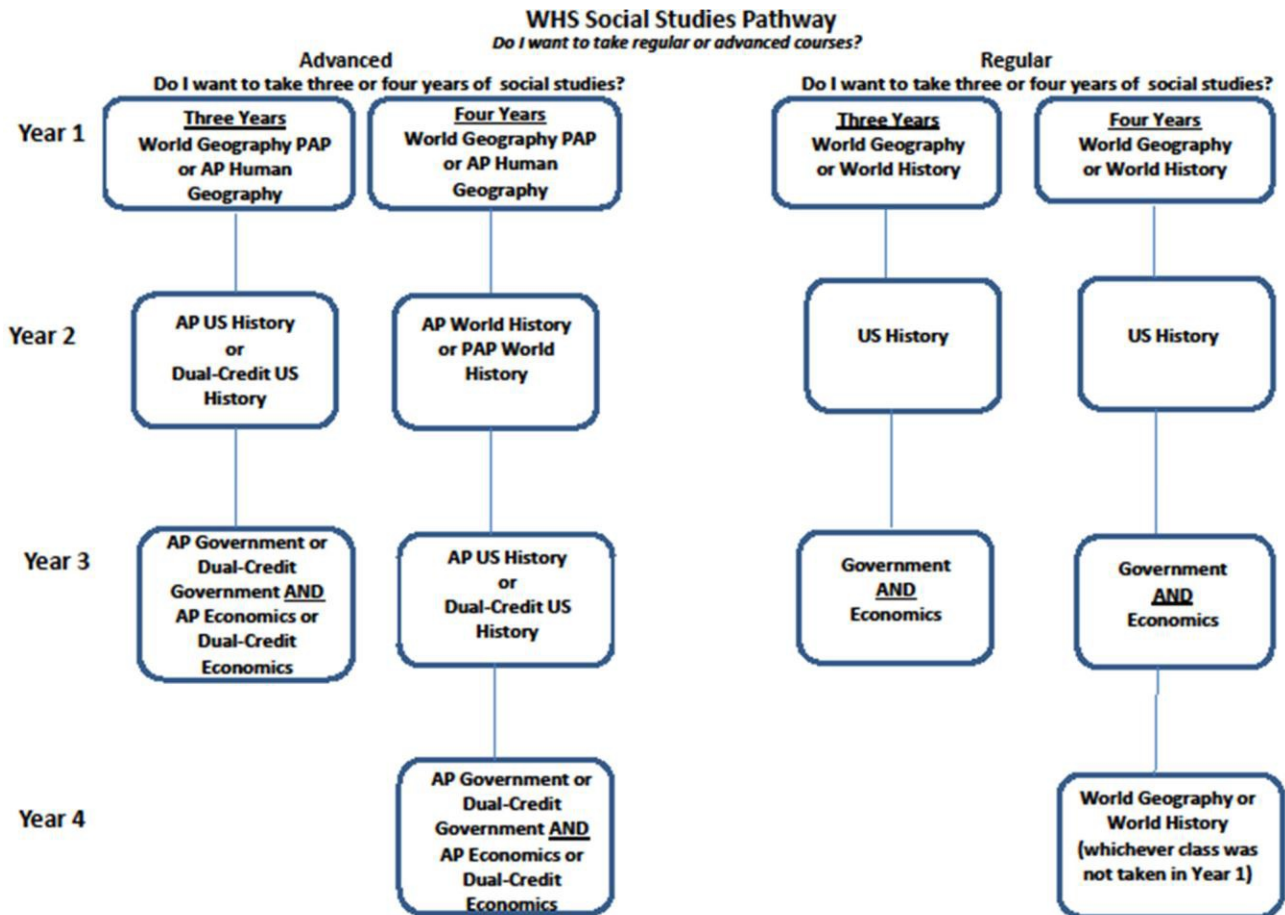
**Course Description:** Newcomers English Language Development (NELD) A: This course is offered during the student's first semester and designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students are newcomers less than 12 months in U.S. schools and have scored at the negligible/very limited CALP level of the state approved English oral language proficiency tests. This course will be issued as an elective credit during a time frame of the student's first semester. The development of communicative competence occurs through targeted lessons based on students' needs, although academic language proficiency is the focus of instruction. This course enables students to become increasingly more proficient in English in all four language domains. Teachers of NELD A validate students' native language and culture as a valuable resource and as a foundation to attain the target language. It will develop language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. NELD-A is a prerequisite to NELD-B

Newcomers English Language Development (NELD) B: NELD-A is a prerequisite to NELD-B. NELD-B is a second semester course designed to provide educational opportunities for immigrants who have limited experience in the American school system. More rigorous than NELD-A, this course prepares students for a smooth transition and success with the ESOL/ELPS, and ELA TEKS leading to the College & Career Readiness Standards. This course enables students to become increasingly more proficient in English in all four domains to address federal Annual Measurable Achievement Objectives (AMAOs). Students are challenged to apply higher-order thinking skills and have access to curriculum that covers reading, writing, listening, speaking, and second language acquisition. Teachers of NELD-B validate students' native language and culture as a valuable resource and as a foundation to attain the target language. The students' heritage and culture, the tapestry of American cultures, and local cultural aesthetics are resources for language lessons. The Newcomers English Language Development B teacher will facilitate cognitive, affective, and linguistic development in compliance with Subchapter BB of Chapter 89 provisions under the Texas Education Code, §§29.051-29.064.

**Office Aide/Teacher Aide****(OFAID)****12<sup>th</sup>****½ -1 credit****4.0****Prerequisite:** Senior standing; Office and/or teacher approval; No discipline referrals or failing grades**Course Description:** Students should have the willingness and ability to perform the skills and duties assigned. Students will be removed from the position of Office Aide if he or she receives any disciplinary action, or takes advantage of the privilege or confidential nature of the position. Teacher Aides are assigned to one or more teachers and do not rotate. Students can only be an office aide one period of the day. ***This course is for local credit and will not count towards graduation.*****Strategic Learning for High School Mathematics****(MSTRAL)****9<sup>th</sup> – 10<sup>th</sup>****½ or 1 credit****4.0****Prerequisite:** Placement Only**Course Description:** Course intended to create strategic mathematical learners from students with mathematical gaps in learning. The basic understandings will stimulate students to think about their approach to mathematical learning. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts.**Lead Worthy (formerly Teen Leadership)****(TEENL)****9<sup>th</sup> – 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None**Course Description:** Teen Leadership is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, and will develop skills to counteract those effects.**Texas Virtual School Network****9<sup>th</sup> – 12<sup>th</sup>****Prerequisite:** None**Course Description:** Texas Virtual School Network is a web based learning initiative designed to meet the needs of secondary public, private, and charter schools in Texas. Its current curriculum includes core subjects, electives, and Advanced Placement courses, all aligned to state TEKS. Please visit [texasvirtualschool.org](http://texasvirtualschool.org) for more info. Payment of the tuition costs for the Texas Virtual Network courses will be the responsibility of the student. Courses will be offered during the summer for early graduates. Only courses that are not offered at WHS will be available during the school year. Prior to enrollment in TxVSN, students shall make a written request to the counselor to enroll in the course.**Early Release/Late Arrival**

Seniors, whose parents request early release/late arrival and who are approved, may be allowed to either arrive on campus 1 class period late or leave campus 1 class period early. Students receiving approval for early release/late arrival must have reliable transportation to leave or arrive at the approved time, every day. Students should not return to the campus unless they have tutoring (must have a pass from the teacher), need to take a make-up test at the end of the day (must have a pass from the teacher), or participate in an extracurricular activity that meets or practices at the end of the day, such as athletics, band, choir, drill team, club, etc. In addition, students approved for early release/late arrival may also attend school functions such as ball games, theater, music performances, dances and banquets.

# SOCIAL STUDIES



\*Three years of social studies meets the Foundation High School Plan graduation requirements. Depending on your endorsements or university admission requirements, a student may need three or four years of social studies. Always verify university admission requirements because most universities require high school graduates to have four years of social studies.

\*Dual Credit Courses – Always verify that your potential university accepts Texas community college dual credit courses.

**World Geography**  
9<sup>th</sup> – 12<sup>th</sup>

1 credit

(HWGRG)  
4.0

**Prerequisite:** None

**Course Description:** This course involves the study of interactions between people, places, and environments. Students will examine events of the past and present from a geographic perspective. The course will give students an understanding of the interrelationships between humans and their physical environment. They will also identify the processes that influence political divisions and analyze how different points of view affect the development of public policies and world opinion. A major emphasis will be placed on the use and development of social studies skills. This includes the analysis of various types of maps, graphs, charts, diagrams, and photographs.

**World Geography Pre-AP**  
9<sup>th</sup>

1 credit

(HWGAP)  
5.0

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** This course involves the study of interactions between people, places, and environments. Students will examine events of the past and present from a geographic perspective. The course will give students an understanding of the interrelationships between humans and their physical environment. They will also identify the processes that influence political divisions and analyze how different points of view affect the development of public policies and world opinion. A major emphasis will be placed on the use and development of social studies skills. This includes the analysis of various types of maps, graphs, charts, diagrams, and photographs. This course also requires outside reading and independent study and research. *SBOE rules allow students to take Human Geography AP for one credit (to satisfy the World Geography requirement). As of the 2015-2016 school year, the one-credit AP Human Geography course must provide instruction in the TEKS for World Geography, and students are not able to earn credit for both World Geography Studies and the one-credit Human Geography AP course.*

**Human Geography AP**9<sup>th</sup> – 12<sup>th</sup>

1 credit

(HHMGAP)

5.0

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements. *SBOE rules allow students to take AP Human Geography for one credit (to satisfy the World Geography requirement). As of the 2015-2016 school year, the one-credit AP Human Geography course must provide instruction in the TEKS for World Geography, and students are not able to earn credit for both World Geography Studies and the one-credit AP Human Geography course.*

**World History**9<sup>th</sup> – 12<sup>th</sup>

1 credit

(HWHRG)

4.0

**Prerequisite:** None

**Course Description:** This course traces the origins of ancient civilizations and world religions. It moves on to the Middle Ages in Europe, and the Age of Discovery before focusing on the civilizations in Africa and the impact of the Industrial Revolution. It will then examine world revolutions, the American Civil War, World War I, World War II and Genocide. In conclusion, it will cover the topics of the Cold War, Fall of Communism, Terrorism and then hope for the future.

**World History Pre-AP**10<sup>th</sup>

1 credit

(HWHAP)

5.0

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** The purpose of the Pre-AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. This course requires outside reading, independent study and research. This course is designed to ensure success in the AP and Dual Credit History courses and many of the skills, assignments, and expectations have been aligned. *Students can take either World History Pre-AP or AP Modern World History to satisfy the World History credit, and students are not able to earn credit for both World History Pre-AP and the one-credit AP World History course.*

**World History Modern AP**10<sup>th</sup> – 12<sup>th</sup>

1 credit

(HWHIAP)

5.0

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** AP World History Modern focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History Modern encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements. *Students can take either World History Pre-AP or AP World History Modern to satisfy the World History credit, and students are not able to earn credit for both World History Pre-AP and the one-credit World History course AP.*

**United States History**10<sup>th</sup> – 11<sup>th</sup>

1 credit

(HUSRG)

4.0

**Prerequisite:** None

**Course Description:** This course is a required study of the nation's economic, social, and political development. It is designed to give students an understanding of the problems that have grown out of the significant events in the nation's history, of the forces that have helped to shape our political, social, and economic institutions, and the way each generation approached solutions to problems. This course is a continuation of US History taken in eighth grade. It covers Reconstruction to present day.

**United States History AP****(HUSAP)****10<sup>th</sup> – 11<sup>th</sup>****1 credit****5.0****Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** This college level course is a required study of the nation's economic, social, and political development. It is designed to give students an understanding of the issues that have grown out of the significant events in the nation's history, of the forces that have helped shape our political, social, and economic institutions and the ways in which each generation has approached solutions to the problems. Students will learn to think about history in an analytical way. This course also requires outside reading and independent study and research. This course covers material from the Age of Discovery to the present. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements.

**US History (HIST 1301 & HIST 1302) Dual Credit****(HUSDC)****10<sup>th</sup> – 12<sup>th</sup>****1 credit****5.0****Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This college level course for both high school and college credit will be offered through Lone Star College - Tomball. Students must meet placement requirements set by Lone Star College, which may include testing at the student's expense. **Students must pay the required fees for tuition, books, etc.** A student may earn up to three (3) hours of college credit for taking this course each semester.

- HIST 1301: A survey of U.S. History from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. An additional purpose of this course is to introduce students to the skills and practices of history. **Fall**
- HIST 1302: A survey of US history from 1877 to the present. Topics will include westward expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20<sup>th</sup> century and the changing status and conditions of women and minorities. Another purpose of this course is to introduce students to the skills and practices of history. **Spring**

**Government****(HGOVRG)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None

**Course Description:** In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify and analyze the free enterprise system; the impact of individuals, political parties, interest groups, and the media on the American political system; evaluate the importance of interest groups, and the media on the American political system; evaluate the importance of voluntary individual participation in a democratic society; and analyze the rights guaranteed by the U.S. Constitution.

**American Government and Politics AP****(HGOVAP)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****5.0****Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** AP American Government and Politics is a one semester, college level, intensive study of the formal and informal structure of American Government and the processes of the American political system with an emphasis on policy-making and implementation. This course includes both the general concepts used to interpret U.S. politics and the analysis of specific examples. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements.

**American Government (GOVT 2305) Dual Credit****(HG2305)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****5.0****Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course for both high school and college credit will be offered through Lone Star College – Tomball. Students must meet placement requirements set by Lone Star College, which may include testing at the student's expense. **Students must pay the required fees for tuition, book, etc.** An examination of the institutional elements of the American political system: legislature, executive, judiciary, and bureaucracy. These elements are examined at the national, state and local levels with a special emphasis on their roles in the development of public policy. A student may earn up to three (3) hours of college credit for taking this course.

- GOVT 2305: A survey of national, state, and local government, including such topics as the U.S. and Texas Constitution; democratic theory; federalism; political culture, political socialization, and public opinion; political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy. **Fall or Spring**

**State Government (GOVT 2306) Dual Credit- Special Topics in Social Studies** (HG2306)  
 11<sup>th</sup> – 12<sup>th</sup> ½ credit 5.0

**Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course for both high school and college credit will be offered through Lone Star College – Tomball. Students must meet placement requirements set by Lone Star College, which may include testing at the student's expense. **Students must pay the required fees for tuition, book, etc.** This course will cover the Special Topics in Social Studies TEKS, as well as Celebrate Freedom Week, which educates students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded. A student may earn up to three (3) hours of college credit for taking this course during the summer in addition to high school Social Studies elective credit for "Special Topics in Social Studies".

- GOVT 2306: Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and political culture of Texas. **Spring**

**Economics** (HECORG)  
 11<sup>th</sup> – 12<sup>th</sup> ½ credit 4.0

**Prerequisite:** None

**Course Description:** This course is a study of the total economy. Topics include business operations, investments, labor relations, consumer problems, manufacturing, international trade, and government economic policies. Emphasis is placed on the individual worker and consumer within the free enterprise system.

**Macroeconomics AP** (HECOMP)  
 11<sup>th</sup> – 12<sup>th</sup> ½ credit 5.0

**Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10.)

**Course Description:** This course introduces students to the principles of economics that apply to an economic system in the aggregate. Emphasis is placed on the study of national income, fiscal and Federal Reserve policy. It also develops the student's familiarity with economic performance measures, economic growth and international economics. It is extremely useful in understanding the extraordinary changes that the world is undergoing today. A strong math background is recommended for the success of this course. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements.

**Macroeconomics (ECON 2301) Dual Credit** (HE2301)  
 11<sup>th</sup> – 12<sup>th</sup> ½ credit 5.0

**Prerequisite:** College eligibility per Lone Star College-Tomball guidelines

**Course Description:** This course for both high school and college credit will be offered through Lone Star College – Tomball. Students must meet placement requirements set by Lone Star College, which may include testing at the student's expense. **Students must pay the required fees for tuition, book, etc.** This course will cover the Economics TEKS. A student may earn up to three (3) hours of college credit for taking this course during the summer in addition to high school credit for "Economics"

- ECON 2301: A study of macroeconomic principles. Analysis of the market economy; national income accounting; income determination; stabilization policies: monetary and fiscal policy; money and banking; demand and supply-side economics; monetarist vs. Keynesian view; inflation theories such as distinction between demand-pull and cost-push theories, Phillips curve analysis; labor market and determination of unemployment rate. **Summer**



**Personal Financial Literacy****(HPFLIT)****10<sup>th</sup> - 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None

**Course Description:** The purpose of the Personal Financial Literacy course is to introduce students to the understanding of interest, avoiding and eliminating credit card debt, understanding the rights and responsibilities of renting or buying a home, managing money to make the transition from renting a home to home ownership, starting a small business, being a prudent investor in the stock market and using other investment options, beginning a savings program and planning for retirement, bankruptcy, the types of bank accounts available to consumers and the benefits of maintaining a bank account, balancing a check book, the types of loans available to consumers and becoming a low-risk borrower, understanding insurance, charitable giving, completing the application for federal student aid provided by the United States Department of Education, and methods of paying for college.

**European History AP****(HEHAP)****11<sup>th</sup> – 12<sup>th</sup>****1 credit****5.0****Prerequisite:** None

**Description:** Students will learn about the cultural, economic, political and social developments that have shaped today's world through the study of European history from the year 1450 to present. They will analyze historical evidence and interpretation and express your historical understanding through writing as they explore principal themes of modern European history. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements.

**Psychology****(HPSYRG)****10<sup>th</sup> – 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None.

**Course Description:** The purpose of this course in psychology is to introduce students to core concepts and content areas in the field. The course introduces students to the methods of inquiry and evaluation used by psychologists. The content of the course provides students with information about issues that all individuals encounter not only concerning themselves but in their relationships with friends, family, and acquaintances. Studying psychology should lead students to an appreciation of and tolerance for individual differences. Students should acquire insight into the complex determinants underlying individual and group behavior. This course covers core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for behavior. Topics covered include social psychology, perception, states of consciousness, memory and learning, human growth and development, personality, stress and adjustment, and ends with a unit on abnormal behavior, treatments, and therapy. Class time is divided between lecture, films, discussions, experiments, and demonstrations.

**Psychology AP****(HPSYAP)****11<sup>th</sup> – 12<sup>th</sup>****½ credit****5.0****Prerequisite:** None. (Refer to Entrance Information Regarding Advanced Courses on page 10)

**Course description:** The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. This course provides opportunity to earn college credit upon satisfactory performance on the AP exam. Please check with each university for score requirements.

**Sociology****(HSOCRG)****10<sup>th</sup> – 12<sup>th</sup>****½ credit****4.0****Prerequisite:** None

**Course Description:** Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. The way that we view the world comes from what we learn in our everyday activities. The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

# TECHNOLOGY APPLICATIONS

## LOTE Computer Science I

*See LOTE Computer Science I on page 94.*

## LOTE Computer Science I Pre-AP

*See LOTE Computer Science I Pre-AP on page 94.*

## LOTE Computer Science II

*See LOTE Computer Science II on page 94.*

## LOTE Computer Science II Pre-AP

*See LOTE Computer Science II Pre-AP on page 95.*

## Computer Science II AP A -LOTE and Math

*See Computer Science II AP A -LOTE and Math on page 95.*

## Computer Science Principles AP

10<sup>th</sup> – 12<sup>th</sup>

1 credit

(TACSPR)

4.0

**Prerequisite:** *Required* Algebra I

**Course Description:** The course introduces the central ideas on computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The students will develop computational artifacts and will think creatively while using simulations to explore various situations. The focus of the class is beyond the machine. The students will design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use. ***This course does not satisfy the Mathematics credit required for graduation.*** This course provides opportunity to earn college credit upon completion of AP exam, and receiving a score of 3 or higher.

## Independent Study in Evolving/Emerging Technologies (Computer Science- Problems and Solutions)

(TACS4)

11<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Required* Completion of a high school technology course and permission of instructor for Independent Study in Evolving/Emerging Technologies

**Course Description:** Through independent study, students will solve the “24 Classic Problems of Computer Science”. In doing this, students will work in languages like Java, C++, Visual BASIC, Pascal, and LISP. Students will focus on efficient design and complete testing in their programs. Students will work with advanced topics that are presented in the American Computer Science League.

## Game Programming and Design

(TACGPG)

9<sup>th</sup> – 12<sup>th</sup>

1 credit

4.0

**Prerequisite:** *Required* Algebra I

**Course Description:** Master the art of developing computer games for Android phones and tablets as well as console-based systems. No computer experience is necessary for this course. Design projects by identifying and analyzing the project software needs. Focus on complex subjects such as platform emulators, interactive scripting and artificial life, students are able to recognize security issues and understand the procedures for maintaining security.

# Appendix



# **GRADUATION PREPARATION TIMELINES**

## **NINTH GRADE-CLASS OF 2024**

Students in the ninth grade will take classes in English, math, social studies, and science. Suggested electives include courses in Health, Professional Communications, Fine Arts (choir, band, color guard, dance, theatre, and art), Athletics, AFJROTC or some CTE courses. If a student began the study of a Language Other Than English (LOTE) in junior high, it is strongly recommended that the study continue in the ninth grade. If a student has not yet begun the study of a Language Other Than English in middle school, the student must make a plan that will allow for the study of levels 1 and 2 in consecutive years.

**Testing:** End – of – Course (EOC) English I, Algebra I, Biology

**Required courses:** English I, Algebra I or Geometry, Biology & Social Studies (See Chart on Pg 4)

### **Ninth Grade Timeline (check off the items you have completed)**

- ☐ Sign up to take the most challenging classes that you can.
- ☐ Get to know your counselor & other college resources available in your school
- ☐ Talk to adults to see what they like/dislike about their jobs & what education is needed
- ☐ Become involved in extracurricular activities
- ☐ Start keeping all of your report cards, certificates, etc.
- ☐ Become involved in volunteer activities and keep track of these
- ☐ Start thinking about your dream career and check out career websites
- ☐ Collect your personal information (log of volunteer activities, award, resume, etc.) in a file
- ☐ Attend Career Day & College Night at your school or elsewhere
- ☐ Check out ATC courses and how to obtain college credit for classes taken in high school
- ☐ Do your best on EOC exams

# **GRADUATION PREPARATION TIMELINES**

## **TENTH GRADE-CLASS OF 2023**

Tenth grade students should ensure required classes from ninth grade are either successfully completed or included in this year's course requests. Select electives with an eye toward an ultimate career goal or college major. Tenth grade requirements include English II, US History, the next sequential math class, and the next sequential science class.

**Testing:**                      **Required** – End-of-Course (EOC) Testing in English II, US History  
                                     **Recommended** – PSAT (Practice SAT test)

**Required courses:**        English II, Geometry or Algebra II, IPC, Chemistry or Physics & Social Studies

### **Tenth Grade Timeline (check off the items you have completed)**

- ☐ Attend Career Day & College Night at WHS
- ☐ Check out ATC courses and how to obtain college credit for classes taken in high school
- ☐ Continue 9<sup>th</sup> Grade activities and get involved in even more extracurricular activities
- ☐ Keep up with your classes, grades are one of the top things universities consider
- ☐ Start a savings account
- ☐ Get to know your graduation plan; Plan your classes with your counselor
- ☐ Learn the difference between dual credit, AP and tech. prep. courses
- ☐ Become familiar with college entrance requirements
- ☐ Do your best on EOC exams
- ☐ Decide what leadership roles you would like to consider
- ☐ Determine which graduation plan is right for you
- ☐ Work on a four year rough draft of high school courses you need/want to take
- ☐ Register for and take PSAT Test
- ☐ Research summer programs that focus on particular subjects, like science or math

# **GRADUATION PREPARATION TIMELINES**

## **ELEVENTH GRADE – CLASS OF 2022**

Eleventh grade students should carefully check required courses for graduation and make sure the proper courses have been selected. Any required courses not successfully completed should be included in this year's course requests. AP courses are also available in English, Science, Social Studies, foreign language, and some mathematics courses. Opportunities for dual credit in English and History are available. All selections should be made with an ultimate college major or career goal in mind.

**Testing:**                      **Recommended** – PSAT, SAT and ACT in spring (necessary for college application process for fall of senior year)

**Required Courses:** English III, 3<sup>rd</sup> Math, 3<sup>rd</sup> Science & Social Studies (See Chart on Pg. 74)

### **Eleventh Grade Timeline (check off the items you have completed)**

August	<input type="checkbox"/> Check to see that you're scheduled for the correct courses <input type="checkbox"/> Continue 10 <sup>th</sup> Grade extracurricular activities
September	<input type="checkbox"/> Begin attending college sessions at your high school <input type="checkbox"/> Obtain the catalogs/brochures of the colleges /universities <input type="checkbox"/> Prepare for the PSAT by reviewing practice tests
October	<input type="checkbox"/> Attend Career Day & College Night at WHS <input type="checkbox"/> Take the PSAT (Practice SAT) & use your results to help you prepare for the SAT
November	<input type="checkbox"/> Set up a working résumé for yourself <input type="checkbox"/> Visit the College & Career Center
December	<input type="checkbox"/> Begin writing your personal essays for applications, scholarships, etc <input type="checkbox"/> Learn how your GPA is computed
January	<input type="checkbox"/> Research the colleges you are interested in to see if you will need to take SAT II tests <input type="checkbox"/> Register and take ACT and/or SAT
February	<input type="checkbox"/> Make sure you keep up with all of your community service hours <input type="checkbox"/> Begin deciding on courses for senior year
March	<input type="checkbox"/> Compile your recommendation letters <input type="checkbox"/> Narrow your college choices to 3 to 5 <input type="checkbox"/> Register for AP exams
April	<input type="checkbox"/> Check that your graduation requirements are in order
May	<input type="checkbox"/> Take the EOC test seriously <input type="checkbox"/> Study and take AP Exams
June	<input type="checkbox"/> Last Chance to take ACT or SAT before senior year <input type="checkbox"/> Visit the colleges you are interested in

**Reminder – All graduation requirements, including passing all parts of the End-of-Course (EOC) Tests, must be met before you can take part in the graduation ceremony.**

## TWELFTH GRADE – CLASS OF 2021

It is critical that each student and his or her parent carefully review the requirements for graduation and the student's transcript to ensure the proper classes are selected to meet graduation requirements. The counselor will work diligently with you to select the proper classes, but remember, your graduation is ultimately your responsibility. Opportunities to retake classes failed during the senior year typically do not exist. Those classes must be made up outside of school hours, sometimes at considerable expense.

**Testing:**                      **Required** – End-of-Course (EOC) Tests, all parts (if not passed during 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year)  
**Recommended** – SAT, ACT, Texas Success Initiative (TSI) Exam (if needed), AP Tests, SAT Subject Tests (as appropriate)

**Required Courses:** 4<sup>th</sup> Year English, 4<sup>th</sup> Year Math, 4<sup>th</sup> Year Science & any other required course not previously passed.

By senior year, you need to have plans for post-graduation and you need to make sure your selections adequately prepare you for your future plans.

- College – choose 3 to 5 schools: one dream school that may seem like a stretch, one sure thing, and several choices in between. Make sure you meet the admission requirements and are registered for the proper entrance exams. Apply early! Do not wait until just before the deadline or you may be too late.
- Technical school – check with several to make sure they have the kind of training you are seeking. Compare their cost of tuition, accreditations, job placement rates, and financial aid opportunities to determine what the best choice is for you.
- Military – talk to recruiters from several branches of the service. See which one offers you the best opportunities. Make an appointment to take the ASVAB and keep in touch with the recruiter of the branch you select.
- Work – make sure you have adequate job skills for a career with a future, not just a temporary job. See if the jobs you are considering offer incentives for furthering your education.

### Twelfth Grade Timeline (check off the items you have completed)

August	<input type="checkbox"/> Make sure that you have the classes needed in your graduation plan and required at the college or university that you are planning to attend. <input type="checkbox"/> Take as many challenging (possibly AP or Dual Credit) courses as you can.
September	<input type="checkbox"/> Keep a calendar with deadlines posted for easy visibility. <input type="checkbox"/> Register and take ACT and/or the SAT if you have not done so! <input type="checkbox"/> Difficulty paying for ACT or SAT registration fees? See about getting a fee waiver. <input type="checkbox"/> Keep up with the College & Career newsletters throughout the year. <input type="checkbox"/> Request your FAFSA ID at <a href="http://www.pin.ed.gov">www.pin.ed.gov</a> . <input type="checkbox"/> Register for AP exams.
October	<input type="checkbox"/> Begin the FAFSA (Free Application for Federal Student) at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> . <input type="checkbox"/> Attend Career Day & College Night at WHS. <input type="checkbox"/> Check that you are scheduled to graduate at the end of the year. <input type="checkbox"/> Meet with the College & Career Counselor early to discuss your plans, transcript requests, fee waiver, and letters of recommendation (2 weeks' notice). <input type="checkbox"/> Be aware of College Early Decision or Early Admission deadlines. Apply early!
November	<input type="checkbox"/> Complete the FAFSA (Free Application for Federal Student) at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> . <input type="checkbox"/> Check for scholarship opportunities in the College & Career Center,



	<p>websites, etc. and complete and submit application forms before deadlines.</p> <p>___ Prepare your application carefully. Follow the instructions, and pay close attention to deadlines! Be sure to ask your counselor and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (your transcript, letter of recommendation, etc.).</p>
December	<p>___ Submit applications for college admission <a href="http://www.applytexas.org">www.applytexas.org</a> (Texas higher education institutions)/<a href="http://www.commonapp.org">www.commonapp.org</a> and housing (if applicable).</p> <p>___ Be ready to send out Mid-Year Reports in January.</p>
January	<p>___ Verify that the college admissions office has all your paperwork.</p> <p>___ Register for and take the ACT and SAT, and SAT Subject Tests, or any other exams required for admission to the colleges to which you are applying if you have not done so.</p>
February	<p>___ Continue to check the status of your applications.</p> <p>___ Complete all necessary financial aid forms; check with the colleges you are applying to see if they have additional forms that need to be filled out.</p> <p>___ Check to see if you will need to fill out a CSS/Financial Aid Profile.</p>
March	<p>___ Look for your Student Aid Report (SAR) in the mail. Pay particular attention to the Expected Family Contribution (EFC) and discuss it with your parents.</p>
April	<p>___ Watch the mail for acceptance letters and financial aid award letters; compare the financial aid packages.</p> <p>___ Register for and take the Texas Success Initiative (TSI) Exam if needed.</p> <p>___ Determine which college/university you will be attending.</p> <p>___ Finalize college housing arrangements and send a deposit to the college you choose.</p>
May	<p>___ Study and take AP Exams.</p> <p>___ Inform each college of your acceptance or rejection of their offer of admission/financial aid by May 1.</p> <p>___ RSVP for summer orientation programs.</p> <p>___ Request final transcript to be sent to your college/university.</p>
June	<p>___ Graduate!</p> <p>___ Review your financial aid package; determine if you will need additional money for college.</p> <p>___ Take part in summer orientation programs for incoming freshmen.</p> <p>___ See your academic advisor and register for classes.</p>

Date: August 2020

Dear Parent/Guardian

Your son/daughter is currently enrolled in Health Education, a semester course designed to motivate students to live healthier lifestyles. The Waller Independent School District (WISD) has adopted textbook material to be used in this course. I will be teaching units on Family, Parenting and Human Sexuality. The curriculum is abstinence based and promotes effective communication, positive relationships, self-control and decision-making skills.

It is important to keep parents in touch with this subject and exactly what information is being shared; therefore I am offering you an opportunity to learn more about this curriculum. A copy of Encore's Health and Wellness will be available during a designated week in the fall semester for your review in the WHS front office. The book will provide you with information useful in communicating with your child regarding human sexuality. At the same time, the book provides an overview of the topics that will be covered. The "Journey into Life" video will also be available for preview.

The Texas Legislature passed a law requiring school districts to teach P.A.P.A. Program which is a parenting and paternity awareness program developed by the office of the Texas Attorney General. The goal is to promote responsible parenthood and encourage the formation of strong, stable families. All Health teachers are trained and qualified to present this material in health classes.

The information included in the Human Sexuality unit a P.A.P.A. curriculum is important for all students. If you choose for your son/daughter not to participate in this unit, he or she will be given alternative assignments to be completed instead. If you have any questions feel free to call the school at 936-372-3654.

Your child's health teacher,

\_\_\_\_\_  
Health Instructor

\_\_\_\_\_  
Waller High School Principal

\_\_\_\_\_  
Stephanie Teacher

Return this portion of your child's health teacher if you choose for your child NOT to participate in Human Sexuality and P.A.P.A. program.

\_\_\_\_\_(name of student) is to receive an alternative assignment during this unit.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## 2020-2021 High School Course Offerings

### Parenting and Paternity Awareness Program

#### P.A.P.A.

#### Parent Information

Students enrolled in Health Education, a semester course designed to motivate students to live healthier lifestyles, will utilize adopted textbook materials. Units of instruction include Parenting and Human Sexuality. The curriculum is abstinence based and promotes effective communication, positive relationships, self-control and decision making skills.

It is important to keep parents informed regarding the subject matter that will be shared during instruction; therefore an opportunity for you to learn more about this curriculum will be announced once school begins in August 2020. Glencoe's Health and Wellness textbook will be available during a designated time period for your review in the WHS front office. The book will provide you with information useful in communicating with your child regarding human sexuality. At the same time, the book provides an overview of the topics that will be covered. The Journey into Life will also be available for preview.

The Texas Legislature passed a law requiring health teachers to teach P.A.P.A. Program which is a parenting and paternity awareness program developed by the staff of the Texas Attorney General. The goal is to promote responsible parenthood and encourage the formation of strong, stable families. All Health teachers are trained and qualified to present this material in health classes.

The information included in the Human Sexuality unit of P.A.P.A. curriculum is important for all students. If you choose your son/daughter not to participate in this unit, he or she will be given alternative assignments to be completed instead. If you have any questions feel free to call the school at 936-372-3654.

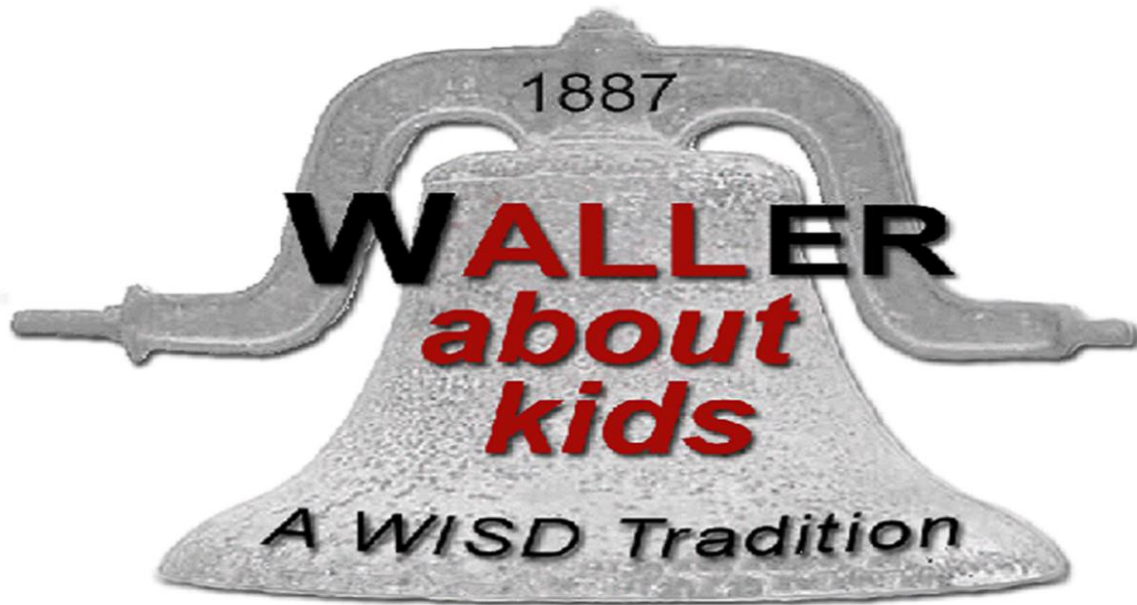




# Waller High School

Course Offerings Descriptions &  
Career Exploration Information

2020-2021



## WALLER INDEPENDENT SCHOOL DISTRICT

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973 as amended.