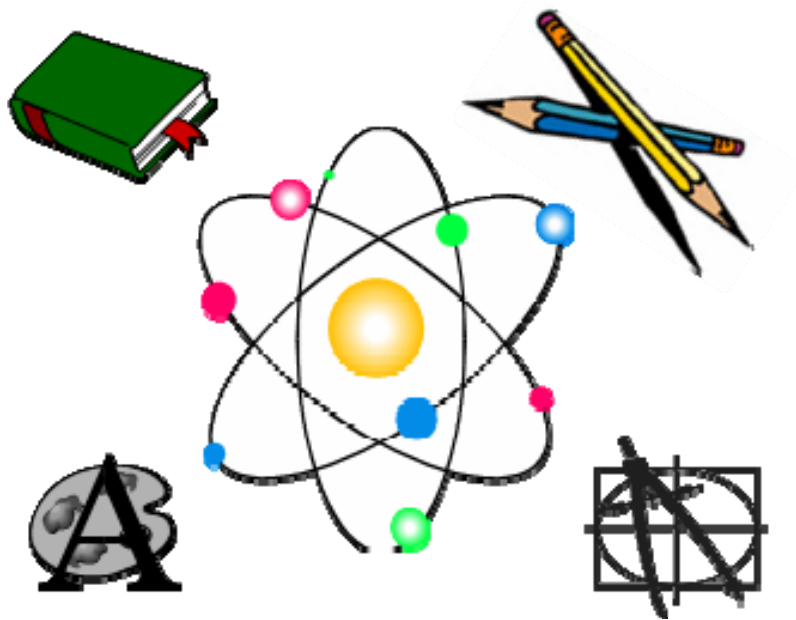


HUMBLE INDEPENDENT SCHOOL DISTRICT



HIGH SCHOOL COURSE GUIDE

2011-2012

HUMBLE INDEPENDENT SCHOOL DISTRICT
HIGH SCHOOL PLANNING GUIDE, GRADES 9-12
2011-2012

Board of Trustees

Charles Cunningham
 Brent Engelage
 Lynn Fields
 Keith Lapeze
 Dr. Bonnie Longnion
 Dave Martin
 Robert Scarfo

Administration

Dr. Guy Sconzo, Superintendent of Schools
 Dr. Cecilia Hawkins, Deputy Superintendent
 Paula Almond, Associate Superintendent
 Janet Orth, Assistant Superintendent for Learning Support

<p><u>Atascocita High School</u> 13300 Will Clayton Parkway Humble, TX 77346 281-641-7500</p> <p><u>Principal</u> Dania Rovegno</p>	<p><u>Humble High School</u> 1700 Wilson Road Humble, TX 77338 281-641-6300</p> <p><u>Principal</u> Charles Ned</p>
<p><u>Kingwood Park High School</u> 4015 Woodland Hills Kingwood, TX 77339 281-641-6600</p> <p><u>Principal</u> Larry Cooper</p>	<p><u>Kingwood High School</u> 2701 Kingwood Drive Kingwood, TX 77339 281-641-6900</p> <p><u>Principal</u> Melissa Hayhurst</p>
<p><u>Quest High School</u> 14000 Weckford Blvd. Houston, TX 77044 281-641-7300</p> <p><u>Principal</u> Kimberly Klepcyk</p>	<p><u>Summer Creek High School</u> 14000 Weckford Blvd. Houston, TX 77044 281-641-5400</p> <p><u>Principal</u> Trey Kraemer</p>

TABLE OF CONTENTS

	Page
Planning for Your Future	1
Graduation Requirements.....	2
Other Graduation Requirements	
Distinguished.....	4
Minimum.....	4
Recommendations for Successful Course Selection – Grade 9 and Grades 10-12	5-6
General Information	
Scheduling and Placement	7
Credits and Pass/Fail	7
Credit for High School Courses Taken during Middle School	8
Credit by Examination for Acceleration, Verification and Retrieval.....	8-9
Summer School Courses, Correspondence Courses, Texas Virtual School Network, and Course Load	10
Academic Classification.....	11
Eligibility for Extracurricular Activities	11
NCAA Eligibility Regulations	11
Early High School Graduation Program.....	12
Transfer Students.....	12
Grade Point Average and Class Rank	13
System for Determining Senior Class Rank and Top Ten Graduating Students	13-14
Academic Programs	
Level Courses	14
Honors/AP or PreAP Courses.....	14
College Board Advanced Placement Courses and Examination Program.....	14-15
AVID Elective Class	15
International Baccalaureate Diploma Program.....	15
Dual Credit Enrollment for High School/College Credit	16
Dual Credit Enrollment Courses offered at Lone Star College Campus Locations.....	16
College Credit Only Courses	16
Gifted and Talented Courses (GT/PreAP and AP).....	17
English for Speakers of Other Languages	17
Special Education	17
Post Secondary Educational Opportunities.....	18-19
Course Descriptions	
English Language Arts.....	21
Reading.....	25
Journalism.....	26
Mathematics.....	28
Science.....	32
Social Studies	38
Economics	42
Languages Other Than English.....	43
Fine Arts	
Visual Arts	50
Dance.....	53
Band	54
Orchestra	55
Choral Music.....	56
Vocal Ensemble	57
Music Theory	57
Theatre Arts.....	58
Speech.....	60

Health Education 62

TABLE OF CONTENTS

Physical Education 63
Athletics 64
Cheerleading 64
Junior ROTC 65
Technology Applications 69
Career and Technical
 Agricultural, Food and Natural Resources 70
 Architecture and Construction 73
 Arts, A/V Technology and Communication 75
 Business Management and Administration 76
 Education and Training 78
 Finance 79
 Health Services 80
 Hospitality and Tourism 82
 Human Services 84
 Information Technology 86
 Law, Public Safety and Security 88
 Manufacturing 90
 Marketing, Sales and Services 91
 Science, Technology, Engineering and Math 93
 Transportation, Distribution and Logistics 95
AVID 97
Special Education 98
Local Electives 102
Index 103
Compliance Statement Inside Back Cover

PLANNING FOR YOUR FUTURE

The High School Planning Guide is designed to provide information to Humble ISD families to assist them in planning a high school course of study. Contact the campus counselor for additional information about graduation programs, courses, state mandated assessments, or other graduation requirements.

- To receive a diploma from Humble ISD, students must meet the requirements of a state graduation plan as mandated by Chapter 74 of the Texas Administrative Code, as well as state testing requirements for graduation. Students are encouraged to develop a graduation plan that identifies the courses which will satisfy the program requirements and prepare them for their chosen career cluster.
- Career-bound students should select high school courses and graduation plans to meet future employment options. Because college entrance requirements vary greatly, college-bound students should investigate those schools that they are considering before selecting high school courses and graduation programs.
- Students and their families should refer to the Career Clusters section of this guide for consideration of course selections to prepare for a variety of post-secondary options. This section starts on page 70.
- To assist families in making these decisions, campus orientations and advisements are scheduled at their student's home campus during the second semester. We encourage you to participate in these activities to the greatest extent possible so that you will be prepared to make informed decisions. Academic placement is based on district criteria. It is the responsibility of the student and the parent to ensure that graduation program requirements are met.
- The following resources may be of additional assistance:
 - Texas Higher Education Coordinating Board 1-800-242-3062 or www.theccb.state.tx.us
 - Financial Aid Hotline 1-877-782-7322
 - SAT/PSAT: College Board www.collegeboard.com
 - College for Texans www.collegefortexans.com
 - Youuniversity: website provides college and career information in a student-friendly format: www.youniversitytv.com/youlife/index.home.php
 - ACT: www.act.org
 - Occupational Outlook Handbook published by the US Department of Labor: www.bls.gov/oco
 - Minnie Piper Stevens Foundation Compendium of Texas Colleges and Financial Aid: <http://www.everychanceeverytexan.org/about/scholars/>

GRADUATION REQUIREMENTS

HISD Graduation Requirements for Students Entering Grade 9 in 2008-2009 and 2009-2010				
Curriculum Area	Recommended Program		Distinguished Achievement Program	
	Credits	Courses Needed	Credits	Courses Needed
English Language Arts	4.0	English I, II, III, and IV (I and II may be met by ESOL courses)	4.0	English I, II, III, and IV (I and II may be met by ESOL courses)
Mathematics	4.0	Algebra I, Geometry, Algebra II, and an additional math course (Math Models may not be taken after Algebra II)	4.0	Algebra I, Geometry, Algebra II, and an additional math course which can not be Math Models
Science	4.0	Biology, Chemistry, Physics and an additional science course (IPC may not be taken after Chemistry or Physics)	4.0	Biology, Chemistry, Physics (not Principles of Physics) and an additional science course which can not be IPC
Social Studies	3.5	World Geography, World History, U.S. History, and U.S. Government (0.5)	3.5	World Geography, World History, U.S. History, and U.S. Government (0.5)
Economics	0.5	Economics	0.5	Economics
Physical Education	1.5	Physical Education or substitutes (athletics, drill team, fall marching band, fall cheerleading, and JROTC)	1.5	Physical Education or substitutes (athletics, drill team, fall marching band, fall cheerleading, and JROTC)
Health	0.5	Health	0.5	Health
Languages other than English	2.0	Must be in the same language	3.0	Must be in the same language
Fine Arts	1.0	See course descriptions for options	1.0	See course descriptions for options
Speech	0.5	Communication Applications	0.5	Communication Applications
Technology Applications	1.0	See your campus counselor for options	1.0	See your campus counselor for options
Electives	3.5	See course descriptions for options	2.5	See course descriptions for options
Total Credits	26.0		26.0	
Advanced Measures		None required		In addition to earning the required credits in the DAP above, a student must earn any combination of four advanced measures described below.
State Exams		Exit Level TAKS in ELA, Math, Science and Social Studies		Exit Level TAKS in ELA, Math, Science and Social Studies

Please note:

The **only** schedule changes that will be considered on or after the first day of school are those that change the **level** of a course. A student may request a change in course level at the end of the first three weeks, the end of the first six weeks, or at the end of the semester. These changes require the written permission of the parent or guardian. When a student changes from an "Honors" to a "Level" class, the exact numerical grade of the original class will transfer to the new class. The student will not receive "Honors/AP" grade points as a result of the transfer. Grade points are not assigned until the final semester grade is tabulated. A change from a GT class to an AP or IB class or from an AP or IB class to an Honors class is NOT considered a level change.

Four Advanced measures for the DAP include any combination of the following:

1. Original research/project that is
 - a. Judged by a panel of professionals in the field that is the focus of the project; or
 - b. Conducted under the direction of mentor(s) and reported to an appropriate audience; AND
 - c. Related to the required curriculum set forth in §74.1.
2. Test data where a student receives:
 - a. A score of three or above on a College Board Advanced Placement examination;
 - b. A score of four or above on an International Baccalaureate examination; or
 - c. A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition.
3. Dual Credit/College Course – a grade of 80 or higher on a course that counts for college credit – including a tech prep program.

HISD Graduation Requirements for Students Entering Grade 9 in 2010-2011 and Thereafter

Curriculum Area	Recommended Program		Distinguished Achievement Program	
	Credits	Courses	Credits	Courses
English Language Arts	4.0	English I, II, III, and IV (I and II may be met by ESOL courses)	4.0	English I, II, III, and IV (I and II may be met by ESOL courses)
Mathematics	4.0	Algebra I, Geometry, Algebra II, and an additional math course (Math Models may not be taken after Algebra II)	4.0	Algebra I, Geometry, Algebra II, and an additional math course which can not be Math Models
Science	4.0	Biology, Chemistry, Physics and an additional science course (IPC may not be taken after Chemistry or Physics)	4.0	Biology, Chemistry, Physics (not Principles of Physics) and an additional science course which can not be IPC
Social Studies	3.5	World Geography, World History, U. S. History, and U.S. Government (0.5)	3.5	World Geography, World History, U. S. History, and U.S. Government (0.5)
Economics	0.5	Economics	0.5	Economics
Physical Education	1.0	Physical Education or substitutes (athletics, drill team, fall marching band, fall cheerleading, and JROTC)	1.0	Physical Education or substitutes (athletics, drill team, fall marching band, fall cheerleading, and JROTC)
Languages other than English	2.0	Must be in the same language	3.0	Must be in the same language
Fine Arts	1.0	See course descriptions for options	1.0	See course descriptions for options
Speech	0.5	Communication Applications	0.5	Communication Applications
Electives	5.5	See course descriptions for options	4.5	See course descriptions for options
Total Credits	26.0		26.0	
Advanced Measures		None required		In addition to earning the required credits in the DAP above, a student must earn any combination of four advanced measures described below.
State Exams		TAKS (Cohort 2014) or STAAR End of Course Exams in each of the 4 Core Subjects (Cohort 2015 and after)		TAKS (Cohort 2014) or STAAR End of Course Exams in each of the 4 Core Subjects (Cohort 2015 and after)

Please note:

The only schedule changes that will be considered on or after the first day of school are those that change the level of a course. **A student may request a change in course level at the end of the first three weeks, the end of the first six weeks, or at the end of the semester. These changes require the written permission of the parent or guardian.** When a student changes from an "Honors" to a "Level" class, the exact numerical grade of the original class will transfer to the new class. The student will not receive "Honors/AP" grade points as a result of the transfer. Grade points are not assigned until the final semester grade is tabulated. A change from a GT class to an AP or IB class or from an AP or IB class to an Honors class is NOT considered a level change.

Four Advanced measures for the DAP include any combination of the following:

1. Original research/project that is
 - a. Judged by a panel of professionals in the field that is the focus of the project; or
 - b. Conducted under the direction of mentor(s) and reported to an appropriate audience; AND
 - c. Related to the required curriculum set forth in §74.1.
2. Test data where a student receives:
 - a. A score of three or above on a College Board Advanced Placement examination;
 - b. A score of four or above on an International Baccalaureate examination; or
 - c. A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition.
3. Dual Credit/College Course – a grade of 80 or higher on a course that counts for college credit – including a tech prep program.

OTHER GRADUATION PROGRAMS

Distinguished Achievement Program

The State of Texas seeks to recognize those students with exceptional achievement in high school. The **Distinguished Achievement Program** is for those students whose accomplishments are of such caliber as to be acknowledged on a national level. This program requires completing the Recommended Plan, **taking one additional credit in foreign language, specific math and science requirements (see counselor for details) and completing four advanced measures in any combination:**

1. Original research/project that is
 - a. Judged by a panel of professionals in the field that is the focus of the project; or
 - b. Conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - c. Related to the required curriculum set forth in §74.1.
2. Test data where a student receives:
 - a. A score of three or above on a College Board advanced placement examination;
 - b. A score of four or above on an International Baccalaureate examination; or
 - c. A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation.
3. Dual Credit/College Course – a grade of 80 or higher on courses that count for college credit – including a tech prep program.

Minimum Program

A student entering Grade 9 in the 2007-2008 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or the Distinguished Achievement High School Program unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the **Minimum High School Program**. In order to opt into the minimum program a student must:

1. be at least 16 years of age;
2. have completed two credits required for graduation in each subject for the foundation curriculum; or
3. have failed to be promoted to the tenth grade one or more times as determined by the school district.

Hard work pays off!! You may qualify for the TEXAS Grant!

The TEXAS Grant, in combination with other aid, will pay your tuition and fees at Texas' public colleges and universities. Find out more information about the TEXAS Grant at www.collegefortexans.com. Are you eligible? Yes, if you...

- complete the Recommended or Distinguished High School Program,
- are a Texas resident,
- have not been convicted of a felony or a crime involving a controlled substance,
- complete and submit the Free Application for Federal Student Aid (FAFSA) and demonstrate financial need. Do this in January of your senior year.

Recommendations for Successful Course Selection Grade 9

Decisions about the academic level of courses are often the most difficult choices that parents face when their children are considering their high school program of study. The core content courses are offered as on-level and honors formats, with honors including Pre-Advanced Placement (PreAP), Advanced Placement (AP), Dual Credit (DC), and International Baccalaureate (IB) courses. The campus can provide powerful input through teacher recommendations, communication of course expectations, and information about the indicators of student success. The following recommendations are intended to aid students and parents in making placement decisions by providing a profile of students who typically experience success in honors level courses. Humble ISD is committed to making equitable access a guiding principle for our honors program by giving all willing and academically prepared students the opportunity to participate in honors level coursework. Ultimately, the decision to enroll in honors level courses rests with the parents and students.

9 th Grade	8 th Grade		
Subject/Level	Course/Level	Yearly Average	Other Considerations
On-level English I	All 8 th grade students promoted to high school are eligible.		
English I PreAP/GT	On-level English/ Language Arts	90 +	Teacher consultation
	English/Language Arts PreAP	80 +	All identified GT students are eligible for GT English/Language Arts; the yearly average is a recommendation.
Algebra I	All 8 th grade students promoted to high school are eligible.		
On-level Geometry	Algebra I	70 +	Must have completed Algebra I in 8 th grade
Geometry PreAP	Algebra I	80 +	
On-level Biology	All 8 th grade students promoted to high school are eligible.		
Biology PreAP	On-level Science	90 +	Teacher consultation
	PreAP Science	80 +	
On-level World Geography	All 8 th grade students promoted to high school are eligible.		
World Geography PreAP	U.S. History	90 +	Teacher consultation
	U.S. History PreAP	80 +	
Art I Advanced	Middle School Advanced Art	90 +	Teacher recommendation based on student portfolio review

Recommendations for Successful Course Selection Grades 10-12

Decisions about the academic level of courses are often the most difficult choices that parents face when their children are considering their high school program of study. The core content courses are offered as on-level and honors formats, with honors including Pre-Advanced Placement (PreAP), Advanced Placement (AP), Dual Credit (DC), and International Baccalaureate (IB) courses. The campus can provide powerful input through teacher recommendations, communication of course expectations, and information about the indicators of student success. The following recommendations are intended to aid students and parents in making placement decisions by providing a profile of students who typically experience success in honors level courses. Humble ISD is committed to making equitable access a guiding principle for our honors program by giving all willing and academically prepared students the opportunity to participate in honors level coursework. Ultimately, the decision to enroll in honors level courses rests with the parents and students.

Subject	Current Course/Level	Yearly Average	Other Considerations
English PreAP/AP	On-level English	90 +	Teacher consultation
	English PreAP	80 +	
	English PreAP	< 80 (77-79)	Teacher consultation
English GT/PreAP/Dual Credit	English GT	80+	All identified GT students are eligible for GT English; the yearly average is a recommendation.
Math PreAP/AP	On-level Math	90 +	Teacher consultation
	Math PreAP	80 +	
	Math PreAP	< 80 (77-79)	Teacher consultation
Science Honors/AP/ Dual Credit	On-level Science	90 +	Teacher consultation
	Science H	80 +	
	Science H	< 80 (77-79)	Teacher consultation
Social Studies PreAP/AP/Dual Credit	On-level Social Studies	90 +	Teacher consultation
	Social Studies PreAP/AP	80 +	
	Social Studies PreAP/AP	< 80 (77-79)	Teacher consultation
Foreign Language PreAP/AP/Dual Credit	On-level Foreign Language	90 +	
	Foreign Language PreAP	80 +	
Music Theory AP	Band II Orchestra II Choir II or Equivalent	90 +	Teacher recommendation. Four + years of continuous study in Middle and High School Music Programs or their equivalent with pre-qualifying exam
Art I Advanced	Middle School Advanced Art	90 +	Teacher recommendation based on student portfolio review
Art – Drawing AP	Art – Drawing II <u>and</u> Art – Painting II	90 +	Teacher recommendation based on student portfolio review
Art – 2D Design Portfolio AP	Art – Drawing II or Art – Painting III	90 +	Teacher recommendation based on student portfolio review
Art – 3D Design Portfolio	Art – Sculpture II	90 +	Teacher recommendation based on student

AP		portfolio review
----	--	------------------

GENERAL INFORMATION

Scheduling and Placement

Course selection sheets are distributed to students and their families for their review and verification prior to the end of the school year. Counselors will check each course selection sheet and work with students to ensure appropriate course selections to attain the desired goals. Course selection must be carefully considered as **only course level changes will be made after the school year begins**. A parent signature may be requested for the registration form. For special education students, any changes in special education classes, career and technical courses, or changes in modifications for general education classes require an ARD committee review.

Students entering Humble ISD from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Placement criteria includes, but may not be limited to, credit by examination and correspondence courses.

Students who are being home-schooled may choose to enroll in one or more classes on the high school campus through the Humble ISD Home-School Charter Program.

Credits

All credits must be completed in grades 9-12 except high school courses satisfactorily completed in middle school. Only courses approved by the State Board of Education (SBOE) and listed in Chapter 75 of the Texas Administrative Code may be used to meet graduation requirements. All courses listed in this guide are state approved except those noted as “Local Credit” developed to meet identified needs or interests. Local credit and grades are awarded to these courses to document participation.

Credits for students in grades 9-12 are awarded on a semester by semester basis – ½ credit per semester. However, in a two (2) semester course, one (1) credit will be earned if the combined average of the two (2) semester grades in a single academic year (not including summer school) is 70 or greater. Partial credit (.5 credit), shall be earned by a student who earns a passing grade for one semester, fails the other, and the average of the two (2) semesters in that course is lower than 70.

Credit may also be earned by completing correspondence courses, dual credit courses, and credit by examination (CBE) for acceleration, verification, or recovery **if the student has obtained prior approval from his or her counselor**.

Pass/Fail

To encourage more students to participate in upper level courses and to pursue specific interests in a four-year strand of courses for which there is no Honors designation, the District will allow high school students to apply for a Pass/Fail grading option **for any course above and beyond graduation requirements**. Students may earn up to four credits (eight semesters) through the Pass/Fail option. These courses will be excluded in the computation of grade point averages and class rank.

Students who elect this option:

- must conference with the counselor and obtain an application.
- must submit the application with all appropriate signatures no later than one week after receiving the progress report for the second and/or fifth marking period. **Once the Pass/Fail option has been approved, students may not request a change back to a traditional numerical grade on the transcript.**
- will receive numerical grades on progress reports and report cards for UIL eligibility purposes.
- will receive a **P**(Pass) or **F**(Fail) for the semester grade associated with that course(s) on the transcript.

Teachers will continue to promote academic success by:

- encouraging students to attend tutorials if necessary.
- monitoring student progress by timely grading of student work.
- communicating with parents regarding concerns about attendance, academics, or behavior.
- adhering to district policies regarding grading and reporting of student progress at 3-week and 6-week intervals.

Credit for High School Courses Taken during Middle School

Middle school students completing high school courses at the middle school campus shall receive credit that applies toward both state and subject area graduation requirements. Students must make a 70 or higher for each semester to receive credit. However, grade points for these courses shall not be awarded nor considered in determining high school class rank.

Middle school students completing high school courses at the high school campus shall receive credit that applies toward both state and subject area graduation requirements. Grade points for these courses shall be awarded and considered in determining high school class rank.

High school credits for courses earned in middle school will not satisfy any core curriculum requirements for admission to NCAA Division I and II colleges and universities.

Once credit is awarded, courses cannot be repeated during the regular school term. However, students may repeat courses during summer school for remedial purposes only.

Credit by Examination for Acceleration

The State Board of Education provides that school districts offer students the opportunity to pass certain courses through credit by examination. The high school credit examination for acceleration program is for highly capable students who wish to earn 0.5 or 1.0 credit for required specific high school courses for which they have had **no prior instruction**. The examination requested must be for a **more advanced course than those previously taken**. See the counselor for specific information about courses and requirements.

- **Performance Criteria for Acceleration:** The District's criteria for performance shall ensure that to receive credit in an academic course for which no prior instruction has been provided, the grade 9-12 student attains a grade of 90 percent or above on a criterion-referenced test covering the requirements outlined in the Texas Administrative Code and district course objectives.
- **Examinations:** The examinations to be administered shall be from Texas Tech University or the University of Texas Extension Division in all subjects where available. For subjects not having tests from either university, District-approved examinations shall be administered.
- **Procedures:** In order to receive credit in a course, a student shall:
 - Obtain an application from the counselor.
- Complete an application with parent approval, as applicable.
 - Receive approval from the campus principal or designee.

Fees for Examinations for Acceleration: The District shall not charge for examinations for acceleration.

Credit by Examination for Verification

The District has elected to permit eligible students the opportunity to earn credit in courses for which they have had **prior instruction** through credit by examination. See the counselor for specific information about courses and requirements. The high school credit by examination for verification program is for students who:

- Participated in home schooling and was not enrolled in any public school,
 - Attended a non-accredited school, or
 - Had a non-traditional academic background.
- **Performance Criteria for Verification:** The District's criteria for performance shall ensure that to receive credit in an academic course for which prior instruction has been provided, the grade 9-12 student attains a grade of 70 percent or above on a criterion-referenced test covering the requirements outlined in the Texas Administrative Code and district course objectives.
 - **Examinations for Verification:** The examinations to be administered shall be from Texas Tech University or the University of Texas Extension Division in all subjects where available. For subjects not having tests from either university, District-approved examinations shall be administered.
 - **Procedures for Verification:** In order to receive credit in a course, a student shall:
 - Obtain an application from the counselor.
 - Complete an application with parent approval, as applicable.
 - Receive approval from the campus principal or designee.

- **Test Dates for Verification:** Examinations for verification will be administered on scheduled days during the two weeks immediately following the last day of the school year and during the two weeks immediately preceding the beginning of the school year. Some additional dates will be provided at each high school during each semester to accommodate testing of new students or those in progress of verifying credits. **The exact dates will be posted in the counseling office and published in the newsletter.** Students must register with the counselor at least one month in advance of the test date.
- **Granting and Recording Credit for Verification:** Credit will be granted if the student scores 70 percent or more on the examination. The district shall record as the course grade on the academic achievement record (transcript) the score earned on the examination. The credit earned by examination will earn “Level” grade points and will be included in computing the student's grade point average. No entry will be made for scores of less than 70 percent on examinations. Grades verifying high school courses taken prior to grade 9 will be recorded as **P** with no grade points assigned.

Fees for Examinations for Verification: The District shall not charge for examinations for verification.

Credit by Examination for Retrieval

The District has elected to permit eligible students the opportunity to earn credit in courses for which they have had **prior instruction** through credit by examination. See the counselor for specific information about courses and requirements. The high school credit by examination for retrieval program is for students who:

- Failed a course,
- Did not receive credit due to excessive absences, or
- Did not complete the course requirements at the time they were enrolled due to extenuating circumstances.

Students are not eligible for credit by examination for retrieval of credit if they are currently enrolled in the course for which they are seeking

Performance Criteria for Retrieval of Credit: The District's criteria for performance shall ensure that to receive credit in an academic course for which prior instruction has been provided, the grade 9-12 student attains a grade of 70 percent or above on a criterion-referenced test covering the requirements outlined in the Texas Administrative Code and district course objectives.

- **Examinations for Retrieval:** The examinations to be administered shall be from Texas Tech University or the University of Texas Extension Division in all subjects where available. For subjects not having tests from either university, district approved examinations shall be administered.
- **Procedures for Retrieval:** In order to receive credit in a course, a student shall:
 - Obtain an application from the counselor.
 - Complete an application with parent approval, as applicable.
 - Receive approval from the campus principal or designee.
 - Submit payment

Test Dates for Retrieval: Examinations for retrieval will be administered on scheduled days during the two weeks immediately following the last day of the school year and during the two weeks immediately preceding the beginning of the school year. Some additional dates will be provided at each high school during each semester to accommodate testing for the next semester's courses. **The exact dates will be posted in the counseling office and published in the newsletter.** Students must register with the counselor at least one month in advance of the test date.

Granting Credit and Recording Grades for Retrieval: Credit will be granted if the student scores 70 percent or more on the examination. The district shall record as the course grade on the academic achievement record (transcript) the score earned on the examination. The credit earned by examination will earn level grade points and will be included in computing the student's grade point average. No entry will be made for scores of less than 70 percent on examinations.

Fees for Examinations for Retrieval: The student is responsible for fees for examinations for retrieval of credit. Other options for the student include summer school, correspondence courses, or retaking the course the following year.

Note: The initial grade earned in a course always remains on the transcript and is included in GPA calculations along

with the retrieval grade.

Summer School Courses

Summer school courses are offered for remediation, acceleration, or enrichment. Courses offered for credit are comparable to the same courses taught during the regular school semester(s) in content and achievement standards. A summer school bulletin, published each year by HISD, lists courses, fees, and schedules. Students should see their assigned counselor for additional information. Students who fail to demonstrate mastery of the Texas Assessments of Knowledge and Skills (TAKS) may attend TAKS remediation courses in summer school.

Students wishing to enroll in summer enrichment programs outside of Humble ISD must consult with their assigned counselor prior to enrollment if they are expecting to receive state credit for the program.

Correspondence Courses

Required credits for graduation may be earned through traditional or online correspondence courses for resident students. Courses must be taken from the University of Texas Division of Extension, the Extension Division of Texas Tech University or other TEA accredited institutions. Resident students must secure approval of the principal or his/her designee by demonstrating a need for the course, such as retrieving credit for a course previously failed, a scheduling conflict, or a course not offered by the District.

The following statements apply to seniors only:

- If the final grade for a first semester correspondence course is not reported to the counselor by the first day of school, the student will be enrolled in that course for the first semester.
- If the final grade for a second semester correspondence course is not reported to the counselor by the last day of the first semester, the student will be enrolled in that course for the second semester.
- When a student does produce the documentation of successful completion, he/she will be removed from the class. Further information is available from the counselor.

Texas Virtual School Network

The Texas Virtual School Network (TxVSN) offers online courses for students in grades 9-12. A TxVSN course provides a quality online instructional opportunity for Humble ISD students. Courses are facilitated by online instructors with Texas certification in the course subject area and grade level. Each instructor has completed required TxVSN-approved professional development. The combination of subject area knowledge with training in the unique methods for delivering online instruction will create an interesting, challenging, and interactive learning experience for Humble ISD students.

Through regular review of the student's personal graduation plan the school counselor along with the student and parent may determine that TxVSN online courses provide useful instructional options that are a good fit for the student's goals. For more information go to www.txvsn.org. Any student interested in participating in a TxVSN course should contact his/her counselor. Interested students and their parent or guardian must sign the *Humble ISD/ Texas Virtual School Network Student/Parent Agreement* in order to participate. A student may take a maximum of two TxVSN courses per semester.

Course Load

- Grade 9: Must be enrolled in a full load of courses.
- Grade 10: Must be enrolled in a full load of courses.
- Grade 11: Students must be enrolled in six onsite courses.
- Grade 12: Students must be enrolled in six onsite courses.

Humble ISD course load requirements meet UIL participation requirements.

Academic Classification

Students are classified by the number of academic state credits they have earned at the beginning of the school year. The following classification system is used for academic placement:

<u>Grade</u>	<u>Credits</u>
9	0 - 5.5
10	6 - 11.5
11	12 - 17.5
12	18 – above

Academic classification occurs annually at the beginning of each school year with one exception. 12th graders who were reclassified as 11th graders in the fall, but who are able to meet graduation requirements for the current school year, will be reclassified as 12th graders at mid-term.

Eligibility for Extracurricular Activities

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning grade nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

If a student receives a grade below 70 at the end of any grading period, he/she is ineligible to participate for three weeks. At the end of that three-week period, the student must be passing all courses to become eligible. (See UIL eligibility calendar for effective dates.)

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY REGULATIONS

In order to practice and play as a freshman at an NCAA Division I or Division II college/university, the student athlete must satisfy requirements of the NCAA. Student athletes must have eligibility for practice and competition in the freshman year certified by the NCAA Initial-Eligibility Clearinghouse.

The NCAA Initial-Eligibility Clearinghouse has been established for a review of core courses and high school transcripts for all prospective Division I and Division II student athletes who must complete a “Student Release Form” and submit it with payment of a \$50.00 fee to the Clearinghouse. This fee may be waived only if the student athlete has received a fee waiver for the ACT or SAT (student athletes should contact their school counselor about this fee waiver). The official high school transcript and ACT or SAT scores must be submitted to the Clearinghouse which will issue a preliminary certification report that will be available to the student athlete and the colleges that he/she has selected to receive this information. After graduation the Clearinghouse will review the final transcript and make a final certification decision.

IMPORTANT POINTS

This legislation establishes a **minimum** standard for athletic eligibility. It is not a guide to a student's admission to the institution. Under NCAA legislation, a student's admission is governed by the regularly published entrance requirements of each college.

Student-athletes and parents should obtain a copy of the current NCAA Guide for the College-Bound Student-Athlete for additional and more detailed information about NCAA eligibility requirements.

Contact the NCAA for information about procedures for determining initial-eligibility of students with learning disabilities. An NCAA publication, Putting Dreams into Action, addresses these issues.

Contact the NCAA at the website: <http://www.ncaaclearinghouse.net> to find out updates for Student-Athlete Eligibility.

Early High School Graduation Program

To qualify for **Early Graduation** awards, the student must:

- graduate from a public high school in Texas;
- complete the recommended or distinguished high school curriculum in **no more than 36 consecutive months, no more than 41 months or no more than 46 months**;
- attend the majority of high school in Texas;
- register for the Selective Service or be exempt from this requirement;
- be a US citizen or otherwise lawfully authorized to be in the United States
- have written permission from a parent or legal guardian to graduate early (if completing grades 9-12 in 41 continuous months or fewer).

Students must submit an official transcript and application completed by the high school counselor to the Texas Higher Education Coordinating Board. The Board then assesses the student's eligibility, determines his/her award, and if the student qualifies, sends an award letter to the student, the relevant high school and the college the student plans to attend.

The funds received through any of these provisions are sent directly to the student's chosen public or independent institution of higher education in Texas and must be used to pay tuition and mandatory fees. If the student attends an independent institution, the state funds are only available if the college agrees to match the state award.

Value of Awards for Students Who Graduate on/after June 15, 2007

Graduation Conditions	Early Graduation Award Amount	College Credit Bonus
36 months or less	\$2,000	+\$1,000 for 15+ hours
<=41 months	\$500	+\$1,000 for 30+ hours
<=46 months	\$0	+\$1,000 for 30+ hours

Transfer Students

Students who have been home-schooled and are enrolling in Humble ISD will be required to confirm curricula mastery with Credit by Examination for Verification. Credit will be issued upon mastery (70%) of the exam. The district will be responsible for any fees associated with Credit by Examination for Verification. Further information is available from the counseling office

Grades from other schools will be converted to the Humble Independent School District grading scale. The Texas state scale will be used when letter grades are given:

A = 90-100 B = 80-89 C = 75-79 D = 70-74 F = 69 and below

Numerical grades and award of credit will be accepted from other districts as they are printed on their official transcript. For numerical grades from districts where the passing standard is less than 70, a designation of "P" will be used to award credit and grade points will not be assigned. Numerical grades which are not passing in the sending school will not receive credit in Humble ISD for those courses.

If transfer grades from other schools are reported in letter grades or percentages, Humble ISD will honor the conversion scale printed on the official transcript or provided in writing from an official of the sending school.

If transfer grades from other schools are reported in letter grades or percentages with no conversion scale provided, grades will be converted to the State and Humble ISD grade conversion scale as follows:

A+ = 99 B+ = 88 C+ = 79 D+ = 74 F = 69 and below
A = 95 B = 85 C = 77 D = 73
A- = 92 B- = 81 C- = 75 D- = 71

If a student's transcript reflects a grading scale different from the circumstances stated above, every effort will be made to convert the grades as closely as possible to Humble ISD's grading scale.

Grade Point Average and Class Rank

Grade points are assigned based on the level of the course. Class rank is derived from the assigned grade points.

Numerical grades are awarded in all courses. Grade points are assigned to these numerical grades based on the level of the course: Honors, Level, or Modified. Thus, the same numerical grade earned would vary in grade points, depending on the level of the courses and affect class rank.

GRADE 9-12 GRADE POINT SCALE BY COURSE LEVELS			
GRADE	HONORS	LEVEL	MODIFIED
100	6.0	5.0	4.5
99	5.9	4.9	4.4
98	5.8	4.8	4.3
97	5.7	4.7	4.2
96	5.6	4.6	4.1
95	5.5	4.5	4.0
94	5.4	4.4	3.9
93	5.3	4.3	3.8
92	5.2	4.2	3.7
91	5.1	4.1	3.6
90	5.0	4.0	3.5
89	4.9	3.9	3.4
88	4.8	3.8	3.3
87	4.7	3.7	3.2
86	4.6	3.6	3.1
85	4.5	3.5	3.0
84	4.4	3.4	2.9
83	4.3	3.3	2.8
82	4.2	3.2	2.7
81	4.1	3.1	2.6
80	4.0	3.0	2.5
79	3.9	2.9	2.4
78	3.8	2.8	2.3
77	3.7	2.7	2.2
76	3.6	2.6	2.1
75	3.5	2.5	2.0
74	3.4	2.4	1.9
73	3.3	2.3	1.8
72	3.2	2.2	1.7
71	3.1	2.1	1.6
70	3.0	2.0	1.5

System for Determining Senior Class Rank

Senior class rank will be determined by adding all grade points earned from the first day of the school year of the ninth grade through the last day of the fifth six-week period of the senior year. High school courses taken in summer school after completion of eighth grade shall be included in determining senior class rank. All courses except school service volunteer will be included in the calculation.

The total number of grade points will be divided by the total number of all semester grades earned including all failing marks, correspondence courses, credit by exam testing, online courses, and summer school. In computing grade points, only traditional marks will be used. Those such as pass/fail will be excluded. Students who are denied credit because of excessive absences in a class will have both the course and grade included in the computation of the grade point average.

The average of the fourth and fifth six-weeks grades of the senior year shall be counted as the final semester grade. All grades from other schools will be converted to Humble Independent School District's grade equivalent. Honors courses in other districts which are not offered in Humble Independent School District will receive Level grade points when

determining class rank.

System for Determining Top Ten Graduating Students

- Determining the valedictorian and salutatorian will be done by averaging grades from all courses except service volunteer. The average will be taken from the freshman year until the end of the fifth six-week period of the senior year. High school courses taken in summer school after completion of eighth grade shall be included in determining senior class rank. The total number of grade points will be divided by the total number of all semester grades earned including all failing marks, correspondence courses, credits by exam, courses in which credit has been denied because of excessive absences, and summer school. In computing grade points, only traditional marks will be used. Those such as pass/fail will be excluded.
- Due to enrollment, academics, disciplinary, and course requirements, the highest ranking students may not necessarily be valedictorian or salutatorian. In addition to class rank, a student must meet the following requirements to be eligible for valedictory or salutatory honors:
 - Enrollment in an Humble Independent School District high school prior to the 20th day of the year preceding his/her senior year and continuous attendance in that high school through graduation. Special provisions may be made by the superintendent for students who temporarily sever enrollment due to illness.
 - Enrollment in the Recommended High School graduation program or the Distinguished Achievement Program.
 - Maintenance of an 87 overall average for the sixth six-weeks grading period with no failing average in any subject. (This average will be determined 15 school days prior to graduation.)
 - No major disciplinary offense during the senior year. Offenses which might result in disqualification shall be referred to a committee comprised of the grade level principal, the counselor, and a teacher. The committee shall consider the evidence and make a recommendation to the building principal.
- Qualifications for top ten ranked students
 - All required courses for graduation done by correspondence must be completed by the end of the fifth six-week period of the student's senior year.
 - The top ten ranked students will be calculated within fifteen days of the last day of the fifth six-week period.

ACADEMIC PROGRAMS

Humble Independent School District provides opportunities for students to advance in their academic program by offering challenging courses at every level. Courses may be offered on an Honors, Level, or Modified instructional level. Course offerings are described in detail later in this curriculum planning guide.

Level Courses

The content and requirements of these courses will provide preparation for college while also meeting the needs of students entering the work force. See course descriptions for details. Course content meets the requirements outlined in the Texas Administrative Code and district guidelines.

Honors or PreAP Courses

Honors courses shall provide activities to expand the regular curricula. Students should expect work in much greater depth requiring significant amounts of homework and/or study.

Because of the difficulty level and additional course requirements, it is strongly recommended that students give serious consideration to the number of honors courses taken.

College Board Advanced Placement (AP) Courses and Examination Program

Advanced Placement (AP) courses are offered for students who wish to pursue college level studies while in high school. In addition to high school credit, students may receive credit or appropriate placement from participating colleges provided they make an acceptable score on the College Board Advanced Placement test administered at the conclusion of the course.

College Board Advanced Placement tests may also be taken by students who do not enroll in advanced placement courses in high school. Students should see their assigned counselor for additional information. Fees for College Board Advanced Placement testing are determined by the Educational Testing Services and are paid in part by the student.

AVID ELECTIVE CLASS

AVID (Advancement Via Individual Determination) is a program designed to prepare students performing in the “academic middle,” who have a willingness to learn and work hard toward four-year college eligibility. These students are capable of completing a more rigorous college preparatory curriculum but are falling short of their innate potential. AVID students are typically first-time college attendees and graduates in their families. Students in the sixth through twelfth grades in HISD are currently enrolled in AVID. Communication applications credit may be embedded into AVID 1 for 0.5 credit second semester at certain schools contingent upon the availability of a certified communication applications teacher at the school.

AVID students are encouraged to enroll in a school’s advanced level classes and attend an academic elective class—called AVID—taught within the school day by a trained AVID teacher. Students receive 1.0 elective credit for the course in high school. The three main components of the program are academic instruction, tutorial support, and motivational and college prep activities. The AVID curriculum is based on writing as a tool of learning, the inquiry method, collaborative grouping, and academic reading. Each school has an AVID Site Team with a minimum of 8 members, consisting of core academic teachers, counselors, and administrators.

Tutors are essential to the success of the AVID elective class where they facilitate student success in advanced level classes. Each secondary school has multiple AVID classes in which tutors are utilized two days each week to work with small groups of students in a 7:1 ratio. University and college students are highly desirable as tutors because they serve as college role models for the AVID students. Guest speakers, college visits and participation in extracurricular and community activities are also a vital part of the course.

*Enrollment in all AVID and IB classes is contingent upon acceptance into the AVID program or the IB Diploma Program.

International Baccalaureate Diploma Program

Students who pursue the International Baccalaureate Diploma will benefit from a sophisticated academic program that builds confidence and college-level scholastic abilities. IB Diploma candidates benefit from the highly-regarded program, often earning college credits, realizing scholarship opportunities, and demonstrating outstanding achievement as a result of the level of academic rigor found within IB coursework.

International Baccalaureate (IB) courses are offered for eleventh and twelfth grade students who apply and are accepted into the IB Diploma Program. The Diploma Program offers sophisticated academic work that is presented within a prestigious curriculum program, one that is internationally recognized as a highly-regarded, comprehensive college preparatory program.

In addition to high school credit, students may receive college credit or appropriate placement from participating colleges provided they make an acceptable score on the International Baccalaureate examinations.

For information concerning the IB Diploma Program, please contact the Humble High School IB Office at 281-641-6541 or access the HHS IB Diploma website at www.humbleisd.net/hhs/ib.

Dual Credit Enrollment for High School/College Credit

Dual credit enrollment courses may be taken at the high school as part of the student's regular class schedule or as an online course, or at one of the Lone Star College campuses. Section 75.167 of the State Board of Education Rules for curriculum provides for awarding high school credit to students completing college-level courses. By completing college-level courses, students receive both high school and college credit.

Lone Star College credit may not transfer to all universities. Check with the college(s) of your choice. Lone Star College requires students in the Dual Credit Enrollment program to complete each college course with a grade of "C" or better while still a high school student.

Instructions and student responsibilities for Early Admissions College Enrollment will be provided as a part of student advisement.

Dual credit courses are offered at the high school level. Not all courses are available at every campus.

HISD Course	HISD Credits	HISD Grade Points	LSC Course	LSC Hours
English IV H (1141D)	1.0	H	ENGL 1301/1302	3+3=6
College Transition H (1200D)	0.5	H	EDUC 1300	3
College Algebra H (2230D)	1.0	H	MATH 1314	3
Pre-Calculus PreAP (2233D or 2235D)	1.0	H	MATH 1316/2412	3+4=7
AP Calculus AB (2243D)	1.0	H	MATH 2413	4
AP Calculus BC (2244D)	1.0	H	MATH 2413/2414	4+4=8
Anatomy & Physiology H (3324D)	1.0	H	BIOL 2401	4
AP Biology (3329D)	1.0	H	BIOL 1406	4
AP Chemistry (3334D)	1.0	H	CHEM 1411	4
US History H (4431D)	1.0	H	HIST 1301/1302	3+3=6
US Government H (4441DV)	0.5	H	GOVT 2301	3
Economics H (4451DV)	0.5	H	ECON 2301	3
Psychology H (4461DV)	0.5	H	PSYC 2301	3
German 3 PreAP (5616D)	1.0	H	GERM 2311	3
AP German 4 (5617D)	1.0	H	GERM 2312	3
French 3 PreAP (5606D)	1.0	H	FREN 2311	3
AP French 4 (5607D)	1.0	H	FREN 2312	3
Spanish 3 PreAP (5636D)	1.0	H	SPAN 2311	3
AP Spanish 4 (5637D)	1.0	H	SPAN 2312	3

Dual Credit Enrollment Courses offered at Lone Star College Campus Locations

Eligible students may enroll only in those courses offered at Lone Star College campus locations that are not offered on the high school campus locations or unavailable due to scheduling problems. Students classified as juniors or seniors may be granted both high school and college credit for college-level courses successfully completed at any Lone Star College Campus. Courses may be taken concurrently with high school courses or during the summer or evening during the regular school day. It is recommended that students enroll in no more than two dual credit enrollment courses each year. Program information is available in the counselor's office.

College Credit Only Courses

Students meeting Lone Star College Early Admission Program requirements may enroll at any Lone Star College campus for pre-determined college-level courses. All courses are taken at Lone Star College campus locations for college credit only. Credit will not apply toward high school graduation requirements. Interested students should contact any Lone Star College campus or your high school counselor for application information.

Gifted and Talented Courses (GT/PreAP, AP and IB)

Students who have been identified for GT programming receive a wide range of instructional options. Gifted and Talented/PreAP and AP, and IB Diploma courses differentiate an accelerated curriculum that emphasizes content, independent studies, and products to enrich and extend the students' thinking process.

Students electing to take level courses rather than Gifted and Talented/PreAP or AP, and IB courses should complete the furlough form signed by a parent and return it to the counselor. Eligibility for reinstatement may occur at the beginning of any school year.

GT students are served via the following courses:

English	Social Studies	Science	Mathematics
English I GT English II GT English III GT English IV GT IB English III IB English IV	World Geography PreAP AP World History AP U.S. History AP U.S. Government and Politics AP Economics IB History IB World Topics	Biology PreAP Chemistry PreAP Physics PreAP AP Biology AP Chemistry AP Physics IB Biology IB Chemistry IB Physics Anatomy and Physiology H IPC H	Geometry PreAP Algebra II PreAP Pre-Calculus PreAP AP Calculus AB IB Math Studies AP Calculus BC AP Statistics

English for Speakers of Other Languages

Students who are Limited in English Proficiency (LEP)/English Language Learners (ELL) may be eligible and have a need to be enrolled in English for Speakers of Other Languages as the English language arts program. The primary goal of this program is to enable the student who is limited in English to become sufficiently competent in listening, speaking, reading, comprehending, and writing for the successful mastery of the requirements outlined in the Texas Administrative Code and district guidelines in all programs.

All Limited English Proficient (LEP/ELL) placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified ESL teacher, an administrator, and a parent of a language minority student.

Special Education

Students with disabilities may be eligible for special education services. The Humble Independent School District offers a wide range of instructional options for students with disabilities through services designed to meet unique educational needs. These instructional options range from placement in the general education classroom with support services to placement in highly specialized classes that may be located at a campus other than the student's home campus. Students receiving modified credit are only eligible for the Minimum Graduation Program.

Students who are placed in Special Education classes follow an instructional curriculum that is prescribed in their Individualized Education Plan (IEP). The curriculum content of the IEP reflects the individual needs and abilities of the student.

Students with disabilities may also be eligible for and need certain related services that may be necessary for the student to benefit from special education instruction.

All special education programming decisions are made for individual students by an Admission, Review, and Dismissal (ARD) Committee that includes parents, administrators, teachers, and special education personnel.

POST SECONDARY EDUCATIONAL OPPORTUNITIES

Public Four-Year Colleges and Universities Admissions in Texas

The 80th Texas Legislature passed House Bill 3826 which **requires that students complete the recommended high school plan (RHSP) or the distinguished achievement plan (DAP) to be considered for admission to any public four-year college or university in Texas.** Since the passage of this legislation, the Texas Higher Education Coordinating Board has adopted emergency rules to permit continued admission of students who would not qualify for admissions under the new requirements until August 31, 2009.

Top 10 Percent College Admissions

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas, except for the University of Texas. Admission to a university does not guarantee acceptance into a particular college of study or department. The requirement to graduate on the recommended (RHSP) or distinguished (DAP) plan will also apply in this circumstance. Please reference the statement above.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his/her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline (check with university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores although these scores are not used for admissions purposes. Students must also take the THEA test, unless exempted from the test requirements. Check with the admissions office regarding THEA, SAT, and ACT requirements.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the first semester of college.

TEXAS (Toward EXcellence, Access, and Success) Grant Program

The purpose of this program is to provide a grant of money to enable well-prepared eligible students to attend public institutions of higher education in Texas. Awards to private institutions are being phased out.

Who can compete for an initial award? A student who meets one of the following two eligibility categories:

- is a Texas resident;
- has not been convicted of a felony or crime involving a controlled substance
- shows financial need and an expected family contribution (EFC) of less than or equal to \$4,000;
- registers for the Selective Service or is exempt from this requirement;
- is a recent graduate of an accredited high school in Texas;
- completes the recommended or distinguished achievement high school curriculum or its equivalent;
- enrolls in an eligible Texas college or university within 16 months of high school graduation;
- has accumulated no more than 30 semester credit hours, excluding those earned for dual credit course or awarded for credit by examination (AP, IB, or CLEP);

OR

- has earned an associate's degree from a public technical, state, or community college in Texas; and,
- enrolls in any public university in Texas no more than 12 months after receiving his/her associate's degree

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 credit hours, until they receive their bachelor's degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever occurs first.

Students entering the program based on the acquisition of an associate's degree who continue in college and who meet program academic standards can receive awards for up to 90 semester credit hours, until they receive a bachelor's degree, or for three years if enrolled in a 4-year degree plan or four years if enrolled in a 5-year degree plan, whichever comes first.

Awards will be made through the financial aid office of the college. Persons interested in the program should contact the

college financial aid office to verify deadlines and procedures.

Student Education Benefits Program

This program allows public colleges to reduce tuition and/or fees for eligible students. The state has programs for some students who meet one of the following:

- in foster care before age 18
- adopted prior to age 14
- valedictorians
- blind
- deaf
- early high school graduates

The state also has programs for children of:

- disabled or deceased peace officers
- deceased public servants
- deceased veterans
- POWs or MIAs
- parents receiving TANF for the student when he/she was a high school senior

Students should contact a college financial aid officer for instructions.

Other Texas Financial Aid Programs

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work study are available. Further information is available from the following sources.

Texas Financial Aid Information Center

Toll free 877-782-7322

1-888-311-8881 to get financial aid questions answered

Texas Higher Education Coordinating Board

www.thecb.state.tx.us

Texas Guaranteed Student Loan Corporation

www.AdventuresinEducation.org

Exemption Information

1-800-242-3062 ext. 6387 (unmanned)

Tract sheet and links to other sources

www.collegefortexans.com

HIGH SCHOOL COURSE DESCRIPTIONS

2011 - 2012

FEEES

The Humble Independent School District provides a budget for basic learning experiences for each course. Fees will be charged to cover the cost of materials in certain courses for products which are to be retained or consumed by the students. These costs may not exceed the district-approved limit. Specific costs are defined in the course descriptions outlined in this handbook. Students or parents may furnish the materials themselves or purchase them through the school.

ENGLISH LANGUAGE ARTS

English I and II for Speakers of Other Languages (1101, 1102)

1- 2 Credits

Grade Level: 9-12

Level Grade Points

Prerequisite: Identified as an English Language Learner (ELL)/Limited English Proficient (LEP) Student by the Language Proficiency Assessment Committee

English I and II for Speakers of Other Languages may be substituted for English I and II if the student is a recent immigrant as described in the Texas State Graduation Requirements. The course, whose TEKS mirror those of English Language Arts, is designed to take into consideration the student's linguistic, cultural and affective needs. Placement considerations are determined by the LPAC.

After the student earns credit for English I and II for Speakers of Other Languages, English III and IV (or the equivalent) are the required courses. Reinforcement for LEP students may be found in a second supportive course, such as English as a Second Language Academic Support. (See Index/Local Electives.) Some universities have specific course requirements; therefore, the student should check with the college of his/her choice.

English I (1111)

1 Credit

Grade Level: 9

Level Grade Points

Prerequisite: None

English I provides an intensive study of composition. Students plan, draft, and complete written compositions on a regular basis. Students study selected stories, dramas, novels, poetry, and nonfiction.

English I PreAP (1113)

1 Credit

Grade Level: 9

Honors Grade Points

Prerequisite: District recommendations for PreAP placement

English I PreAP emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing in any context. Students increase their awareness of how stylistic effects are achieved by writers' rhetorical and linguistic choices.

English I Gifted & Talented (1114)

1 Credit

Grade Level: 9

Honors Grade Points

Prerequisite: District recommendations for Gifted & Talented Placement

English I GT consists of a study of the elements of literature. An in-depth study of writing and research techniques and word and language structures serve as foundations to the course. English GT is a differentiated and accelerated program that exceeds state requirements.

English II (1121)

1 Credit

Grade Level: 10

Level Grade Points

Prerequisite: English I

English II provides intensive practice in various forms of writing including literary responses, reflective essays, and autobiographical narratives. Students study selected stories, dramas, novels, poetry, and nonfiction.

English II PreAP (1123)

1 Credit

Grade Level: 10

Honors Grade Points

Prerequisite: District recommendations for PreAP placement

English II PreAP traces the development of British literature and world drama from their ancient bases to modern illustrations. The course provides extensive instruction in methods of literary analysis through reading and writing about selected works of fiction, nonfiction, drama, and poetry.

ENGLISH LANGUAGE ARTS, Cont.

World Humanities

English II PreAP (1123) 1 Credit
AP World History (4436) 1 Credit
Grade Level: 10 Honors Grade Points
Prerequisite: District recommendation for PreAP placement

World Humanities integrates the disciplines of literature, writing, visual arts, philosophy, music, and history. The course synthesizes a study of world history and world literature with careful correlations to both the English and Social Studies TEKS. Students should be prepared for extensive reading and a nontraditional approach to learning and assessment. Upon successful completion of the year-long study, students receive two credits: English II PreAP and AP World History. The two courses are double blocked and taught in a combined environment for two class periods. Extensive focus on writing, non-fiction readings, and research prepare students for the rigors of advanced placement coursework.

English II Gifted & Talented (1124)

Grade Level: 10 1 Credit
Honors Grade Points
Prerequisite: District recommendations for Gifted and Talented placement

English II GT focuses on developing gifted students' analytical powers and reasoning abilities through a humanities-based thematic curriculum centered on a survey of several classical and contemporary works. Student research as well as group research projects provide in-depth, differentiated learning experiences. Standard usage, vocabulary expansion, and communication skills are also emphasized.

English III (1131)

Grade Level: 11 1 Credit
Level Grade Points
Prerequisite: English II

English III provides intensive instruction on the modes and purposes of writing, the development of the multi-paragraph paper, literary analysis, and an emphasis on the research process and the research paper. Students plan, draft, and complete written compositions on a regular basis. Students read extensively in multiple genres from American literature.

College Transition ()

Grade Level: 11-12 ½ - 1 Credit
Honors Grade Points
Prerequisite: Dual Credit Application

College Transition is designed to develop and enhance students' academic study strategies. Included in this course are a variety of effective, research-proven study strategies and skills which will help students achieve their full potential in all of their academic classes. Units of study included in this course are goalsetting, organization and time management, learning styles, communication skills, note-taking skills, information-gathering and research skills, memory skills, and test-taking skills. Students are expected to integrate and apply these theories and learning skills. Dual Credit is available from Lone Star College for this course.

AP English Language and Composition III (1133)

Grade Level: 11 1 Credit
Honors Grade Points
Prerequisite: District recommendations for Advanced Placement

AP English Language and Composition students are expected to read complex texts with understanding and to write prose of sufficient richness and complexity. Both their writing and their reading build an awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students increase their awareness of how stylistic effects are achieved by writers' rhetorical and linguistic choices. The academic rigor of this course prepares students for the AP English Language and Composition exam.

ENGLISH LANGUAGE ARTS, Cont.

IB English III (1133I)

Grade Level: 11

Prerequisite: Acceptance into the IB Diploma Program

1 Credit

Honors Grade Points

IB English III is the first year of a two-year English literature sequence emphasizing the study of written language and literary analysis. The course promotes an appreciation of literature and an understanding of one's own culture and that of other societies. Students read several texts grouped by theme and genre, representing both original English language selections as well as world literature selections read in translation. Oral and written examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts, and their ability to express a personal and independent response to literature.

Students enrolled in this class are required to take IB English IV and the IB Language A1 Higher Level (HL) exam during senior year. In addition to the HL exam, throughout the duration of the two IB English courses (III and IV), students will complete two World Literature papers, both of which will be externally assessed by the IBO. Students will also be expected to provide a formal oral commentary on a literary extract provided by the teacher.

AP English Language and Composition Gifted & Talented III (1134)

Grade Level: 11

Prerequisite: District recommendations for Advanced Placement

1 Credit

Honors Grade Points

AP English Language and Composition GT is designed for the student identified as academically gifted in the language arts based on state guidelines and district criteria. Using the advanced placement curriculum, the course is differentiated for gifted students by modifying the depth, complexity, and/or pacing. This course provides the gifted student with a humanities overview of the American experience. GT students may opt to sit for the AP exam; however, the focus of this class is not AP exam preparation.

English IV (1141)

Grade Level: 12

Prerequisite: English III

1 Credit

Level Grade Points

English IV provides intensive instruction in planning, drafting, and completing written compositions on a regular basis. Students write in a variety of forms including business, personal, literary, and persuasive texts. Students read extensively in multiple genres from British literature and other world literature.

AP English Literature and Composition IV (1143) (1143D)

Grade Level: 12

Prerequisite: District recommendations for Advanced Placement

1 Credit

Honors Grade Points

AP English Literature and Composition includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit, offering students opportunities to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Dual Credit from Lone Star College is available. If a student is taking this course for 1301 credit, he/she will need to complete an additional research paper, receive a grade of B or better and pass the Lone Star College Grammar Proficiency Exam with a 50 or better. If a student is taking this course for 1302, there will be no additional requirements. The academic rigor of this course prepares students for the AP English Literature and Composition exam.

IB English IV (1143I)

Grade Level: 12

Pre-requisites: Acceptance into the IB Diploma Program, completion of IB English III

1 Credit

Honors Grade Points

IB English IV is the second year of a two-year English literature sequence emphasizing the study of written language and literary analysis. The course promotes an appreciation of literature and expands on a student's understanding of how literature is impacted by global perspectives and cultural differences.

Students read several texts grouped by theme and genre, representing both original English language selections as well as world literature selections read in translation. Oral and written examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts, and

ENGLISH LANGUAGE ARTS, Cont.

their ability to express a personal and independent response to literature. The literature studies in this course and the assessments will satisfy IB syllabus requirements for the Group 1 Language A1 Higher Level program.

Students enrolled in this class are required to take the IB Language A1 Higher Level (HL) exam during senior year.

In addition to the HL exam, throughout the duration of the two IB English courses (III and IV), students will complete two World Literature papers, both of which will be externally assessed by the IBO. Students will also be expected to provide a formal oral commentary on a literary extract provided by the teacher.

AP English Literature and Composition/Gifted & Talented IV (1144)

1 Credit

Grade Level: 12

Honors Grade Points

Prerequisite: District recommendations for Advanced Placement

AP English Literature and Composition is designed for the student identified as academically gifted in the language arts based on state guidelines and district criteria. Using the advanced placement curriculum, the course is differentiated for gifted students by modifying the depth, complexity, and/or pacing. GT students may opt to sit for the AP exam; however, the focus of this class is not AP exam preparation. Dual Credit from Lone Star College is available. If a student is taking this course for 1301 credit, he/she will need to complete an additional research paper, receive a grade of B or better and pass the Lone Star College Grammar Proficiency Exam with a 50 or better. If a student is taking this course for 1302, there will be no additional requirements.

Practical Writing Skills (1147)

½ Credit

Grade Level: 12

Level Grade Points

This one-semester course prepares students for junior college, technical school, or the business world by including an emphasis on writing a variety of modes and purposes in letters, forms, and compositions, including a research paper. This course will not meet the requirements for the 24 credit recommended high school program or distinguished achievement graduation programs.

Literary Genres (1148)

½ Credit

Grade Level: 12

Level Grade Points

This one-semester course prepares students for junior college, technical school, or the business world by developing skills in surveying the short story, poetry, drama, and the novel, using primarily British literature. This course will not meet the requirements for the 24 credit recommended high school program or distinguished achievement graduation programs.

Creative and Imaginative Writing (1145)

½ Credit

Grade Level: 12

Level Grade Points

This course offers the student an open atmosphere conducive to the development of fluency in writing within a wide variety of prose and poetry formats. Its structure will foster and encourage the development of each student's individual "voice" and creative talents. This course will not meet the requirements for the 24 credit recommended high school program or distinguished achievement graduation programs.

Humanities (1146)

½ Credit

Grade Level: 12

Level Grade Points

Pre-Requisite: None

This elective offers the student an opportunity to experience a variety of cultural achievements. This survey course takes a chronological approach to the art, history, literature, architecture, music, philosophy, and film of the major periods of human development.

IB Theory of Knowledge (1164I)

1 Credit

Grade Level: 11 or 12

Honors Grade Points

Pre-Requisite: Required for International Baccalaureate Diploma Program
Open to all Juniors and Seniors at Humble High School

Theory of Knowledge (TOK) is an IB course central to the educational philosophy of the International Baccalaureate Program. TOK explores habits of thought, raising questions about the validity of knowledge, and, in doing so, establishing a cross-curricular understanding of how a learner learns and, ultimately, knows. Students will pursue a wide range of readings to be examined in a Socratic Seminar setting, presenting students with the challenge to

reflect critically on the perspectives and biases that contribute to the development of the knowledge base found within individuals, cultures, and our global society.

READING

Students may earn up to three credits for Reading in grades 9-12. Students will be placed in the course based on multiple criteria reviewed by the grade level counselor in cooperation with the Reading Department.

Criteria to be used include some or all of the following:

- Referral by teacher, counselor, or parent.
- Reading comprehension and word identification levels based on standardized testing and informal reading inventories
- Reading performance on TAKS/TELPAS Reading
- Performance on classroom reading assessments
- Skill level and utilization of reading strategies across content areas

Reading I (1181)

1 Credit

Grade Level: 9

Level Grade Points

Reading I is a research-based reading intervention program for 9th grade students who are reading more than three to four years below grade level. Reading I directly addresses students who need intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension. Progress monitoring, instructional assessment, and compilation of benchmark data document student strengths and weaknesses and help teachers differentiate instruction to meet individual needs.

Reading II (1182)

1 Credit

Grade Level: 9-10

Level Grade Points

Reading II is for 9th grade students whose reading comprehension level is from two to three years below grade level and for 10th grade students who completed Reading I in ninth grade and need further intervention. Students in Reading II continue to receive intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension. Progress monitoring, instructional assessment, and compilation of benchmark data document student strengths and weaknesses and help teachers differentiate instruction to meet individual needs.

Reading III (1183)

1 Credit

Grade Level 10-12

Level Grade Points

Reading III is for 10th, 11th or 12th grade students who need additional reading intervention and/or for upper classmen who have transferred into the District and are reading significantly below expected grade level. Students in Reading III continue to receive intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension. Progress monitoring, instructional assessment, and compilation of benchmark data document student strengths and weaknesses and help teachers differentiate instruction to meet individual needs.

Reading I, II, and III – Dyslexia (1184) (1185) (1186)

1 Credit

Grade Level: 9-12

Level Grade Points

Prerequisite: Must be identified as dyslexic and placed by Core Team

Humble ISD provides a Dyslexia Intervention Program for students identified as dyslexic. It is a multisensory curriculum approach that teaches phonics and the structure of the English language. The program teaches reading, writing, spelling, and handwriting by engaging the visual, auditory, and kinesthetic modalities simultaneously.

Reading Application and Study Skills ()

½ Credit

Grade Level: 9-10

Level Grade Points

Students learn techniques for learning from texts including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. Students accomplish many of the course objectives through wide reading as well as use of cross-curricular context texts in preparation for post secondary schooling

JOURNALISM

Journalism (1150) 1 Credit
Grade Level: 9-12 Level Grade Points
Prerequisite: None

Journalism focuses on the fundamentals of journalistic writing and publication utilizing the latest technology in desktop publishing; the printing process; advertising and publication financing.

Advanced Journalism: Yearbook Production I (1153) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: Journalism I/Application Approval

Advanced Journalism: Yearbook I is designed for students who are interested in studying the production of the school yearbook.

Advanced Journalism: Yearbook Production II (1154) 1 Credit
Grade Level: 11-12 Level Grade Points
Prerequisite: Advanced Journalism: Yearbook I

Advanced Journalism: Yearbook II expands and refines the skills presented in Advanced Journalism: Yearbook I. This course is designed to provide opportunities for increased involvement and responsibility in the process and production of the school yearbook. Students may receive Technology Application course credit for Desktop Publishing when this course is taught by a teacher certified in Technology Applications.

Advanced Journalism: Yearbook Production III (1155) 1 Credit
Grade Level: 12 Level Grade Points
Prerequisite: Advanced Journalism: Yearbook II

Advanced Journalism: Yearbook III is designed for the highly-motivated student who is interested in assuming increased responsibility and providing leadership in the overall process of yearbook publication.

Advanced Journalism: Newspaper Production I (1156) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: Journalism I/Application Approval

Advanced Journalism: Newspaper Production I is designed for students who are interested in the elements and processes used in producing a school newspaper.

Advanced Journalism: Newspaper Production II (1157) 1 Credit
Grade Level: 11-12 Level Grade Points
Prerequisite: Advanced Journalism: Newspaper I

Advanced Journalism: Newspaper II further expands and refines the course objectives outlined in Advanced Journalism: Newspaper I. This course is designed to promote increased involvement and responsibility in the process and production of a school newspaper. Students may receive Technology Application course credit for Desktop Publishing when this course is taught by a teacher certified in Technology Applications.

Advanced Journalism: Newspaper Production III (1158) 1 Credit
Grade Level: 12 Level Grade Points
Prerequisite: Advanced Journalism: Newspaper II

Advanced Journalism: Newspaper III is designed for the highly motivated student who is interested in assuming increased responsibility and providing leadership in the overall process of newspaper production.

Photojournalism

Photojournalism I (1159)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

Photojournalism provides instruction in handling a digital camera. Emphasis is placed on the journalistic aspects of making photo-generated stories out of events and the impact on viewers. (Some campuses provide instruction in basic black-and-white darkroom procedures for students who own a 35 mm camera.) In addition to the camera, students must provide additional supplies not furnished by the school. The cost of these supplies is approximately \$50.00. (See Index/Fees.)

Photojournalism II (1160)

Grade Level: 10-12

Prerequisite: Photojournalism I

1 Credit
Level Grade Points

Photojournalism II is a two-semester course that provides the opportunity to increase photographic skills. Students polish and enhance their skills in taking pictures, processing film, and making prints. (On some campuses students who own a 35 mm camera have an opportunity to increase their proficiency in darkroom procedures.) Students must provide additional supplies not furnished by the school. The cost of these supplies is approximately \$50.00. (See Index/Fees.)

MATHEMATICS

The following chart may be useful in planning a student's mathematics courses for four years:

Students entering high school in 2007-2008 and thereafter:

1 st year (Assigned by District)	2 nd year	3 rd year	4 th year
Algebra I	Geometry	Mathematical Models with Applications	Algebra II
		Algebra II	Algebra III
	College Algebra PreAP		
	Geometry PreAP		Algebra II PreAP
		Pre-Calculus PreAP	
Geometry	Algebra II	College Algebra PreAP	Pre-Calculus PreAP
		Pre-Calculus PreAP	AP Statistics
	AP Statistics		
	AP Calculus		
	Geometry PreAP	Algebra II PreAP	College Algebra PreAP
Pre-Calculus PreAP			AP Statistics
		AP Statistics	
		AP Calculus	
Algebra II PreAP		IB Math Studies	AP Calculus
Algebra II PreAP	Pre-Calculus PreAP	IB Math Studies	
Algebra I	Geometry PreAP	Algebra II PreAP	IB Math Studies

Algebra I (2202)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

Algebra I is designed to provide a foundation for higher level mathematics courses. It emphasizes the properties and structure of mathematics. The focus of Algebra I is on solving relevant problems and on applying algebraic principles in a variety of situations. Topics include the investigation of the real number system and its various subsystems in terms of structural characteristics and operations; algebraic representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; exploration of quadratic equations, polynomials, rational expressions, and properties and operations with square roots. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. The next recommended course is Geometry (PreAP or Level).

Geometry (2212)

Grade Level: 9-12
Prerequisite: Algebra I

1 Credit
Level Grade Points

An emphasis of the geometry course is on connections. The interplay between geometry and algebra strengthens a student's ability to formulate and analyze problems within and outside of mathematics. Geometry focuses on students' solving relevant problems and applying geometric properties of real-world situations. Proof is an important component of the geometry course. Topics include axiomatic systems; lines, segments, and angles; triangles; polygons; circles; solid geometry; and measurement. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. The next recommended course is

Algebra II (PreAP or Level) or Mathematical Models with Applications.

MATHEMATICS, Cont.

Geometry PreAP (2213)

Grade Level: 9-12

Prerequisite: Algebra I

1 Credit

Honors Grade Points

Geometry PreAP moves at an accelerated pace requiring less review and repetitive reinforcement of concepts than the L level course. In addition to the material covered in the regular geometry class, this more advanced course delves into deductive reasoning through an intensive study of logic. Other areas of emphasis include a more in-depth study of each of the topics covered in the course including challenging higher-level problem-solving situations related to real world applications. A minimum of six (6) additional objectives, chosen at the discretion of the Honors Geometry teacher, are also covered in the course of the year. Students are expected to do independent study and research and to present their research in some visual manner. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. This course is designed for self-motivated, math-oriented students and meets the requirements for GT. The next recommended math course is Algebra II (PreAP or Level).

Mathematical Models with Applications (2229)

Grade Level: 10-12

Prerequisite: Algebra I and Geometry

1 Credit

Level Grade Points

In Mathematical Models with Applications students use algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Mathematical models from algebra, geometry, probability, statistics, and technology are used to solve application problems in both mathematical and non-mathematical situations. The next recommended course is Algebra II.

Algebra II (2222)

Grade Level: 10-12

Prerequisite: 1 Credit in Algebra I and 1 Credit in Geometry are required. Students should have passed TAKS and passed Geometry with an 80 average or taken Mathematical Models (MMA).

1 Credit

Level Grade Points

Algebra II is an advanced algebra course. It is designed for students who have mastered the content for Algebra I. Topics covered include mathematical structure, quadratic functions, quadratic relations, systems of equations, numerical methods and higher degree polynomials, exponential and logarithmic functions, rational algebraic functions, sequences and series, and data handling and analysis. Algebra II relates or extends concepts to previously learned material. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. The next recommended course is Pre-Calculus PreAP, College Algebra PreAP or Algebra III.

Algebra II PreAP (2223)

Grade Level: 10-12

Prerequisite: 1 Credit in Geometry PreAP with at least an 80 average or 1 Credit in Geometry Level with at least a 90 average; District recommendations

1 Credit

Honors Grade Points

Algebra II PreAP moves at an accelerated pace requiring less repetitive reinforcement of concepts than the L level course. The PreAP course provides a more in-depth coverage of all the topics in regular Algebra II as well as the study and writing of algebraic proofs. Students are required to analyze and to extend their learning of the basic concepts. They will be provided extensive and challenging higher-level applications and real-world problems. Students are expected to do independent study and research and to present their research in some visual manner. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. This course is designed for the self-motivated, math-oriented student with a willingness to investigate mathematics and meets the requirements for GT. The next recommended course is Pre-Calculus PreAP or College Algebra PreAP.

MATHEMATICS, Cont.

Algebra III (2225)

Grade Level: 11-12

Prerequisite: 1 Credit in Algebra II

1 Credit
Level Grade Points

Algebra III is designed for students who have completed Algebra II but have not yet taken College Algebra PreAP or Pre-Calculus PreAP. Topics include polynomial functions, sequences and series, exponential and logarithmic functions, quadratic functions, matrices, trigonometry, and statistics.

College Algebra PreAP ()

Grade Level: 11-12

Prerequisite: 1 Credit in Algebra II

1 Credit
Honors Grade Points

College Algebra PreAP is designed for students who have completed Algebra II but have not yet taken Pre-Calculus PreAP. Topics include absolute value 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. Dual credit from Lone Star College is available for College Algebra. The next recommended course is Pre-Calculus PreAP or AP Statistics.

Pre-Calculus PreAP AB (2232) (2232D)

Grade Level: 11-12

Prerequisite: Algebra II and Geometry with an average of 75 recommended in each.
Students wishing to enroll in dual credit Calculus must successfully complete dual credit Pre-Calculus.

1 Credit
Honors Grade Points

Pre-Calculus PreAP AB is taught from a functional approach integrating the topics of trigonometry, elementary analysis, analytic geometry, and number theory. Topics studied in the course include: operations with functions, composite and inverse functions, graphing functions using symmetry and translation, and using functions to model real-world situations to find maximums or minimums; trigonometric circular functions, their inverses and graphs, trigonometric identities and equations, and solving triangles using the Law of Sines and the Law of Cosines; operations with and graphing of polynomial, rational, exponential, and logarithmic functions, solving equations with these functions, and using them to model real-world problems; properties and systems of real and complex numbers; polar coordinates and graphing polar equations; vectors; conic sections; Binomial Theorem; arithmetic and geometric sequences and series and their application in modeling real-world situations, limits, and proof by mathematical induction. Whenever possible, the use of technology is incorporated with traditional problem-solving methods. The next recommended course is AP Statistics or AP Calculus AB. Dual credit from Lone Star College is available. To enroll in dual credit Calculus, the student must first take this course for dual credit.

Pre-Calculus PreAP BC (2233) (2233D)

Grade Level: 11-12

Prerequisite: 1 credit in Algebra II PreAP with at least an 80 average or 1 credit in Algebra II with at least a 90 average and meet District honors guidelines.
Not open to students with credit in Pre-Calculus Level.
Students wishing to enroll in dual credit Calculus must successfully complete dual credit Pre-Calculus.

1 Credit
Honors Grade Points

Pre-Calculus PreAP BC is also taught from a functional approach integrating the topics of trigonometry, elementary analysis, analytic geometry, and number theory. It covers all the topics of the Pre-Calculus PreAP AB with more emphasis on real-world applications and more in-depth study of the topics. The pace is accelerated by comparison in order to facilitate further study of early Calculus topics such as derivatives (constant, power, sum, product, quotient and chain rules), analysis and graphing of functions using derivatives, and optimization problems and meets the requirements for GT. Whenever possible, the use of technology is incorporated with traditional problem-solving methods. The next recommended course is AP Calculus BC. Dual credit from Lone Star College is available. To enroll in dual credit Calculus, the student must first take this course for dual credit.

International Baccalaureate Math Studies (2226I)

Grade Level: 11-12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program and completion of Algebra I, Geometry, and Algebra II

1 Credit
Honors Grade Points

IB Math Studies is a one-year course designed to prepare students for the International Baccalaureate Math Studies

MATHEMATICS, Cont.

Standard Level (SL) exam. The course is designed to provide an advanced, realistic mathematics course for students with varied backgrounds and abilities who may not study mathematics at university. The course develops the skills needed to successfully handle the mathematical demands of a technological society, with an emphasis on the application of mathematics to real-life, everyday situations. Course topics include: linear, quadratic, and exponential functions; sequences and series; sets, logic and probability; statistics; and differential calculus. During the course, students will be expected to pursue an individual project that allows for an authentic experience of mathematics. Topics can be chosen from a wide variety of possibilities (modeling, investigations, applications, and statistical surveys), and the project will be of interest to the student, interdisciplinary in nature, and representative of mathematics learned in the course.

AP Calculus AB (2243) (2243D)

Grade Level: 12

Prerequisite: Pre-Calculus PreAP AB or Pre-Calculus PreAP BC

1 Credit

Honors Grade Points

Advanced Placement Calculus AB covers the topics of elementary functions, differential and integral calculus. Students will evaluate limits, analyze and apply the notions of continuity and differentiability to algebraic and trigonometric functions, use the concept of the derivative and the various formulas associated with it to investigate the properties of functions, use implicit differentiation to solve related rates problems, construct detailed graphs of functions using differentiation, use basic integration techniques to solve simple differential equations, apply the Fundamental Theorem of Calculus to evaluate definite integrals and solve real-world problems, differentiate and integrate logarithmic and exponential functions in addition to inverse trigonometric functions, apply L'Hopital's Rule to evaluate limits of indeterminate forms. The course is primarily concerned with an intuitive understanding of the concepts of the Calculus with emphasis on methods and applications and meets the requirements for GT. Whenever possible, the use of technology is incorporated with traditional problem-solving methods. After successful completion of the course, the student should be prepared to take the College Board AB Advanced Placement exam in May. Dual credit from Lone Star College is available if the student has also taken dual credit Pre-Calculus.

AP Calculus BC (2244) (2244D)

Grade Level: 12

Prerequisite: Pre-Calculus PreAP BC

1 Credit

Honors Grade Points

The BC course of AP Calculus covers all the topics in the AB course plus the student will learn to differentiate and integrate hyperbolic functions, use more advanced techniques of integration, evaluate improper integrals, use differentiation and integration to explore parametric equations and polar coordinates and vectors, apply various tests using infinite series and determine Taylor Series representations of functions as well as the radius of convergence. Whenever possible, the use of technology is incorporated with traditional problem-solving methods. The student will be prepared to take the College Board BC Advanced Placement exam in May. Dual credit from Lone Star College is available if the student has also taken dual credit Pre-Calculus PreAP.

AP Statistics (2234)

Grade Level: 11-12

Prerequisite: Algebra II

1 Credit

Honors Grade Points

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes that include:

Exploring Data:	Observing patterns and departures from patterns
Planning a Study:	Deciding what and how to measure
Anticipating Patterns:	Producing models using probability and simulation
Statistical Inference:	Confirming models

After successful completion of the course, the student should be prepared to take the College Board Advanced Placement Statistics Examination in May.

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes that include exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability and simulation), and statistical inference (confirming models). After successful completion of the course, the

student should be prepared to take the College Board Advanced Placement Statistics Examination in May.

SCIENCE

Integrated Physics and Chemistry (3307)

Grade Level: 10
Prerequisite: None

1 Credit
Level Grade Points

Integrated Physics and Chemistry is designed to provide a foundation in the physical sciences for those students seeking additional skill development before continuing on with more advanced science courses. Although this course is taught in a conceptual manner, mathematical analysis of scientific concepts will also be presented. Laboratory activities are an integral part of this course used not only to reinforce concepts but also to give students hands-on experience in making inferences and predictions, collecting data, and drawing conclusions. **This course does not count for the Distinguished Achievement Plan.**

Integrated Physics and Chemistry Honors (3308)

Grade Level: 10
Prerequisite: None

1 Credit
Honors Grade Points

Integrated Physics and Chemistry Honors is designed to provide a solid foundation in chemistry and physics for those students intending to continue science studies in Chemistry and/or Physics. Equal emphasis will be placed on concepts and mathematical analysis of topics in physics and chemistry. Laboratory activities, as well as projects, are an integral part of this course, used to not only reinforce concepts but also to give students hands-on experience in making inferences and predictions, collecting data and drawing conclusions. It is highly recommended that students enrolled in this class have technical writing skills and have completed Algebra I or have 90+ average in High Average Math. **This course does not count for the Distinguished Achievement Plan.**

Biology (3321)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

Biology is designed to provide students with a comprehensive foundation in all major branches of biology. The course covers an introduction to the scientific method, biochemistry, cellular biology, genetics, evolution, botany, zoology, ecology, and human body systems. Laboratory work is used throughout to facilitate the student's understanding. Labs include working with models; making chemical determinations; doing dissections of frogs, rats, and some invertebrates; classifying and identifying plants and animals; charting the growth and development of living organisms.

Biology PreAP (3323)

Grade Level: 9-12
Prerequisite: None

1 Credit
Honors Grade Points

Biology PreAP is an accelerated class for those qualifying students who wish to do an in-depth study of living things. The course begins with an introduction to the scientific method and biochemistry and continues with a study of comparative anatomy, cellular biology, genetics, evolution, taxonomy, botany, zoology, ecology, and the human body. Emphasis is placed on current research as well as general biological concepts. Extensive laboratory work, including dissection, is used to facilitate the student's understanding of the concepts presented in the course. Higher level thinking skills are taught, and students are encouraged to use them in creative problem-solving projects. Also, incorporated into the curriculum in appropriate places are activities involving model building, surveys, library research, and extended individual research problems. Extensive technical reading and writing are also required.

Chemistry (3331)

Grade Level: 10-12
Prerequisite: Biology and Algebra I

1 Credit
Level Grade Points

The curriculum is designed to achieve the following objectives: to become proficient in the use of the scientific method and laboratory equipment, to solve problems using dimensional analysis and the mole concepts, to understand the properties of matter and energy, to use this information quantitatively and qualitatively to predict chemical behavior, and to develop an appreciation for the work of earlier scientists as well as ongoing scientific research. Chemistry is a concept-oriented course. Good mathematics skills are essential to success in this class. Laboratory safety and technique are emphasized throughout the year. It is recommended that students have concurrent enrollment in Algebra II.

SCIENCE, Cont.

Chemistry PreAP (3333)

Grade Level: 10-12

Prerequisite: Biology and Algebra I

1 Credit
Honors Grade Points

The Chemistry PreAP curriculum is designed for students to achieve the following objectives: to become proficient in the use of the scientific method and laboratory equipment, to solve problems using dimensional analysis and the mole concepts, to understand the properties of matter and energy and use this information quantitatively and qualitatively to predict behavior, and to develop an appreciation for the work of earlier scientists. Chemistry is a concept-oriented course where students use a problem-solving approach. It is recommended that students have concurrent enrollment in Algebra II or have 1 credit in Algebra II.

IB Chemistry 1 (3331I)

Grade Level: 11-12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

1 Credit
Honors Grade Points

IB Chemistry is a course for students planning on pursuing the IB Diploma. The course is designed with a depth of understanding and fundamentals and a reasonable competence in dealing with chemical problems which provides for scientific study and creativity within a global context. The course includes: stoichiometry, atomic theory and models, periodicity, bonding, states of matter, solutions, kinetics, equilibrium, acids and bases, oxidation and reduction, organic and environmental chemistry, and fuels and energy. Through discovery, the student will come to appreciate the scientific process and enhance his/her ability to reason. Lab notebooks and portfolios, including a group project, are required to fulfill IB requirements. Students who take this course will take the IB Chemistry Standard Level (SL) exam at the end of the course.

IB Chemistry 2 (3335I)

Grade Level: 12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

1 Credit
Honors Grade Points

IB Chemistry HL is the second of a two-year course designed to prepare students for the International Baccalaureate Chemistry Higher Level (HL) exam. The course expands upon Chemistry SL and provides students selected studies in the following topics: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. Students will explore two required Options chosen by the instructor.

Students who take the two-year sequence will take the IB Chemistry Higher Level (HL) exam at the end of the senior year.

Anatomy and Physiology of Human Systems (3324)

Grade Level: 12

Prerequisite: Biology and Chemistry

1 Credit
Honors Grade Points

Anatomy and Physiology of Human Systems is an honors course designed to give students a thorough knowledge of both the structures and functions of the human body. The course is divided into five principal areas of concentration: organization, support and movement, control systems, maintenance, and continuity. The first area covers organization of the body from the molecular level to organ systems. The second area is a study of the skeletal and muscular systems. Included in control systems is a study of nervous system and the endocrine system. The maintenance area focuses on the roles of the cardiovascular, respiratory, digestive, and excretory systems. In each of the areas, both homeostasis and pathology are considered. Laboratory work is an integral part of the course. Approximately twelve weeks is devoted solely to the cat dissection. Lab practicals are incorporated into most areas of the laboratory work.

Dual Credit Anatomy and Physiology of Human Systems (3324 D)

Grade Level: 11-12

Prerequisite: Must meet District Honors criteria
Have credit in Biology and Chemistry

1 Credit
Honors Grade Points

Dual Credit Anatomy and Physiology is designed for science-oriented students who are interested in earning 4 credit hours of college biology through Lone Star College (Biology 2401) in addition to high school credit. Course instruction and assessments are aligned with Lone Star College requirements. The course begins with organization of the body from the molecular level to the organ systems. The second area of study focuses on the skeletal system

SCIENCE, Cont.

and muscular systems. The last area of study is the control system, which includes the nervous system and endocrine system. In each of the areas, both homeostasis and pathology are considered. Approximately twelve weeks is devoted solely to cat dissection as it applies to the five principal areas. Lab practicals are incorporated into most areas of the laboratory work.

Principles of Physics (C706)

Grade Level: 11-12

Prerequisite: Biology, Integrated Physics and Chemistry and/or Chemistry

1 Credit
Level Grade Points

This applied physics course is designed to provide a study in force, work, rate, resistance, energy, power, and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple and technological devices and equipment. The course also reinforces the mathematics applications a student needs to understand to apply the principles being studied.

Physics (3341)

Grade Level: 11-12

Prerequisite: Biology, Integrated Physics and Chemistry and/or Chemistry, Algebra II

1 Credit
Level Grade Points

Physics is designed for students who are interested in science and are planning a career in engineering, technical business, science or mathematics. Topics covered in the course include kinematics, dynamics, heat, light, sound, and electricity. Class work includes demonstrations, lectures, class discussions, and problem-solving activities. Laboratory activities help to extend the students' understanding of basic physical concepts. It is strongly recommended that the student has completed Chemistry.

Physics PreAP (3343)

Grade Level: 11-12

Prerequisite: Biology, Integrated Physics and Chemistry and/or Chemistry, Algebra II

1 Credit
Honors Grade Points

This course is designed for the student considering a career in the sciences or engineering, or for the student who has a particular interest in the physical occurrences in nature and the universe, and in applying mathematics to model these phenomena. The course involves an investigation of the physical world, encompassing the motion of waves and particles, heat and thermodynamics, electricity and magnetism, light, and sound. Students will be involved in investigative, problematical situations to acquire habits of critical thinking and to develop "cognitive" skills. Laboratory experiments will lead to discovery, knowledge, insight, and understanding of the natural environment. This most basic science is an adventure and a challenge for the serious student. It is strongly recommended that the student has completed Chemistry.

AP Biology (3329)

Grade Level: 11-12

Prerequisite: Biology and Chemistry

1 Credit
Honors Grade Points

AP Biology is designed for science-oriented students who are interested in taking the College Board Advanced Placement test. The course work includes the origin of living things, biology of the cell, energetics, reproduction and heredity, genetics, evolution, ecology, biology of viruses and simple organisms, biology of plants, biology of animals, and vertebrate biology. Molecular biology is stressed throughout the year with emphasis on the biochemical basis of living things. Extensive student-designed laboratory work, as well as current literature, is incorporated for expansion of textbook information. Preparation for the College Board Advanced Placement test will be emphasized throughout the year, with in depth focus prior to the exam. Particular attention will be given to written discussion of theoretical and technical material.

IB Biology 1 (3325I)

Grade Level: 11

Prerequisite: Acceptance into the International Baccalaureate Diploma Program.

1 Credit
Honors Grade Points

IB Biology 1 is an advanced study of the diversity and interdependence found within our living world, from the microscopic level (cells, genetics) to global issues (overpopulation, genetic engineering). Within IB Biology 1, students will develop a secure knowledge of topics including: the cell; genetics; biochemistry; and the interdependence of organisms and their relevance to human body systems. Students will refine their laboratory skills, with at least 40% of instructional time dedicated to field and laboratory investigations. In addition, students

SCIENCE, Cont.

will be expected to begin critically thinking about the theories and practices found within the science of Biology, working to build personal understanding of the way ethical responsibility, global cultures, and differing political viewpoints impact the development of biological theory and discovery. Lab notebooks and portfolios, including a group project, are required to fulfill IB requirements. Students who take this course will either take the IB Biology Standard Level (SL) exam at the end of the course or will proceed to IB Biology 2, a Higher Level (HL) course.

IB Biology 2 (3329I)

Grade Level: 12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program, completion of IB Biology I

1 Credit

Honors Grade Points

IB Biology 2 is a continued study of the diversity and interdependence found within our living world. Within IB Biology 2, students will delve deeply into a sophisticated study of classification, simple life forms, plant and animal biology, human physiology, and ecology/conservation. Students will explore presented concepts through laboratory study, with at least 40% of instructional time dedicated to field and laboratory investigations. Students will continue to consider how ethical responsibility, global cultures, and differing political viewpoints impact the development of biological theory and discovery. Lab notebooks and portfolios, including a group project, are required to fulfill IB requirements. Students who take this course will take the IB Biology Higher Level (HL) exam at the end of the year.

Dual Credit Biology (3329 D)

Grade Level: 11-12

Prerequisite: Biology and Chemistry

1 Credit

Honors Grade Points

Dual Credit Biology is designed for the science-oriented students who are interested in earning 4 credit hours of college biology through Lone Star College (Biology 1406) in addition to high school credit. The course work includes applications of the scientific method, cellular and molecular biology, biochemistry, energetics, classical and human genetics, virology and mechanisms of evolution. Molecular biology is stressed throughout the year with emphasis on the biochemical basis of living things. Extensive laboratory investigations and current literature are incorporated to provide the conceptual framework and analytical skills necessary to deal critically with the changing field of biology.

AP Chemistry (3334)

Grade Level: 11-12

Prerequisite: Biology, Chemistry and Physics **or** concurrent enrollment in Physics

1 Credit

Honors Grade Points

This course offers students advanced-level and enrichment experiences in concepts involving the chemical changes of matter. Included in this course are advanced investigations and presentations of the theory of atomic spectra, bond, strength, reactivity series, of determination of molecular mass, and in techniques used in laboratory investigations. This course is designed to aid students in obtaining advanced collegiate placement in the chemical sciences, in applying relevant principles and concepts to both familiar and unfamiliar situations, and in practicing appropriate research methods. Class work involves lecture/lab, student presentations, and group problem solving.

Dual Credit Chemistry (3334 D)

Grade Level: 11-12

Prerequisite: Biology, Chemistry and Physics **or** concurrent enrollment in Physics

1 Credit

Honors Grade Points

Dual Credit Chemistry is designed for science-oriented students who are interested in earning 4 credit hours of college chemistry through Lone Star College (Chemistry 1411) in addition to high school credit. Topics include a mathematical introduction (metric system, significant figures and scientific notation), discussion of atoms, molecules and ions, stoichiometry, electronic structure, periodic relationships, bonding, molecular geometry's and properties of gases, liquids, solids and solutions. Appropriate lab experiments are included.

AP Physics B ()

Grade Level: 11-12

Prerequisite: Biology, Chemistry, Physics, and Algebra II

1 Credit

Honors Grade Points

AP Physics B is an algebra-based physics course targeted to students who plan on entering Pre-med at the university level. Topics covered in this course include kinematics, momentum, rotational motion, electricity, magnetism, heat, and electrostatics. The AP Physics B course exam can be taken at the end of the year for this course. For passing the

exam, the student will receive 8 hours of credit for algebra-based physics at the university level.

SCIENCE, Cont.

AP Physics C (3344)

1 Credit

Grade Level: 11-12

Honors Grade Points

Prerequisite: Biology, Chemistry, Physics, and Precalculus; Concurrent enrollment in Calculus

AP Physics is a calculus-based course for students planning future study in the physical sciences or engineering. It is an intensive, analytic study involving a variety of challenging problems with equal emphasis on mechanics and electricity/magnetism. Preparation for the College Board Advanced Placement Exam will be emphasized throughout the year. It is strongly recommended that students are concurrently enrolled in Calculus.

IB Physics 1 (3343I)

1 Credit

Grade Level: 11

Honors Grade Points

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

IB Physics 1 encompasses many areas of interaction between mankind and the world. Using measurement and mathematical skills, the student will be involved in investigating our physical world to develop understanding of the universe and its principles. Classical studies of Newtonian mechanics, thermodynamics, waves, and electromagnetism will pave the way to the more modern atomic and nuclear theory. Through discovery, the student will come to appreciate the scientific process and enhance his/her ability to reason. Lab notebooks and portfolios, including a group project, are required to fulfill IB requirements. Students who take this course will either take the IB Physics Standard Level (SL) exam at the end of the course or will proceed to IB Physics 2, a Higher Level (HL) course.

IB Physics 2 (3344I)

1 Credit

Grade Level: 12

Honors Grade Points

Prerequisite: Acceptance into the International Baccalaureate Diploma Program and completion of IB Physics 1

IB Physics 2 builds on the concept mastery completed within IB Physics 1. Students will continue to understand and analyze how the physical world operates through a scientific lens. Students will delve deeply into topics such as measurement and uncertainties, mechanics, wave phenomena, electromagnetism, quantum and nuclear physics, and relativity. Through laboratory investigations, students will work to develop a sophisticated understanding of the processes behind the theory. Lab notebooks and portfolios, including a group project, are required to fulfill IB requirements. Students who take this course will take the IB Physics Higher Level (HL) exam.

Aquatic Science (3327)

1 Credit

Grade Level: 11-12

Level Grade Points

Prerequisite: Biology and either Integrated Physics and Chemistry or Chemistry

Aquatic Science is a one-year course in which students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; and geological phenomena and fluid dynamics effects. Certain universities require credit in Chemistry prior to taking this course in order to grant a science credit for enrollment. Be sure to check on the specific requirements for the college/university of your choice.

Earth and Space Science ()

1 Credit

Grade Level: 11-12

Level Grade Points

Prerequisite: Biology and either Integrated Physics and Chemistry or Chemistry

Earth and Space Science focuses on three themes. The first theme, Earth in space and time, focuses on our understanding of the origin, evolution, and properties of Earth and planetary systems within a chronological framework. The second theme is Solid Earth, which includes the study of the earth's interior or geosphere. The final theme is Fluid Earth which includes the atmosphere and ocean systems and their interactions

SCIENCE, Cont.

Environmental Systems (3328)

Grade Level: 11-12

Prerequisites: Biology and either Integrated Physics and Chemistry or Chemistry

1 Credit
Level Grade Points

Environmental Systems is a one year course designed to introduce students to major ecological concepts and the environmental problems that affect the world in which they live. Students' class work will include library research, reading of related novels, extensive lab work on water quality and soil investigations, field work, and field trips to local water treatment plant and landfills that involve them as directly as possible in investigating their world and their relationship to it.

AP Environmental Science (3330)

Grade Level: 11-12

Prerequisite: Biology and either Integrated Physics and Chemistry or Chemistry

1 Credit
Honors Grade Points

Environmental Science AP is designed for science-oriented students who are interested in taking the College Board Advanced Placement Test. Included in this course are in-depth investigations of the scientific principles, concepts, and methods required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course will include extensive laboratory and fieldwork, both teacher-directed and student-designed. The student will be expected to read and evaluate a large amount of material and will be expected to conduct independent and guided research.

Certain universities require credit in Chemistry prior to taking this course in order to grant a science credit for enrollment. Be sure to check on the specific requirements for the college/university of your choice.

Investigation of Special Topics in Science: Scientific Research & Design (3322)

Grade Level: 11-12

Prerequisite: Biology and Chemistry

1 Credit
Honors Grade Points

This course is a combination of seminar and independent inquiry into an area of current scientific research. Students will identify a topic of interest. With the teacher as a facilitator, students will participate in inquiry, group discussions and experiments to personalize and direct their learning. The student is expected to interact and collaborate with members of the scientific community to communicate conclusions clearly and concisely, using technology, to an audience of professionals.

Astronomy (3345)

Grade Level: 11-12

Prerequisites: Biology, Chemistry or IPC

1 Credit
Level Grade Points

In Astronomy, students conduct field and laboratory investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.

SOCIAL STUDIES

World Geography (4411)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

In World Geography, students will examine people, places, and environments on local, regional, national, and international scales. Students will examine the interrelationships that exist between geography, history, and economy, while developing cultural empathy.

World Geography PreAP (4413)

Grade Level: 9-12

Prerequisite: District recommendations for honors placement

1 Credit
Honors Grade Points

Students will examine people, places and environments on local, regional, national, and international scales. Students will be guided in independent research investigating environmental resources, current events, and other geographic issues as they prepare for the rigors of advanced placement coursework.

World History (4421)

Grade Level: 10-12

Prerequisite: None

1 Credit
Level Grade Points

World History provides an overview of the development of civilization in all parts of the globe from prehistoric times to the present. Students will use the process of historical inquiry to research, interpret, and write their analysis of important legal and political concepts.

AP World History (4436)

Grade Level: 10-12

Prerequisite: District recommendations for honors placement

1 Credit
Honors Grade Points

Advanced Placement World History is a course designed to aid students in obtaining advanced collegiate placement in world history. This course focuses primarily on the past thousand years of the global experience and builds on an understanding of cultural, institutional, and technological developments. The student will be expected to read and evaluate college level material in addition to their textbooks, conduct individual research on selected topics, and critically think and write.

World Humanities

English II PreAP (1123)

AP World History (4436)

Grade Level: 10

Prerequisite: District recommendation for PreAP placement

1 Credit
1 Credit
Honors Grade Points

World Humanities integrates the disciplines of literature, writing, visual arts, philosophy, music, and history. The course synthesizes a study of world history and world literature with careful correlations to both the English and Social Studies TEKS. Students should be prepared for extensive reading and a nontraditional approach to learning and assessment. Upon successful completion of the year-long study, students receive two credits: English II PreAP and AP World History. The two courses are double blocked and taught in a combined environment for two class periods. Extensive focus on writing, non-fiction readings, and research prepare students for the rigors of advanced placement coursework.

United States History since Reconstruction (4431)

Grade Level: 11-12

Prerequisite: None

1 Credit
Level Grade Points

This course surveys the significant events, issues, and problems in United States History since Reconstruction, considering the causes and results, and attempting to show the students how they may be affected by similar situations.

SOCIAL STUDIES, Cont.

AP United States History (4434) (4434D)

Grade Level: 11-12

Prerequisite: District recommendations for honors placement

1 Credit

Honors Grade Points

The United States History Advanced Placement Honors course surveys the events in United States History from the arrival of the Indians to the present.

The United States History Advanced Placement Honors course attempts to prepare the student for the Advanced Placement exam. The student will be expected to read and evaluate a large amount of material and will be expected to conduct independent and guided research. Dual credit from Lone Star College is available.

Dual Credit United States History (4434D) (Lone Star College HIS 1301, HIS 1302)

Grade Level: 11-12

Prerequisite: District recommendation and fulfillment of college admission requirements

1 Credit

Honors Grade Points

Dual credit U.S. History is 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. The second semester of the course surveys U.S. History from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20th 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

IB History (4454I)

Grade Level: 11

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

1 Credit

Honors Grade Points

The first year of a two-year course sequence, IB History is designed to promote a deep understanding of the influences, the trends, and the impact found within the development of the Western World. A study of the Americas allows students to build their own understanding of historical fact while developing a mature perspective about the way current policy and practice influence modern-day living.

Students who take this course will take IB World Topics during the senior year, and consequently, the IB History of the American Higher Level (HL) exam at the end of senior year. In addition to the HL exam, students will complete a historical investigation that allows students to demonstrate their understanding of history and the impact/influence of significant historical events on the international community. Students will self-select a topic and conduct research as a historian: reviewing conflicting interpretations of their topic and working towards an evaluation through a variety of research strategies.

IB World Topics (4455I)

Grade Level: 12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program and completion of IB History

1 Credit

Honors Grade Points

The second year of a two-year course sequence, IB World Topics presents an in-depth view of significant twentieth century topics that created significant cultural, political and social impacts within our global community. Topics such as the Cold War; the causes, practices and effects of war; the state and its relationships with religion and minorities; decolonization and the challenges facing new states; the rise and rule of single party states; and nationalist and independence movements will be explored and discussed. In addition, students will focus on the development of various government systems and the way economics can guide the course of historical movements. The two-year course sequence satisfies the credits for Government and Economics.

Students who take this course are expected to take the IB History of the America Higher Level (HL) exam at the end of senior year. In addition to the HL exam, students will complete a historical investigation.

SOCIAL STUDIES, Cont.

United States Government (4441)

Grade Level: 12
Prerequisite: None

½ Credit
Level Grade Points

This course includes a study of the political heritage of the United States and Texas, the national and state constitutions, and political participation. Topics examined include political parties and ideologies; voting and elections; interest groups and lobbying; civil rights; and the functions and responsibilities of the legislative, executive, and judicial branches.

Dual Credit United States Government (4443D)

Grade Level: 12
Prerequisite: District recommendation and fulfillment of college admission requirements

1 Credit
Honors Grade Points

Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; 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.

AP United States Government and Politics (4473)

Grade Level: 12
Prerequisite: District recommendations for honors placement

½ Credit
Honors Grade Points

The Advanced Placement U.S. Government course will attempt to prepare students for the Advanced Placement exam by covering the following topics: Constitutional Underpinnings, Political Beliefs and Behaviors, Political parties, Interest groups and Mass Media, Institutions of National Government, Public Policy, Civil Rights and Civil Liberties. Critically thinking and evaluating college level course materials and primary and secondary sources will enable the student to successfully prepare to take the Advanced Placement exam.

AP European History (4435)

Grade Level: 11-12
Prerequisite: District recommendations for honors placement for World History

1 Credit
Honors Grade Points

This elective course will examine the political-diplomatic, social-economic, and intellectual-cultural history of Europe from approximately 1450 to present. Successful completion of this course will prepare the student to take the Advanced Placement exam.

Sociology (4462)

Grade Level: 11-12
Prerequisite: None

½ Credit
Level Grade Points

This course examines group relationships, including both the impact of the individual in each of the many groups of which he/she is part and the impact of those groups on the individual. The course combines personal interactions with the scientific study of group relationships.

Psychology (4461)

Grade Level: 11-12
Prerequisite: None

½ Credit
Level Grade Points

This course combines the scientific study of human behavior and development with the personal focus on individual behavior.

AP Introductory Psychology (4463)

Grade Level: 11-12
Prerequisite: District recommendations for honors placement

½ Credit
Honors Grade Points

This course will offer a variety of differentiated studies on current issues in psychology. The class will engage students in independent and guided research that requires extensive evaluation and reading of large amounts of material over a wide range of topics.

SOCIAL STUDIES, Cont.

Dual Credit Psychology (4461DV)

Grade Level: 11-12

Prerequisite: District recommendation and fulfillment of college admission requirements

½ Credit
Honors Grade Points

Dual Credit Psychology is an introductory course dealing with the elementary principles of human behavior.

Special Topics

A student may take up to 4 Special Topics courses receiving up to 2 elective credits.

Special Topics in Social Studies: Social Action (4445)

Grade Level: 12

Prerequisite: None

1 Credit
Level Grade Points

This course is a one-year program designed to teach students about social action and responsibility. In addition to working collaboratively at school, each student will also work for a selected non-profit organization throughout the school year, thus accruing four hours of volunteer service each week. Students will design and implement a Social Action Project to better their community and non-profit organization.

Special Topics in Social Studies: History of the Americas: The Western Hemisphere from Indigenous Migration to the Present (#####)

Grade Level: 11-12

Prerequisite: None

This course examines the development of specific regions of the Western Hemisphere from the first Asiatic migrations to the present. Areas specific to this course include Mexico, Central America, South America, and the Caribbean Basin, as well as the changing relationship between these areas and the United States. Topical areas of study will include social, political, economic, and foreign policy features of each region.

Special Topics in Social Studies: History of Sports in the United States (4472)

Grade Level: 10-12

Prerequisite: None

½ Credit
Level Grade Points

This one-semester elective will allow students to learn about U.S. History through the evolution of a variety of sports starting at the beginning and developing into the major professional leagues. Sports eras of 1860 to 1940, 1940 to 1980, and 1980 to present will be studied.

Special Topics: Personal Dynamics (4466)

Grade Level: 11-12

Prerequisite: None

½ Credit
Level Grade Points

In this course, students will be provided opportunities to examine and confront the concepts of self-image, relationships, goals, and attitudes.

Peer Tutoring for Students with Disabilities (4469)

Grade Level: 11-12

Prerequisite: None

1 - 2 Credits
Level Grade Points

This course is for selected junior and senior students to serve as tutors and advocates for students with disabilities who are enrolled in special education individualized studies classes. The peer tutors are shown how to instruct peers with special challenges in various activities that may occur in the classroom or in the community.

Peer Tutoring for Students with Disabilities II (4489)

Grade Level: 12

Prerequisite: Peer Tutoring I

½ - 1 Credit

Students in Peer Tutoring II will learn about career opportunities in working with the special needs population. While working directly with students at job sites, they will gain experience in working and training others and

collecting and analyzing data.

ECONOMICS

Economics (4451)

Grade Level: 12

Prerequisite: None

½ Credit
Level Grade Points

This course concentrates on the economic concepts, laws, and principles as they apply to comparative economic systems, with emphasis on the free enterprise system of the United States. Students will explore personal financial literacy, including budgeting, consumer economics, insurance, investing principles, managing credit, financial planning, retirement savings, consumer loans and mortgages. A part of this course is a simulation in Applied Economics: Entrepreneurship is included.

AP Economics (4452)

Grade Level: 12

Prerequisite: Must meet District honors criteria.

½ Credit
Honors Grade Points

Advanced Placement Economics is designed to offer students an advanced in-depth study of fundamental economic concepts such as scarcity and opportunity costs. Students will explore personal financial literacy, including budgeting, consumer economics, insurance, investing principles, managing credit, financial planning, retirement savings, consumer loans and mortgages. This course is designed to aid students in obtaining advanced collegiate placement in macro-economics.

Dual Credit Economics (4451DV)

Grade: Level: 12

Prerequisite: District recommendation and fulfillment of college admission requirements

½ Credit
Honors Grade Points

Dual Credit Economics is a study of macroeconomic principles. Analysis of theories of consumer behavior, production, cost, equilibrium analysis in product markets under different market structures, such as perfect competition, monopoly, monopolistic competition, oligopoly; cartels and conglomerate mergers; antitrust policy, economics of regulation; analysis of different types of factor markets and factor price determination.

LANGUAGES OTHER THAN ENGLISH

NOTE: Many colleges have specific foreign language requirements. Therefore, prior to completing high school graduation requirements in foreign language, the student should check with the counselor and/or the college(s) of his/her choice.

French I (5601) 1 Credit
Grade Level: 9-12 Level Grade Points
Prerequisite: None

French I will enable the student to understand and participate in simple conversations in the language. This course will provide the fundamentals of grammar as vocabulary is introduced and present aspects of French culture.

French II (5603) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: French I

French II is a continuation of French I, emphasizing mastery of basic language patterns with correct pronunciation and intonation. The class will read simple selections for comprehension and write short compositions while continuing to study French culture.

French II PreAP (5604) 1 Credit
Grade Level: 10-12 Honors Grade Points
Prerequisite: District recommendations for honors placement for French I

Students in French II PreAP will master the requirements of the French II curriculum at an accelerated pace and in greater depth. Students will advance their reading and writing skills and increase their cultural awareness and understanding through literary and culture units. Active practice of oral communication will be stressed, and students will complete projects requiring independent and guided research.

French III (5605) 1 Credit
Grade Level: 11-12 Level Grade Points
Prerequisite: French II

French III is a continuation of French II. The student will have a variety of listening experiences, be able to discuss subjects of everyday interest, and have a broadened knowledge of grammar. By studying selections of increasing literary value, the students will advance their reading skills and cultural understanding. Students will write original and guided compositions. Special assignments may include writing a paper, presenting poetry and skits, and writing letters.

French III PreAP (5606) (5606D) 1 Credit
Grade Level: 11-12 Honors Grade Points
Prerequisite: District recommendations for honors placement for French II

Students in French III PreAP will master the TEKS objectives of listening, speaking, reading, writing, culture, and language in great depth and at an accelerated rate. Added reading materials, activities, and conversation stimuli will allow the student to implement fully the grammar and vocabulary learned in the texts. Classroom activities may include teacher lectures and demonstrations, class discussions, guest lectures, small-group interviews and projects, individual study and research, films and tapes, dramatic activities, and demonstrations. Major projects may include planning a trip and writing reports comparing and contrasting French and American cultures. Approximately two to three hours of homework can be expected each week. Dual credit from Lone Star College is available.

French IV AP Literature (5607) (5607D) 1 Credit
Grade Level: 12 Honors Grade Points
Prerequisite: District recommendations for honors placement for French III

The French IV AP/Honors course is designed to prepare students to take the Advanced Placement exam in French language and to develop the students' abilities to understand spoken French in various contexts; to read newspaper and magazine articles, literary texts, and cultural texts; and to speak and write with reasonable fluency and accuracy in French. Materials include videos, radio broadcast tapes, magazines, newspapers, graded texts, and films in French. Emphasis is placed on the use of language for active communication. Dual credit from Lone Star College is

available.

LANGUAGES OTHER THAN ENGLISH, Cont.

IB French 1 – Ab Initio (5601I)

Grade Level: 11

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

1 Credit
Level Grade Points

IB French 1 – Ab Initio is the first year of a two-year entry level French course that allows IB students who have no prior instruction in French to master the foundational elements of the language. The novice language learner will receive instruction in the areas of writing, speaking, listening, and reading with the focus on building basic communication fluency.

Students enrolled in this class are required to take IB French 2 – Ab Initio and the French Ab Initio Standard Level (SL) exam at the end of the two-year course.

IB French 2 – Ab Initio (5603I)

Grade Level: 12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

1 Credit
Honors Grade Points

IB French 2 – Ab Initio is the second year of a two-year entry level French course that allows IB students who have no prior instruction in French to master the foundational elements of the language. The novice language learner will receive instruction in the areas of writing, speaking, listening, and reading with the focus on building basic communication fluency.

Students enrolled in this class are required to take the French Ab Initio Standard Level (SL) exam at the end of the two-year course.

IB French 4 (5607I)

Grade Level: 11-12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program, completion of French 1, 2 and 3

1 Credit
Honors Grade Points

IB French 4 is designed as an advanced foreign language study and focuses principally on the interaction between the speakers and writers of the French language. The aim of the course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes. The course also allows students to develop a deep understanding and awareness of social, cultural, and political influence of French-speaking countries around the world. The skills of listening, speaking, reading, and writing are equally emphasized and are taught and developed through a wide range of authentic oral exercises and written texts. In addition to on-going classroom assessment, students will be expected to complete an IB internal assessment that requires an individual oral commentary exam. The student will be expected to demonstrate balanced listening and speaking skills during an oral interview with the course instructor.

Students who take this course will either take the IB French Standard Level (SL) exam at the end of the course or will proceed to IB French 5, a Higher Level (HL) course.

IB French 5 (5608I)

Grade Level: 12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program, completion of IB French 4

1 Credit
Honors Grade Points

IB French 5 is designed as an advanced foreign language study and focuses principally on the development of fluency and skill sophistication within the French language. The aim of the course is to provide students with the skills to fluently converse and study (i.e., read and write) within the French-speaking world. The course also allows students to develop a deep understanding and awareness of the social, cultural, and political influence of French-speaking countries within a global context. Students will read, write, and provide oral commentary on a range of current events and literary selections. In addition to on-going classroom assessment, students will be expected to complete an IB internal assessment that requires an individual oral commentary exam. The student will be expected to demonstrate balanced listening and speaking skills during an oral interview with the course instructor.

Students who take this course will take the IB French Higher Level (HL) exam.

LANGUAGES OTHER THAN ENGLISH, Cont.

German I (5611)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

German I will enable the student to understand and participate in simple conversations in the target language. This class will provide the fundamentals of grammar as vocabulary is introduced and as aspects of German culture are presented.

German II (5613)

Grade Level: 10-12
Prerequisite: German I

1 Credit
Level Grade Points

German II is a continuation of German I, emphasizing mastery of basic language patterns with correct pronunciation and intonation. The class will read simple selections for comprehension and write short compositions while continuing to study German culture.

German II PreAP (5614) 1 Credit

Grade Level: 10-12
Prerequisite: District recommendations for honors placement for German I

Honors Grade Points

German II PreAP moves at an accelerated pace and covers the requirements in the TEKS outlined for learning a foreign language - listening, reading, speaking, and writing - in depth. Students are expected to master a number of grammatical constructions not normally covered in German II. Extra reading materials, dialogue, and skit activities will allow students to implement fully the grammar and vocabulary learned in the textbook. Special cultural projects will also be assigned.

German III (5615)

Grade Level: 11-12
Prerequisite: German II

1 Credit
Level Grade Points

German III is a continuation of German II. The student will have a variety of listening experiences, be able to discuss subjects of everyday interest, and have a broadened knowledge of grammar. By studying selections of increasing literary value, the students will advance their reading skills and cultural understanding. Students will write original and guided compositions. Special assignments may include writing a paper, presenting poetry and skits, and writing letters.

German III PreAP (5616) (5616D)

Grade Level: 11-12
Prerequisite: District recommendations for honors placement for German II

1 Credit
Honors Grade Points

German III PreAP course will require students to master the requirements outlined in the TEKS in great depth and at an accelerated pace. The course will also require extensive use of the language in oral and written activities. German III Honors will cover culture, vocabulary, literature, grammar, speaking, and listening skills. The class will study subjunctive mood, passive voice, and the genitive case in depth. Emphasis in literature will be placed on 19th and 20th century authors. The curriculum will include lectures, demonstrations, interviews, films, and tapes. Major projects include an oral report on a cartoon or newspaper article, travel brochure on Texas for German travelers, and a skit to be performed at contest. Dual credit from Lone Star College is available.

German IV AP Language (5617) (5617D)

Grade Level: 12
Prerequisite: District recommendations for honors placement for German III

1 Credit
Honors Grade Points

German IV Honors course will require students to master the requirements outlined in the TEKS in great depth and at an accelerated pace in preparation for the advanced placement exam in German. The course will also require extensive use of the language in oral and written activities. German IV Honors will cover culture, vocabulary, literature, grammar, speaking and listening skills. Students will write original poems while studying the literature of the Twentieth Century. The curriculum will include lectures, demonstrations, interviews, films, and tapes. Major projects may include a skit to be performed at competition, original poems, analysis of a contemporary German song, and a research paper on German politics, music, science, or art. Dual credit from Lone Star College is

available.

LANGUAGES OTHER THAN ENGLISH, Cont.

Latin I (5621) 1 Credit
Grade Level: 9-12 Level Grade Points
Prerequisite: None

In the first year, Latin students learn the basic grammar and vocabulary necessary to read and write simple, adapted Latin. The course includes the influence of the Latin language on our own English language as well as cultural material about Roman life and its influence on later civilizations. A major project will be required in the spring.

Latin II (5623) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: Latin I

Latin II continues the grammar, vocabulary, and English derivative study begun in Latin I. At the completion of level II, students should be prepared to read and understand Latin written by Roman authors. Study of Roman culture and history continues from Latin I. A major project will be required in the spring.

Latin II PreAP (5624) 1 Credit
Grade Level: 10-12 Honors Grade Points
Prerequisite: District recommendations for honors placement for Latin I

Latin II PreAP moves at an accelerated pace in order to cover the grammatical structures and vocabulary of second year Latin. Students also study Roman history and politics, including the invasion of Britain and Alexandria, mythology, and English derivatives. Major projects will be required.

Latin III PreAP (5626) 1 Credit
Grade Level: 11-12 Honors Grade Points
Prerequisite: District recommendations for honors placement for Latin II

The primary authors studied in Latin III Honors will be selected from Julius Caesar, Ovid, Petronius, Martial, Pliny, Livy, Cicero, Horace, Catullus, and Virgil, with an emphasis on Caesar. In addition to studying poetry and prose, the students learn the political and historical climate related to the literature. Major projects are due each semester.

Latin IV AP Vergil (5628) 1 Credit
Grade Level: 12 Honors Grade Points
Prerequisite: District recommendations for honors placement for Latin III

Fourth year Latin AP students will read selections from Vergil and Julius Caesar. Students will complete an intensive study of complex Latin grammar, vocabulary, and English derivatives. Cultural topics such as Roman history, daily life, and Greco-Roman mythology will be covered as appropriate to the literature. Translation skills, essay writing skills, and vocabulary needed to excel on the AP Latin Vergil exam will be stressed. Major projects will be required throughout the year.

Cultural and Linguistic Topics (5632) ½ Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: None

This semester long class emphasizes vocabulary and linguistic skills as well as culture so to assist students with the verbal portion of the SAT and PSAT. The students learn a variety of root words and common English terms that are of Latin and Greek origin. Students will also practice SAT and PSAT test taking strategies. Additionally students will study cultural information pertaining to Greece, ancient Rome, Spain, France and Germany.

Spanish I (5631) 1 Credit
Grade Level: 9-12 Level Grade Points
Prerequisite: None

Spanish I will enable the student to understand and participate in simple conversations in the language. This class will provide the fundamentals of grammar as vocabulary is introduced and present aspects of Hispanic culture.

LANGUAGES OTHER THAN ENGLISH, Cont.

Spanish II (5633)

Grade Level: 9-12

Prerequisite: Spanish I

1 Credit
Level Grade Points

Spanish II is a continuation of Spanish I, emphasizing mastery of basic language patterns with correct pronunciation and intonation. The class will read simple selections for comprehension and write short compositions while continuing to study Hispanic culture.

Spanish II PreAP (5634)

Grade Level: 9-12

Prerequisite: District recommendations for honors placement for Spanish I

1 Credit
Honors Grade Points

Spanish II PreAP will be a proficiency-oriented curriculum in which students will learn to use the language as accurately as possible in simulated real-life situations. Grammar and vocabulary will be taught at an accelerated pace with advanced constructions not normally covered in Spanish II. Vocabulary will also include elements most frequently used in daily life. The four skills of reading, writing, listening, and speaking will be taught in context along with culture.

Spanish III (5635)

Grade Level: 9-12

Prerequisite: Spanish II or Beginning Spanish I and II for Native Speakers.

1 Credit
Level Grade Points

The student will have a variety of listening experiences, be able to discuss subjects of everyday interest, and have a broadened knowledge of grammar. By studying selections of increasing literary value, students will advance their reading skills and cultural understanding. Students will write original and guided compositions. Special assignments may include writing a paper, presenting poetry and skits, and writing letters. Students who wish to exit the course during the fall semester may elect the Pass/Fail option and adhere to those requirements.

Spanish III PreAP (5636) (5636D)

Grade Level: 9-12

Prerequisite: District recommendations for honors placement for Spanish II or Beginning Spanish I and II for Native Speakers.

1 Credit
Honors Grade Points

Spanish III PreAP will require students to master the requirements in the TEKS for LOTE in depth and at an accelerated rate. The course requires the use of the language in oral and written activities. The student will have a variety of listening experiences, be able to discuss subjects of everyday interest, and have a broadened knowledge of grammar. By studying selections of increasing literary value, students will advance their reading skills and cultural understanding. Students will write original and guided compositions. Special assignments may include writing a paper, presenting poetry and skits, and writing letters. Dual Credit enrollment from Lone Star College is available.

Spanish IV (5639) (5639D)

Grade Level: 10-12

Prerequisite: Spanish III

1 Credit
Level Grade Points

Spanish IV is an extended study of language and grammar. Students develop and refine skills in reading, writing, speaking, and listening. Through further study of literature and the arts, they will advance their literary skills as well as gain a greater understanding of Hispanic culture. Dual Credit enrollment from Lone Star College is available.

Spanish IV AP Language (5637) (5637D)

Grade Level: 10-12

Prerequisite: District recommendations for honors placement for Spanish III

1 Credit
Honors Grade Points

Spanish IV AP/Honors is an intensive study of language and grammar. Students develop and refine skills in reading, writing, speaking, and listening. In addition, the course emphasizes the basic skills and vocabulary needed to excel on the AP Spanish language exam. Dual Credit enrollment from Lone Star College is available.

LANGUAGES OTHER THAN ENGLISH, Cont.

Spanish V AP Literature (5638) (5638D)

Grade Level: 11-12

1 Credit
Honors Grade Points

Prerequisite: District recommendations for honors placement for Spanish IV H or Spanish IV AP/Honors or Advanced Spanish III and IV for Native Speakers.

Spanish V AP/Honors is an in-depth study of Spanish literature. Through the study of literature, students will enrich their listening, speaking, writing, reading, and culture proficiencies. In addition, this course emphasizes the skills needed to prepare for the AP Spanish literature exam. Dual Credit enrollment from Lone Star College is available.

IB Spanish 1 – Ab Initio (5631I) 1 Credit

Grade Level: 11

Level Grade Points

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

IB Spanish 1 – Ab Initio is the first year of a two-year entry level Spanish course that allows IB students who have no prior instruction in Spanish to master the foundational elements of the language. The novice language learner will receive instruction in the areas of writing, speaking, listening and reading, with the focus on building basic communication fluency. Students enrolled in this class are required to take IB Spanish 2 – Ab Initio and the Spanish Ab Initio Standard Level (SL) exam at the end of the two-year course.

IB Spanish 2 – Ab Initio (5634I)

Grade Level: 12

1 Credit
Honors Grade Points

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

IB Spanish 2 – Ab Initio is the second year of a two-year entry level Spanish course that allows IB students who have no prior instruction in Spanish to master the foundational elements of the language. The novice language learner will receive instruction in the areas of writing, speaking, listening and reading, with the focus on building basic communication fluency. Students enrolled in this class are required to take the Spanish Ab Initio Standard Level (SL) exam at the end of the two-year course.

IB Spanish 4 (5637I)

Grade Level: 11-12

1 Credit
Honors Grade Points

Prerequisite: Acceptance into the International Baccalaureate Diploma Program, completion of Spanish 1, 2 and 3

IB Spanish 4 is designed as an advanced foreign language study and focuses principally on the interaction between the speakers and writers of the Spanish language. The aim of the course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purpose. The course also allows students to develop a deep understanding and awareness of social, cultural, and political influence of Spanish-speaking countries around the world. The skills of listening, speaking, reading, and writing are equally emphasized and are taught and developed through a wide range of authentic oral exercises and written texts. In addition to on-going classroom assessment, students will be expected to complete an IB internal assessment that requires an individual oral commentary exam. The student will be expected to demonstrate balanced listening and speaking skills during an oral interview with the course instructor.

Students who take this course will either take the IB Spanish Standard Level (SL) exam at the end of the course or will proceed to IB Spanish 5, a Higher Level (HL) course.

IB Spanish 5 (5638I)

Grade Level: 12

1 Credit
Honors Grade Points

Prerequisite: Acceptance into the International Baccalaureate Diploma Program, completion of IB Spanish 4

IB Spanish 5 is designed as an advanced foreign language study and focuses principally on the development of fluency and skill sophistication within the Spanish language. The aim of the course is to provide students with the skills to fluently converse and study (i.e., read and write) within the Spanish-speaking world. The course also allows students to develop a deep understanding and awareness of the social, cultural, and political influence of Spanish-speaking countries within a global context. Students will read, write, and provide oral commentary on a range of current events and literary selections. In addition to on-going classroom assessment, students will be expected to complete an IB internal assessment that requires an individual oral commentary exam. The student will be expected to demonstrate balanced listening and speaking skills during an oral interview with the course instructor.

Students who take this course will take the IB Spanish Higher Level (HL) exam.

Beginning Spanish I and II for Native Speakers (5641) 2 Credits
Level Grade Points
Grade Level: 9-12
Prerequisite: Students proficient in Spanish who have had some level of literacy in their native language as determined by a Spanish Diagnostic Entrance Exam; Spanish teacher recommendation based on exam results and oral interview.

This course is designed for the native Spanish-speaking students who are proficient in their native language and desire to enhance their grammar and writing skills. Course work will be done at an accelerated pace, covering two years' work in one year and receiving two high school credits. Students who have completed Spanish I are not eligible for this course.

Advanced Spanish III and IV for Native Speakers (5642H) 2 Credits
Honors Grade Points
Grade Level: 10-12
Prerequisite: Beginning Spanish I and II for Native Speakers or Spanish I and II; Literacy in Spanish as determined by a Spanish Diagnostic Entrance Exam; Spanish teacher recommendation based on exam results and oral interview.

This course is designed for native Spanish-speaking students with a continued emphasis placed on grammar with a more extensive study of literature. Course work will be done at an accelerated pace and include required supplementary readings and analytical compositions. The course will cover two years' work in one year and receive two high school credits.

American Sign Language I (5700) 1 Credit
Level Grade Points
Grade Level: 9-12
Prerequisite: None

American Sign Language I will provide instruction in receptive and expressive signing in one-to-one and group settings. Students will also study aspects of the culture of deaf people. This course will help provide valuable skills desired in the work force, as well as meet the requirement for a foreign language. This course is articulated for college credit in an Interpreter Training Associate of Applied Science Degree with Lone Star College.

American Sign Language II (5701) 1 Credit
Level Grade Points
Grade Level: 10-12
Prerequisite: American Sign Language I

American Sign Language II is a continuation of American Sign Language I. This course will provide instruction in advanced receptive and expressive sign language skills. Students will also continue to study deaf culture and language. This course will provide valuable skills to work as an interpreter for the deaf, as well as meet the requirement for a foreign language. This course is articulated for college credit in an Interpreter Training Associate of Applied Science Degree with Lone Star College.

American Sign Language III (5702) 1 Credit
Level Grade Points
Grade Level: 11-12
Prerequisite: American Sign Language II

American Sign Language III is a continuation of American Sign Language II. This course will provide additional instruction in advanced receptive and expressive sign language skills. Students will also continue to study deaf culture and language in greater depth. This course will provide valuable skills to work as an interpreter for the deaf, as well as meet the requirement for a foreign language. This course is articulated for college credit in an Interpreter Training Associate of Applied Science Degree with Lone Star College.

American Sign Language IV (5704) 1 Credit
Honors Grade Points
Grade Level: 11-12
Prerequisite: American Sign Language III

American Sign Language IV is a continuation of American Sign Language III. This course will provide additional instruction in advanced receptive and expressive sign language skills. Students will also continue to study deaf culture and language in greater depth. This course will provide valuable skills to work as an interpreter for the deaf,

teacher of ASL, or teacher of deaf students, as well as meet the requirement for a foreign language

FINE ARTS

Students may fulfill fine arts and/or elective requirements for graduation by successfully completing the following fine arts courses. All spring semester fine arts courses are a continuation of the knowledge and skills learned in the fall semester. Therefore, fall semester must precede spring semester.

NOTE: Students considering Advanced Placement Honors courses should review course selection prerequisite requirements.

Visual Arts

Art I - General (5705)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

This entry level art course allows students to explore the art elements for line, shape, value, texture, color, form and space while applying the principles of art to develop and create original artworks using a variety of art media. Students will analyze, interpret, and evaluate their own artwork as well as those of well-known artists comparing the different styles and techniques used throughout the various periods of art history. This introductory art course is designed for students to experiment with a wide variety of media and skills while providing an overview of the conceptual relationship of art to other subject areas. The fee for this full-year course is \$40.00. (See Index/Fees.)

Art I - Advanced (5706)

Grade Level: 9-12
Prerequisite: Middle School Advanced Art with 90+ average and teacher recommendation based on student's portfolio review

1 Credit
Level Grade Points

This advanced level art course is for students who have completed advanced art at the middle school level with a grade of 90 or above and may help students prepare for Art Advanced Placement Portfolio classes. Art I - Advanced students will benefit from a more accelerated pace using a wide variety of media and skills. Students will demonstrate the elements of line, shape, value, texture, color, form, and space while applying the principles of art to develop and create original artworks while using a wide variety of art media. Students will analyze, interpret, and evaluate their own artwork as well as those of well-known artists comparing the different styles and techniques used throughout the various periods of history. The fee for this full-year course is \$40.00. (See Index/Fees.)

Art - Drawing II (5711)

Grade Level: 10-12
Prerequisite: Art I

1 Credit
Level Grade Points

This course focuses on advanced design and drawing-related skill development. Students will learn traditional drawing as well as experimental design techniques using wet and dry media. Art history, aesthetic awareness and appreciation, and the critical evaluation of art are integrated into the learning. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

Art - Painting II (5712)

Grade Level: 10-12
Prerequisite: Art I

1 Credit
Level Grade Points

This course is designed for the serious art student who is interested in developing a portfolio. Students create advanced-level drawings using a wide variety of subjects by employing diverse and experimental techniques utilizing wet and dry media. Art history, aesthetics and criticism are included. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

FINE ARTS, Cont.

Art - Sculpture II (5713)

Grade Level: 10-12

Prerequisite: Art I

1 Credit
Level Grade Points

Students learn three-dimensional design that includes additive and subtractive processes, assemblages, industrial design, constructions, and installations. The focus is on artwork that embodies plain, mass, and form using assorted materials such as clay, wire, metal, paper, found-objects, wood and other media. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

Art - Painting III (5722)

Grade Level: 11-12

Prerequisite: Painting II

1 Credit
Level Grade Points

This course is designed for the serious art student who is working on a portfolio. Students will be motivated to use experimentation and exploration of subject and technique in order to develop his or her individual style. Teacher will work with each student pursuing a particular interest or subject. Students will create polished work by employing diverse and experimental techniques in wet and dry media. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

Art - Sculpture III (5723)

Grade Level: 11-12

Prerequisite: Sculpture II

1 Credit
Level Grade Points

Students use three-dimensional design in additive and subtractive processes. Focus is on developing an individual style. Teacher will work with each student in pursuing a particular interest in media and subject. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

Art - Drawing III (5721)

Grade Level: 11-12

Prerequisite: Drawing II

1 Credit
Level Grade Points

This course is designed for the serious art student who is interested in developing a portfolio. Students create advanced-level drawings using a wide variety of subjects by employing diverse and experimental techniques utilizing wet and dry media. Art history, aesthetics and criticism are included. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

Art - Painting IV (5724)

Grade Level: 12

Prerequisite: Painting III

1 Credit
Level Grade Points

This course is designed for the highly advanced art student to explore and create difficult and complex artworks utilizing advanced painting techniques. Exploration of the student's creative thought through major portfolio accumulation and evaluation will be the focus of this course. Media selection by students may require additional supplies not furnished through assessed fees. The fee for the full-year course is \$50.00.

Art - Sculpture IV (5725)

Grade Level: 12

Prerequisite: Sculpture III

1 Credit
Level Grade Points

This course is designed for the highly advanced art student to explore and create difficult and complex artworks utilizing advanced three-dimensional design techniques. Exploration of the student's creative thought through major portfolio accumulation and evaluation will be the focus of this course. Media selection by students may require additional supplies not furnished through assessed fees. The fee for the full-year course is \$50.00.

FINE ARTS, Cont.

Art - Drawing IV (5731)

Grade Level: 12

Prerequisite: Drawing III

1 Credit
Level Grade Points

This course is designed for the highly advanced art student to explore and create difficult and complex drawing problems. Exploration of the student's creative thought through major portfolio accumulation and evaluation will be the focus of this course. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$50.00. (See Index/Fees.)

Art - Drawing - Advanced Placement (5733)

Grade Level: 11-12

Prerequisite: Drawing II & Painting II

1 Credit
Honors Grade Points

Art - Drawing Advanced Placement Honors is a college-level course requiring students to produce a portfolio of 14 to 20 original drawings including painting and drawing experiments that demonstrate advanced techniques using a variety of styles. Students must also produce up to 16 additional artworks that concentrate on an underlying theme or personal style. This course is fast-paced and rigorous that culminates with the presentation and evaluation of the student's portfolio for college credit consideration. Media selection by students may require additional supplies not furnished through assessed fees. The fee for this full-year course is \$75.00. (See Index/Fees.)

Art – Two Dimensional Design Portfolio - Advanced Placement (5734)

Grade Level: 11-12

Prerequisite: Drawing II or Painting III

1 Credit
Honors Grade Points

This college-level course requires students to produce a portfolio of numerous original works of art intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. Students will demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. The fee for this full-year course is \$75.00. (See Index/Fees.)

Art – Three Dimensional Design Portfolio - Advanced Placement (5735)

Grade Level: 11-12

Prerequisite: Sculpture II

1 Credit
Honors Grade Points

This college-level course requires students to produce a portfolio of numerous original works of art intended to address a very broad interpretation of sculptural issues in depth and space. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include, among others, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalwork. The fee for this full-year course is \$75.00. (See Index/Fees.)

IB Art 1 (5721I)

Grade Level: 11-12

Prerequisite: Acceptance into the International Baccalaureate Diploma Program

1 Credit
Honors Grade Points

IB Art 1 is designed for students who may pursue the visual arts at a college or university and is the first year of a two year IB Art program. The course provides the visual arts student with an opportunity to engage and develop artistic talents through the exploration and investigation of various aspects found within the visual arts world. Students will be given quality time to explore a variety of topics of interest while confidently developing their artistic skills beyond their normal range of expertise. At the end of the course, students will have the opportunity to exhibit their work and share their investigation workbooks with an art examiner. The fee for this course is \$80.00. Students who take this course have the option to take the IB Visual Arts Standard Level (SL) Exam at the end of the course or enroll in IB Art 2 senior year.

FINE ARTS, Cont.

IB Art 2 (5731I)

Grade Level: 12

Prerequisite: Acceptance into the International Baccalaureate
Diploma Program and completion of IB Art 1

1 Credit
Honors Grade Points

IB Art 2 is a continuation of IB Art 1 and the final year of the IB Art program. This course is designed for students who may pursue the visual arts at a college or university. At the end of the course, students will have the opportunity to exhibit their work and share personal portfolios with an art examiner. The fee for this course is \$80.00.

Students who take this course will strive to earn Higher Level (HL) recognition through the examination of exhibited work, an interview with an art examiner, and a record booklet that documents individual progress and growth. Students will also be expected to maintain an investigation workbook through the duration of the course.

Dance

Students may fulfill fine arts or elective requirements for graduation by successfully completing the following Dance courses. A maximum of 1.5 units may be substituted for the physical education graduation requirement with the remaining Dance units applying toward Fine Arts and/or applied to elective graduation requirements. (See Index/Physical Education)

Students enrolled in Dance II, III, and IV are placed in one of several ability level ensembles based on an audition process that includes a student's demonstration of technical proficiency skills, leadership skills, personal commitment and reliability to ensemble requirements, academic teacher evaluations, eligibility evaluation, ensemble personnel limitations and not related to the number of years in Dance.

Students selected for ensembles that comprise the Varsity Drill Team perform at numerous/scheduled athletic events, community events, competitions, and select festivals, with other dance ensembles performing at limited/scheduled community and school-related events. All dance ensembles require scheduled rehearsals after school hours. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.

Additional costs for Dance include the purchase of some additional uniform/practice accessories, uniform alteration expenses, maintenance and cleaning expenses, as well as possible expenses related to loss and/or damage of school owned equipment. Specific costs may be obtained from the Dance director at your school.

Dance I (5741, 5745)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

Dance I is a performance-based/entry-level course that serves as a dance student's first year to be a member of a dance ensemble at the High School. Dance I students explore fundamental aspects of dance performance through basic technical dance applications, perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, jazz, and ethnic dance. Students will learn to incorporate appropriate movement/dance vocabulary when identifying qualities and discussing meaning of performance and production in dance. Students will identify historical figures and their significance in dance history.

Dance II (5742, 5746)

Grade Level: 10-12

Prerequisite: Dance I

1 Credit
Level Grade Points

Dance II is a performance-based/intermediate-level course that serves as a dance student's second year to be a member of a dance ensemble at the High School. Dance II students apply intermediate-level dance applications to dance performance. Students will learn to improvise dance phrases using the concept of abstraction by incorporating choreographic processes by altering time, space, dynamics, and intensity in dance styles. Students will analyze and critique their own as well as others performance skills and production qualities in dance. Students identify similarities of form and expression in dance with other art forms and apply dance-related skills such as

creative problem-solving, cooperation, and self-discipline to various life experiences.

FINE ARTS, Cont.

Dance III (5743, 5747)

Grade Level: 11-12
Prerequisite: Dance II

1 Credit
Level Grade Points

Dance III is a performance-based/advanced-level course that serves as a dance student's third year to be a member of a dance ensemble at the High School. Dance III students are expected to perform memorized-complex movement sequences with rhythmic accuracy, projection, confidence, and expression. Students will analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.

Dance IV (5744, 5748)

Grade Level: 11-12
Prerequisite: Dance III

1 Credit
Level Grade Points

Dance IV is a performance-based/highly advanced-level course that serves as a dance student's fourth year to be a member of a dance ensemble at the High School. Dance IV students are expected to lead peers with understanding and respect by demonstrating refined kinesthetic and spatial awareness, as well as self-evaluation, insight, movement inflection, and interpretation skills. Students will demonstrate knowledge of injury prevention rules and other health-related principles when exercising, practicing, and performing. Students will perform dance movements with a refined sense of rhythm and musicality with clarity, expressiveness, and a wide range of spatial qualities by creating original dances using improvisation and other choreographic processes.

Band

Placement in one of several performing ensembles is determined through an audition process that includes a student's technical proficiency as well as demonstrated leadership skills, reliability, and personal commitment to ensemble requirements, ensemble instrumentation limitations, eligibility information, and is not necessarily related to the number of years in Band. All ensembles perform at various concerts, community events, competitions, and select festivals that require frequent rehearsals and performances after school hours. Selected wind and percussion students enrolled in band are combined with varsity and junior varsity string orchestra students to form the full symphony orchestra that rehearses and performs after school hours. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.

During the fall semester, all band students are members of the marching band that rehearses daily after school hours and performs at all varsity football games, selected competitions, and local school and community events. Students in Marching Band in the fall semester may substitute a maximum of 1.5 units for the physical education graduation requirement with the remaining Band units applying toward Fine Arts and/or elective graduation requirements. (See Index/Physical Education.)

Students who play flute, clarinet, alto saxophone, trumpet/cornet, or tenor trombone will provide their own instruments. The larger/more expensive instruments may be provided by the District on a limited basis. Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance and supply expenses, uniform cleaning expenses, as well as possible expenses relating to loss and/or damage of school owned equipment. Specific costs may be obtained from the band director at your school. (See Index/Fees.)

Band I (5751)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

Band II (5752)

Grade Level: 10-12
Prerequisite: Band I

1 Credit
Level Grade Points

Band III (5753)

Grade Level: 11-12
Prerequisite: Band II

1 Credit
Level Grade Points

Band IV (5754)

Grade Level: 12
Prerequisite: Band III

1 Credit
Level Grade Points

FINE ARTS, Cont.

Applied Music - Band

Applied Music-Band is a high level competition/performance based course that is available to all students concurrently enrolled in Band who wish to pursue an advanced level of independent study in music performance.

Applied Music I - Band (5759)

Grade Level: 11-12

Prerequisite: Concurrent enrollment in band.

1 Credit
Level Grade Points

Applied Music II - Band (5760)

Grade Level: 12

Prerequisite: Applied Music I and concurrent enrollment in band.

1 Credit
Level Grade Points

Orchestra

Placement in one of several performing ensembles is determined through an audition process that includes a student's technical proficiency as well as demonstrated leadership skills, reliability, and personal commitment to ensemble requirements, ensemble instrumentation limitations, eligibility information, and is not necessarily related to the number of years in Orchestra.

Students selected for membership in the varsity and junior varsity string ensembles are combined with selected wind and percussion band students to form the full symphony orchestra that rehearses and performs after school hours. All ensembles perform at various concerts, community events, competitions, and select festivals that require frequent rehearsals and performances after school hours. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.

Violins, violas, and cellos for home use are provided by the students. Larger more expensive instruments (double bass for home and school use and cellos for school use) are provided by the District on a limited basis. Additional costs for this course include the purchase of uniform accessories, instrument cleaning, maintenance, and supply expenses, uniform cleaning expenses, as well as possible expenses relating to loss or damage of school owned equipment. Specific costs may be obtained from the orchestra director at your school. (See Index/Fees.)

Orchestra I (5771)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

Orchestra II (5772)

Grade Level: 10-12

Prerequisite: Orchestra I

1 Credit
Level Grade Points

Orchestra III (5773)

Grade Level: 11-12

Prerequisite: Orchestra II

1 Credit
Level Grade Points

Orchestra IV (5774)

Grade Level: 12

Prerequisite: Orchestra III

1 Credit
Level Grade Points

FINE ARTS, Cont.

Applied Music - Orchestra

Applied Music - Orchestra is a high level competition/performance based course that is available to all students concurrently enrolled in Orchestra who wish to pursue an advanced level of independent study in music performance.

Applied Music I - Orchestra (5779)

Grade Level: 11-12

Prerequisite: Concurrent enrollment in Orchestra

1 Credit
Level Grade Points

Applied Music II - Orchestra (5780)

Grade Level: 12

Prerequisite: Applied Music I and concurrent enrollment in Orchestra

1 Credit
Level Grade Points

Choral Music

Placement in one of several performing ensembles is determined through an audition process that includes a student's technical and vocal proficiency as well as demonstrated leadership skills, reliability, and personal commitment to ensemble requirements, eligibility information, and ensemble membership limitations and is not necessarily related to number of years in Choir. Students choosing Vocal Ensemble courses (Humble High School only) must be concurrently enrolled in an advanced level choral ensemble with performance expectations being a continuation of and aligned with the expectations in Choir I-IV.

All ensembles perform at various concerts, community events, competitions, and select festivals that require frequent after school rehearsals and performances. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.

Additional costs for this course include the purchase of uniform accessories, uniform cleaning expenses, and limited supplies as well as possible expenses relating to loss or damage of school owned equipment. Specific costs may be obtained from the choir director at your school. (See Index/Fees.)

Choir I (5761)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

Choir II (5762)

Grade Level: 10-12

Prerequisite: Choir I

1 Credit
Level Grade Points

Choir III (5763)

Grade Level: 11-12

Prerequisite: Choir II

1 Credit
Level Grade Points

Choir IV (5764)

Grade Level: 12

Prerequisite: Choir III

1 Credit
Level Grade Points

FINE ARTS, Cont.

Vocal Ensemble (Humble High School only)

Group and individual technical skills are learned as a continuation of Choir through daily rehearsal and practice. Students receive one additional unit in music as an elective choice toward graduation requirements. Performance expectations in Vocal Ensemble require students to have a high level of vocal proficiency as demonstrated by the completion of at least one year of study in an advanced level High School choral program. Students receive one (1) additional unit in music as an elective choice toward state graduation requirements. Students choosing Vocal Ensemble courses must be concurrently enrolled in an advanced level choral ensemble with performance expectations being a continuation of and aligned with the expectations in Choir I-IV.

Vocal Ensemble I (5765) (HHS only) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: Concurrent enrollment in choir.

Vocal Ensemble II (5766) (HHS only) 1 Credit
Grade Level: 11-12 Level Grade Points
Prerequisite: Vocal Ensemble I and concurrent enrollment in choir

Vocal Ensemble III (5767) (HHS only) 1 Credit
Grade Level: 12 Level Grade Points
Prerequisite: Vocal Ensemble II and concurrent enrollment in choir

Applied Music - Choir

Applied Music – Choir is a high level competition/performance based course that is available to all students concurrently enrolled in choir who wish to pursue an advanced level of independent study in music performance.

Applied Music I - Choir () 1 Credit
Grade Level: 11-12 Level Grade Points
Prerequisite: Concurrent enrollment in choir

Applied Music II - Choir () 1 Credit
Grade Level: 11-12 Level Grade Points
Prerequisite: Applied Music I and concurrent enrollment in choir

Music Theory

Music Theory - Advanced Placement (5783) 1 Credit
Grade Level: 11-12 Honors Grade Points
Prerequisite: Meets Honors Placement Criteria

This college level course emphasizes advanced study of musical structure, form, analysis, part-writing, and advanced terminology. Performance expectations in Music Theory require students to have an advanced level of instrumental and/or vocal proficiency obtained either through four or more continuous years of study in Middle and High School music programs or their equivalent. Students receive one (1) additional unit in music as an elective choice toward state graduation requirements. This college level course is fast-paced and rigorous which is designed to prepare students to take the Music Theory Advanced Placement test for college credit. This course is highly individualized and modular in concept, approach, and direction.

FINE ARTS, Cont.

IB Music Theory I (57821)

Grade Level: 11-12

Prerequisite: Enrolled in Top Band, Choir, or Orchestra and accepted into the International Baccalaureate Diploma Program

1 Credit

Honors Grade Points

This course, taken in addition to Band, Choir, or Orchestra, will focus on Music Theory, Western Music History, World Music, Musical Forms and Musical Analysis. The student will acquire the knowledge necessary for a better understanding of their own musical heritage through the study of Western music history. With that understanding, students gain the ability to appreciate other cultures through their music.

This course, in conjunction with IB Music Theory I, Band, Choir, or Orchestra, will fulfill the Music HL requirements set forth by the IB.

IB Music Theory II (I)

Grade Level: 12

Prerequisite: Enrolled in Top Band, Choir, or Orchestra and accepted into the International Baccalaureate Diploma Program

1 Credit

Honors Grade Points

This course, taken in addition to Band, Choir, or Orchestra, is a continuation (year two) of IB Music Theory II.

This course, in conjunction with IB Music Theory I, Band, Choir, or Orchestra, will fulfill the Music HL Requirements set forth by the IB.

Theatre Arts

Theatre Arts I (5786)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

Theater Arts I establishes the base for all subsequent theatre courses and serves as a general introduction to all of the fundamental aspects of the theatre that range from creative use of technical production skills to the exploration of acting techniques. This course will focus on both the acting and technical aspects involved in the total theatre experience. The technical opportunities afforded students include: sound, sets, lights, costumes, props, and make-up. Basic craftsmanship skills will be taught with students mastering the use of various state equipment and electrical tools utilizing in-model and full-size building and design. The acting/performance opportunities afforded students will include: acting, directing, analysis and interpretation of scripts, script reading, interdependence of all theatrical elements, appreciation of theatre, theatre etiquette, evaluation of theatrical experiences, and theatre history. This course is a prerequisite for Theatre Arts II or Technical Theatre II.

Technical Theatre I (5791)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

Technical Theatre I is designed for students who are interested in the technical theatre production concepts and skills. This course will teach students craftsmanship skills such as carpentry, electrical design and setup, painting, research, and various design techniques for each of the technical elements. The course promotes attendance at live theatrical events and sophisticated analysis and evaluation of theatrical experiences. Students will be involved in classroom instruction and laboratory-type settings.

Theatre Arts II (5787)

Grade Level: 10-12

Prerequisite: Theatre Arts I

1 Credit

Level Grade Points

Theatre Arts II develops the skills and concepts introduced in Theatre Arts I. Students will learn advanced acting skills including: Techniques of acting, advanced characterization, exploration of classical contemporary production styles, children's theatre, traveling productions and research and script analysis. Modern theatre history will also be implemented. The students will be expected to perform in various productions or scene work that requires memorization.

FINE ARTS, Cont.

Technical Theatre II (5792)

Grade Level: 10-12

Prerequisite: Theatre Arts I or Technical Theatre I

1 Credit
Level Grade Points

Technical Theatre II is designed for students who are interested in the technical theatre production concepts and skills. This course will expand the student's craftsmanship skills taught in Technical Theatre I such as: carpentry, electrical design and setup, painting, research, and various design techniques for each of the technical elements. Each element will have several projects on various levels of difficulty along with written tests to determine the knowledge level of these skills. Students will also be required to be involved in each of the main stage productions. The course promotes attendance at live theatrical events and sophisticated analysis and evaluation of theatrical experiences. Students will master the operation of power tools and painting techniques for main stage productions. Students will be involved in classroom instruction and laboratory-type settings.

Theatre Arts III (5788)

Grade Level: 11-12

Prerequisite: Theatre Arts II

1 Credit
Level Grade Points

Theatre Arts III is an advanced level/performance based course designed for the highly motivated/serious theatre student, further defining the concepts and skills acquired in Theatre Arts II. Lessons will include individual research and group study, group discussion and intense scene work that requires lengthy memorization. Students will audition for main stage shows and may participate in all aspects of the Thespian Society. Careers in theatre and/or film will be explored and researched. Students will be expected to attend several mainstage theatre productions after school hours. Attendance is required at all after school rehearsals and performances as a part o the graded curricula.

Technical Theatre III (5793)

Grade Level: 11-12

Prerequisite: Technical Theatre II

1 Credit
Level Grade Points

Technical Theatre III is an advanced level course designed for the highly motivated/serious theatre student by further refining and developing the concepts taught in Technical Theatre II. The major focus of this class is on independent study, research, and design in all technical aspects of the theatre. Students will be expected to perform the duties of "crew heads" and/or designers for the sets used in the main stage productions. Recognition of career opportunities in theatre as well as the accumulation and evaluation of portfolio project work will be required.

Theatre Arts IV (5789)

Grade Level: 12

Prerequisite: Theatre Arts III

1 Credit
Level Grade Points

Theatre Arts IV is a highly advanced level/performance based course designed for highly motivated/serious career minded individuals in theatre. Students will be involved in acting and directing, script analysis, play analysis, and focused research. Students will audition for the main stage shows and be active members of the Thespian Society. College theatre audition and scholarship preparation will be emphasized. Students will be expected to attend several mainstage theatre productions after school hours. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.

Technical Theatre IV (5794)

Grade Level: 12

Prerequisite: Technical Theatre III

1 Credit
Level Grade Points

Technical Theatre IV is a highly advanced level course designed for the highly motivated/career minded serious theatre student by further refining and developing the concepts taught in the Technical Theatre III course. Special emphasis is placed on design and "director" concepts through portfolio accumulation in preparation for scholarship application to university theatre departments. This highly advanced course expects students to design all aspects of a main stage production and complete implementation of the design process.

SPEECH

For students entering as freshmen in the fall of 2001 and thereafter, Communication Applications is the only course that will satisfy the State graduation speech requirement allowing other speech-related courses to be selected for elective credit. All other students may choose any of the following listed speech courses to fulfill graduation requirements. Communication Applications may be taken in the fall or spring semesters. Public speaking, oral interpretation, and debate courses are full-year courses with the spring semester coursework a continuation of the fall semester. Therefore, fall semester must precede spring semester.

Communication Applications (1170)

Grade Level: 9-12

Prerequisite: None

½ Credit
Level Grade Points

Communication Applications allows students to explore basic fundamental aspects of all forms of verbal and non-verbal communication. Students will be expected to identify, analyze, develop, and evaluate basic communication skills needed for professional and social success in interpersonal situations, group interactions, personal and professional presentations, and interviewing preparation.

Teen Leadership (1165) KPHS & SCHS only

Grade Level: 9-11

Prerequisite: None

½ Credit
Level Grade Points

Teen Leadership is a leadership development curriculum designed to provide young people with essential life skills. A safe environment is created in which a basic socialization system is developed and growth in public speaking is nurtured. Principles of self-respect, perseverance, honesty, respect of others, integrity, loyalty, and responsibility are included in this course. This course can count as a speech credit if the teacher is appropriately certified.

Public Speaking I (1171)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

This entry level/performance based course allows students to explore fundamental aspects of public speaking. This course emphasizes planning and organizing speeches using rhetorical analysis. Students explore extemporaneous, impromptu, oratorical, and special occasion speaking. Students will be expected to apply research skills in order to incorporate a minimum of one research-based source into speech development and performance.

Public Speaking II (1172)

Grade Level: 10-12

Prerequisite: Public Speaking I

1 Credit
Level Grade Points

This intermediate level/performance based course is a continuation of and builds on those fundamental skills learned in Public Speaking I. This course expects students to plan and organize speeches using rhetorical analysis. Students research, plan, and prepare numerous extemporaneous, impromptu, oratorical, and special occasion speeches for in-class presentation.

Public Speaking III (1173)

Grade Level: 11-12

Prerequisite: Public Speaking II

1 Credit
Level Grade Points

This advanced level/performance based course is a continuation of and builds on those intermediate skills learned in Public Speaking II. This course expects students to utilize rhetorical analysis to research, plan, and prepare numerous extemporaneous, impromptu, oratorical, and special occasion speeches for in-class presentation.

Oral Interpretation I (1174)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

Oral Interpretation I is an entry level performance-based course that allows students to explore the fundamental aspects of oral interpretation. Students will learn basic script analysis, character analysis, performance nonverbal skills, and adaptation of literature. As part of the graded curriculum, students must prepare for, attend, and compete in at least one speech tournament per semester that will require additional rehearsal time after school hours.

SPEECH, Cont.

Oral Interpretation II (1175)

Grade Level: 10-12

Prerequisite: Oral Interpretation I

1 Credit
Level Grade Points

Oral Interpretation II is an advanced level performance-based course and builds on those fundamental skills learned in Oral Interpretation I. Students will demonstrate advanced script analysis, character analysis, performance nonverbal skills, and adaptation of literature. As part of the graded curriculum, students must prepare for, attend, and compete in at least two speech tournaments per semester that will require additional rehearsal time after school hours.

Oral Interpretation III (1176)

Grade Level: 11-12

Prerequisite: Oral Interpretation II

1 Credit
Level Grade Points

Oral Interpretation III is a highly advanced level performance-based course is a continuation of and builds on those advanced skills learned in Oral Interpretation II. Students will demonstrate highly advanced script analysis, character analysis, performance nonverbal skills, and adaptation of literature. As part of the graded curriculum, students must prepare for, attend, and compete in at least three speech tournaments per semester that will require additional rehearsal time after school hours.

Debate I (1177)

Grade Level: 9-12

Prerequisite: None

1 Credit
Level Grade Points

Debate I is an entry level performance-based course that allows students to explore the fundamental aspects of debate. Students will learn basic debate skills in logical and critical thinking, research, construction, and presentation. As part of the graded curriculum, students must prepare for, attend, and compete in at least one competition tournament per semester that will require additional rehearsal time after school hours.

Debate II (1178)

Grade Level: 10-12

Prerequisite: Debate I

1 Credit
Level Grade Points

Debate II is an Intermediate level performance-based course for the serious debate student who has demonstrated the knowledge and skills learned in Debate I. Students will learn more advanced debate skills in logical and critical thinking, research, construction, and presentation in "Cross Examination" and "Lincoln Douglas" debate. Students will actively "peer critique" two debate rounds. As part of the graded curriculum, students must prepare for, attend, and compete in at least two competition tournaments per semester that will require additional rehearsal time after school hours.

Debate III (1179)

Grade Level: 11-12

Prerequisite: Debate II

1 Credit
Level Grade Points

Debate III is an advanced level competition/performance-based course for the serious/highly motivated debate student who has demonstrated the knowledge and skills learned in Debate II. Students will learn highly advanced debate skills in logical and critical thinking, research, construction, and presentation in "Cross Examination" and "Lincoln Douglas" debate. As part of the graded curriculum, students must prepare for, attend, and compete in at least three competition tournaments per semester that will require additional rehearsal time after school hours.

Debate IV (1187)

Grade Level: 12

Prerequisite: Debate III

1 Credit
Level Grade Points

Debate IV is a highly advanced level competition/performance-based course for the serious/highly motivated debate student who has demonstrated highly advanced knowledge and skills learned in Debate III. Students will learn highly advanced debate skills in logical and critical thinking, research, construction, and presentation in "Cross Examination" and "Lincoln Douglas" debate. As part of the graded curriculum, students must prepare for, attend, and compete in at least four competition tournaments per semester that will require additional rehearsal time after school hours.

HEALTH EDUCATION

The state requirement for health education is ½ credit. The student may elect to substitute **Health Science Technology I** for the health education requirement. The student must complete one full year of Health Science Technology I to satisfy the ½ credit health requirement for graduation.

Health (5580)

Grade Level: 9-12
Prerequisite: None

½ Credit
Level Grade Points

Health is designed to give students practical knowledge that will help them keep physically fit and mentally healthy throughout their lives. The scope of this course includes three-week studies of each of the following: Chemical substance abuse (Drugs, Alcohol, Tobacco), Current health issues (Research Papers and Oral Presentations), Education in healthy sexuality (Relationships, Reproduction, Family Planning, Sexually Transmitted Diseases), Emergency care (CPR, First Aid), Healthful lifestyles (Nutrition, Fitness), Mental and social health (Teen Suicide and Stress Management), Healthy relationships (dating violence warning signs and prevention, dealing with negative peer pressure, etc.)

An optional parent orientation is held each semester prior to the beginning of the Healthy Sexuality Unit. Parents are introduced to the curriculum, shown examples of lessons, and given an opportunity to ask any questions. A parent signature is required for the student to participate in this unit.

Web Health (5583)

Grade Level: 10-12
Prerequisite: None

½ Credit
Level Grade Points

Web Health is designed to give students practical knowledge that will help them keep physically fit and mentally healthy throughout their lives. The scope of this course includes three-week studies of each of the following: Chemical substance abuse (Drugs, Alcohol, Tobacco), Current health issues (Research Papers and Oral Presentations), Education in healthy sexuality (Relationships, Reproduction, Family Planning, Sexually Transmitted Diseases), Emergency care (CPR, First Aid), Healthful lifestyles (Nutrition, Fitness), Mental and social health (Teen Suicide and Stress Management), Healthy relationships (dating violence warning signs and prevention, dealing with negative peer pressure, etc.)

An optional parent orientation is held each semester prior to the beginning of the Healthy Sexuality Unit. Parents are introduced to the curriculum, shown examples of lessons, and given an opportunity to ask any questions. A parent signature is required for the student to participate in this unit.

This class is conducted on-line, and requires five meetings outside of the school day. Course work includes a variety of activities such as newspaper reports, on-line discussion groups, and research reports.

*This course requires the following:

- Course application
- Access to the internet (Students without this requirement should apply for the CHUPPS program.)
- Self discipline and ability to work in a self paced situation

This is a self-guided course. Students deciding to take Web Health should be motivated and able to work in an independent setting. Enrollment is limited to 35 students per semester.

PHYSICAL EDUCATION

Depending on cohort year, students are required to earn either 1 or 1½ credit(s) of physical education to graduate.

As allowed by Chapter 74 of the Texas Administrative Code and provided through Humble ISD Board Policy (EIF), students may substitute certain physical activities for graduation credits required in physical education including the Foundations of Personal Fitness course. The following physical activities will substitute ½ credit per semester toward the physical education state graduation requirements.

Approved Off-Campus Physical Education

Athletics

Cheerleading (fall semester only) (up to 1 credit allowed total)

Drill Team

JROTC

Marching Band (fall semester only)

For those students participating in a quality physical activity program that is supervised by a certified instructor outside of school, the district allows an off-campus physical education program to substitute for regular physical education. There are two categories in which a student may participate in off-campus physical education. **Category one** requires fifteen (15) hours per week, with at least 75% of those training hours being completed Monday through Friday. (Students approved for category one may be permitted to arrive at school late or be dismissed early for the purpose of attending training sessions.) **Category two** requires five (5) hours per week, Monday through Friday, and the student **will not** be permitted to arrive late or be dismissed early from school. Applications should be made prior to the semester in which the student is seeking approval. Applications received after the first 3 weeks in a semester will only be considered for the following semester. For additional information and application forms, please contact your child's counselor.

Foundations of Personal Fitness (5501) ½ - 1 Credit

Grade Level: 9-12

Level Grade Points

Prerequisite: None

Activities: Weight training, jogging, walking, aerobics, personal fitness planning

The physical education student develops the knowledge and skills needed to take responsibility for his/her own fitness levels. The student will successfully benefit from an intense program of physical activity and fitness conditioning. Each student will assess his/her own level of fitness and progress during the course. The differences between health-related and skill-related fitness will also be examined.

Team Sports (5502)

½ - 1 Credit

Grade Level: 9-12

Level Grade Points

Prerequisite: Foundations of Personal Fitness

Activities: Basketball, volleyball, soccer, flag football, softball, floor hockey, badminton, pickle ball

Team sports is the second course for students who have successfully completed the Foundations of Personal Fitness course. The student will be introduced to a variety of team sports. This class will offer concepts, strategies, rules, and physical activity. Cardiovascular fitness will be incorporated into each unit. Upon completion of this course, the student will have learned skills necessary to perform a variety of successful physical activities.

Individual Sports (5503)

½ - 1 Credit

Grade Level: 10-12

Level Grade Points

Prerequisite: Foundations of Personal Fitness and Team Sports

Activities: Badminton, bowling, table tennis, archery, aquatics, weight training, tennis, track and field, and golf

Individual Sports is the third course for those students who have successfully completed Foundations of Personal Fitness and Team Sports. The student will participate in individual sports that can be pursued for a lifetime. Health-

related fitness will be incorporated into each unit.

PHYSICAL EDUCATION, Cont.

Adventure/Outdoor Education (5507)

Grade Level: 9-12

Prerequisite: Foundations of Personal Fitness

½ Credit

Level Grade Points

In this elective course, students will develop competency in outdoor education activities that provide opportunities for enjoyment and challenge and will promote respect for the environment. Activities: camping, hiking, orienteering, water sports, angling (fishing), outdoor cooking, backpacking, archery. Class size will be limited to 24 students. The ability to swim is recommended.

Aerobics Activities (5509)

Grade Level: 9-12

½ - 1 Credit

Level Grade Points

In this elective course, students are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

ATHLETICS

Athletics I, II, III, IV (5511-5577)

Grade Level: 9-12

Prerequisite: Participating in Sport

½ Credit per semester

Level Grade Points

All athletic programs are designed to prepare students for competition in specific sports. Athletic classes meet during the school day with seasonal practices also being required outside school hours. The University Interscholastic League Competition and Contest Rules regulate all athletic classes, practices, and contests. Student athletes representing the Humble Independent School District must also adhere to district athletic policies. Available athletic programs include baseball, basketball, cross-country, diving, football, golf, gymnastics, soccer, softball, swimming, tennis, track, volleyball, wrestling, team management, and sports medicine/athletic training. Tryout procedures will be conducted in programs where limitations exist concerning safety, equipment, supervision, and facilities.

CHEERLEADING

Cheerleading (5506)

Grade Level: 9-12

Prerequisite: Freshman, Sophomore, Junior Varsity, or Varsity Cheerleader Squad Member

½ Credit

Level Grade Points

This course is designed primarily for students selected to perform on Freshman, Sophomore, Junior Varsity, or Varsity Cheerleading Squads. This class meets during the school day and consists of conditioning activities, skill development in several cheerleading and gymnastic techniques, and specific preparation for game and competition performances. Special emphasis on collegiate style cheerleading skills in partner stunting and pyramids will be given to Coed squads. Students gain membership through a try-out procedure held during the spring of the previous school year. This program may substitute for the 1 unit required for physical education (Fall semester only). Spring semester counts toward local credit only.

ARMY JUNIOR ROTC at Humble High School

Students may fulfill State graduation physical education and/or elective requirements by successfully completing the following Junior ROTC courses. A maximum of 1.5 credits may be substituted for the physical education graduation requirement with the remaining Junior ROTC credits applying toward elective graduation requirements. (See Index/Physical Education.)

LET I (5850)

Grade Level: 9

Prerequisite: None

1 Credit
Level Grade Points

Foundation of Army JROTC and Getting Involved: JROTC and patriotic introduction

Being a Leader-Leadership Lab: Leadership defined, Principals of leadership, Leading from inside out

Know Yourself, Study Skills, Communication Skills, Conflict Resolution, Appreciating Diversity, Becoming an Active Leader.

Achieving a Healthy Lifestyle, First Aid Emergencies, Drug Awareness, Substance Abuse Prevention

The Globe: The Globe and Overview

You the People-The Citizenship Skill: Your job as an American Citizen

LET II (5851)

Grade Level: 10

Prerequisite: LET I

1 Credit
Level Grade Points

Recap LET I

Know How to Lead: Power Bases + Influence, Styles of Leadership, Management Skills, Motivation Development

Know Yourself, Communication Skills, Conflict Resolution, Teaching Skills, Social Responsibility

Achieving a Healthy Lifestyle, First Aid Emergencies, Drug Awareness, Substance Abuse Prevention

Maps, Map Reading, and Land Navigation: Introduction to Maps

The Citizen Action Group Process, The Founding of a Nation, Growth of a Nation, Sources of Power

LET III (5852)

Grade Level: 11

Prerequisite: LET II

1 Credit
Level Grade Points

Recap LET II/The Nation's Defense Forces: DOD, Army, Navy, Air Force, Marines, Coast Guard, Merchant Marine

Leading Situations: Performance Indicators, Negotiating Decision Making, Planning Battalion Formations

Conflict Resolution, Career Planning, Planning Skills, Financial Planning, Mediation, Emotional Intelligence, Service Learning.

Taking the Cadet Challenge: Fitness

Orienteering: Elementary Orienteering, Environmental Awareness, Exploring the World

The Federal Judicial System: Enforcing the Law, John Marshall and Judicial Review

LET IV (5853)

Grade Level: 12

Prerequisite: LET III

1 Credit
Level Grade Points

Recap LET III

Leading Situations: Leading Meetings, Supervising, Team Development, Project Management, Mentoring

College/Career Planning, Planning Skills, Making a Difference through Service, Emotional Intelligence, Creating a Portfolio

Taking the Cadet Challenge: Fitness

Orienteering: Intermediate Orienteering, Environmental Issues, Exploring the World

Local Issues and Answers: Democracy and Freedom, Local Government, Presidential Power

NAVY JUNIOR ROTC at Kingwood High School

Students may fulfill state graduation physical education and/or elective requirements by successfully completing the following Navy Junior ROTC Course. A maximum of 1.5 credits may be substituted for the physical education graduation requirement with the remaining Junior ROTC credit applying toward elective graduation requirements. (See Index/Physical Education.)

Navy Science I (5850)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

Foundation of Navy ROTC: will introduce the students to the NJROTC Program its background, mission, curriculum, citizenship and American Government and activities, Navy Ships, wellness, fitness and first aid as well as it benefits to the cadets.

Leadership Lab: Military Drill

Navy Science II (5851)

Grade Level: 9-12
Prerequisite: Recommended, Navy Science I

1 Credit
Level Grade Points

Maritime History, Nautical Science for Second year NJROTC students to include Oceanography, Meteorology, Astronomy and Physical Science

Leadership Lab: Military Drill.

Navy Science III (5852)

Grade Level: 9-12
Prerequisite: Recommended, Navy Science III

1 Credit
Level Grade Points

Navy knowledge and skills for the NJROTC 3rd Year Cadet, Sea Power and National Security, Naval Operation and Support function, Military Law, and International Law of the Sea: The role of government in Sea Power, The American Revolution, The Civil War, World War I, The Interwar years 1918-1941.

Leadership Lab: Military Drill

Navy Science IV (5853)

Grade Level: 9-12
Prerequisite: Recommended, Navy Science V

1 Credit
Level Grade Points

The Navy Science 4 cadets will understand the Fundamental of Leadership, Selected Readings and research of Leadership, Leadership Group Dynamic, Thoughts on man's Purpose, Diversity, and Management skills.

The Federal Judicial System; Enforcing the law, John Marshal and Judicial Review.

Leadership Lab: Military Drill and Team building, Oral Communication, Written Communication, Understanding and evaluating performance

All PREREQUISITE: Can be wavered By the SNSI.

COSTS: None

Students will be expected to wear and care for a uniform and to participate in drill and ceremonies as well as physical fitness training. JROTC also offers extracurricular activities such as drill team, color guard, and community service.

SPECIAL INFORMATION

Each NJROTC Cadet who completes 4yr in NJROTC can compete for selection to the US Navy Academic and NROTC Scholarship.

AIR FORCE JUNIOR ROTC at Kingwood Park High School

Air Force Junior ROTC (AFJROTC) Aerospace Science is a 4 year program designed to provide each cadet with the skills necessary to become successful in business, college or in any branch of the military. AFJROTC fulfills the state graduation physical education and/or elective requirements. A maximum of 1.5 credits may be substituted for the physical education graduation requirements and the remaining AFJROTC credit can be applied as electives. Semesters in AFJROTC can be used to obtain advanced rank in the military services.

AFJROTC Courses are presented on a rotational basis; therefore most courses do not require prerequisite for the standard AFJROTC Courses. The advance courses will require certain prerequisites and only a limited number of those cadets meeting those prerequisites will be accepted into those programs. All Aerospace Science courses are composed of a science, leadership education and wellness.

Aerospace Science I (5850)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

AS100 – A Journey Into Aviation History: Focuses on military and civilian flight throughout the centuries with emphasis on modernization and transformation from a Air Force to a Aerospace Force; a brief history of astronomical and space exploration.

LE 100-Leadership Education 1 Introduction to Air Force ROTC: Discusses Air Force structure, customs and courtesies and elements of good citizenship. Drill and Ceremonies.

WELLNESS – Team leadership and wellness component.

Aerospace Science II (5851)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

AS200-Science of Flight: Science of Flight will acquaint the student with the principles of aircraft flight, human requirements of flight, and principles of navigation. Discussion will include the forces of lift, drag, thrust, weight and the affects of the environment on flight.

LE200-Leadership Education 2 Communication, Awareness, and Leadership: Stresses communicating effectively, understanding groups and teams, preparing for leadership, solving conflict and problems and personal development. Drill and Ceremonies.

WELLNESS – Team leadership and wellness component.

Aerospace Science III (5852)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

AS300 (FALL SEMESTER) The Exploration of Space: Examines the planets, latest advances in space technology, and continuing challenges of space and manned spaceflights

AS300 (SPRING SEMESTER) An Introduction to Astronomy: Explores the history of astronomy to include prehistoric astronomy, early ideas of the heavens, solar system, and astronomy in the renaissance; Isaac Newton and the birth and growth of Astrophysics.

LE300-Leadership Education 3 Life Skills and Career Opportunities: Information on how to apply for college, vocational or tech school; information includes how to begin a job search, financial planning, registering to vote and citizenship responsibilities. Drill and Ceremonies.

WELLNESS – Team leadership and wellness component.

Aerospace Science IV (5853)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

AS400 (FALL SEMESTER) Survival: Basic survival information found in Air Force Regulation 64-4 Survival Training

AS400 (SPRING SEMESTER) Policy and Organization: Establishes a foundation for understanding the US Air Force, purpose of the Department of Defense, study the National Security Strategy and gives a brief history of the military.

LE400-Principles of Management: This course provides exposure to the fundamentals of management. Drill and Ceremonies.

WELLNESS – Team leadership and wellness component.

AIR FORCE JUNIOR ROTIC, Cont.

Drill and Ceremonies (5844)

½ credit

Grade Level: 9-12

Level Grade Points

Prerequisite: Concurrent enrollment in AFJROTC 1, 2, 3, or 4

The Drill and Ceremonies course provides fundamental and in-depth instruction in Air Force drill and ceremonies to include cadet ability to perform the AFJROTC 30-step drill sequence at the appropriate level commensurate with their enrollment experience. The Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice.

TECHNOLOGY APPLICATIONS

As a course requirement, students are required to have a flash drive to store their work. Information for these courses can be found in the Career And Technical Education Course Description Section of this handbook.

Enrollment is limited. These courses may not be offered at all campus locations. See your counselor for details.

Computer Science I (0800)

Grade Level: 10-12

Prerequisite: Algebra I

1 Credit

Level Grade Points

This is an initial course in problem solving, programming logic, and sequencing using the Java programming language. The content includes programming methodology, study of algorithms, data types and structures, applications of computing, concepts associated with computer systems, and social implications of computing technology. Students who can plan a career in math or science fields such as engineering, software design, research, or computer science will find this course beneficial. This is both a college prep course for potential Computer Science majors and a foundation course for other technical fields. The fee for this course is \$10.00.

Advanced Placement Computer Science II (0807)

Grade Level: 11-12

Prerequisite: Computer Science I

1 Credit

Honor Grade Points

Students will learn more advanced problem solving and computer science basics using the Java programming language. This course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction will include preparation for the College Board Advanced Placement Computer Science A examination. The fee for this course is \$10.00.

Desktop Publishing (0801)

Grade Level: 9-12

1 Credit

Level Grade Points

This course is designed to provide students with an introductory knowledge of desktop publishing skills. A variety of technology formats will be used to develop finished products that will communicate information to diverse audiences. The student will be able to analyze the impact of desktop publishing on society including concepts related to persuasiveness, marketing and point of view. Students will use technology to complete real world projects for the campus, district, and community. This course satisfies the Technology Application credit. The fee for this course is \$10.00.

Digital Graphics/Animation (0806)

Grade Level: 9-12

1 Credit

Level Grade Points

This course will use computer technologies to explore graphic design as it relates to commercial art and 2-d animation. Students will produce graphics using digitally enhanced images and original drawing. A variety of tools will be used including, but not limited to, computers, digital cameras, graphic tablets, scanners, the internet, sketchbooks, modeling clay, and various drawing materials. This course will also include discussions on copyright laws and issues, internet ethics, art elements and principles of design, composition and layout rules, storyboarding, color theory, and color schemes. The fee for this course is \$10.00.

AGRICULTURE, FOOD AND NATURAL RESOURCES

Coordinated group and individual instructional activities consisting of classroom and laboratory experiences, supervised agricultural experiences, and leadership activities are included in this comprehensive secondary program. The program is designed to develop competencies needed by high school students desiring to or preparing to enter agricultural, food, and natural resources occupations. Agricultural employment includes all jobs that require agricultural competencies or essential knowledge and skills needed in producing, managing, processing, marketing, distributing, regulating, or protecting any of the renewable natural resources-about 20% of the Gross National Product (GNP). Sixty percent (60%) of all activities are shop/lab activities. All classes are located at the high school.

FFA activities are an integral part of the Agricultural Science and Technology education program. Opportunities for developing skills in leadership, cooperation, and citizenship are provided through extension of classroom/laboratory learning experiences by membership and participation in this student leadership organization.

FIFTEEN RELATED CAREERS

Agricultural Scientist	Hazardous Material Technical	Range Manager
Cooperative Extension Service	Coordinator	Veterinary Technician
Fish and Game Warden	Agricultural Engineer	Technical Sales Rep. (Agricultural)
Landscape Architect	Biological Scientist	Quality Control/Technician-Food
Teacher, Career and Technical Education	Farmer/Farmer Manager	Crop Protection
	Forester and Conservation Scientist	Veterinarian

Advanced Animal Science (C056)

Grade Level: 12

Prerequisite: Recommended, one credit agricultural course

1 Credit

Level Grade Points

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Agricultural Facilities Design and Fabrication (C072)

Grade Level: 10-12

Prerequisite: None

1 Credit

Level Grade Points

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Agricultural Mechanics and Metal Technologies (C070)

Grade Level: 10-12

Prerequisite: None

1 Credit

Level Grade Points

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

COURSE LISTINGS

AGRICULTURE, FOOD AND NATURAL RESOURCES

Food Technology and Safety (C060)

Grade Level: 10-12

Prerequisite: None

½ Credit
Level Grade Points

To be prepared for careers in value-added and food processing systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing 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 examines the food technology industry as it relates to food production, handling, and safety. The fee for this course is \$10.00.

Horticulture Science (C068)

Grade Level: 10-12

Prerequisite: None

½ Credit
Level Grade Points

To be prepared for careers in horticultural systems, students need to 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. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Landscape Design and Turf Grass Management (C066)

Grade Level: 10-12

Prerequisite: None

½ Credit
Level Grade Points

To be prepared for careers in horticultural systems, students need to 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. This course is designed to develop an understanding of landscape and turf grass management techniques and practices.

Livestock Production (C052)

Grade Level: 10-12

Prerequisite: None

½ Credit
Level Grade Points

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

Practicum in Agriculture, Food, and Natural Resources (C074)

Grade Level: 12

Prerequisite: Application approval, transportation required
2 or more courses in a sequence

2 Credits
Level Grade Points

The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

COURSE LISTINGS AGRICULTURE, FOOD AND NATURAL RESOURCES

Principles and Elements of Floral Design (C064)

Grade Level: 10-12

Prerequisite: None

1 Credit
Level Grade Points

To be prepared for careers in the floral design, students need to 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. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. The fee for this class is \$20.00.

Principles of Agriculture, Food, and Natural Resources (C050)

Grade Level: 9-10

Prerequisite: None

1 Credit
Level Grade Points

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

Professional Standards in Agribusiness (C058)

Grade Level: 10-11

Prerequisite:

½ Credit
Level Grade Points

To be prepared for careers in agribusiness systems, students need to 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. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

Small Animal Management (C054)

Grade Level: 10-12

Prerequisite:

½ Credit
Level Grade Points

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

Wildlife, Fisheries, and Ecology Management (C062)

Grade Level: 10-11

Prerequisite: None

1 Credit
Level Grade Points

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

ARCHITECTURE AND CONSTRUCTION

Architecture and Construction career fields include the creative and detailed drafting of architectural designs with a focus on an environmentally friendly outcome. Students learn how to create architectural designs using board methods prior to learning the same methods using the Auto CAD computer program. For the more active and outdoor-oriented student, the construction fields that include the execution of blueprints into a finished project or home becomes the focus. Students entering into these fields must be able to measure well and do math functions with relative ease.

The student organization for this area is VICA/Skills USA, which provide opportunities for leadership development and competitions to enhance the learning experience.

RELATED CAREERS

Architect	Construction Manager	Roofer
Industrial Designer	Framers	Cabinetmakers
Drafter	Dry Wall	Tile Mason
Landscape Architect	Brick Masons	Flooring
Teacher, Career and Technical Education	Electrician	Interior Designer
Project Manager	Plumber	Painters

Advanced Architectural Design (formerly Advanced Architectural CAD) (C108) 2 Credits
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Recommended, Architectural Design or Advanced Interior Design

In Advanced Architectural Design, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Advanced Architectural design includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. The fee for this course is \$10.00.

Advanced Construction Technology (formerly Building Trades II) (C114) 2 Credits
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Construction Technology

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

Advanced Interior Design (C104) 2 Credits
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Interior Design

Advanced Interior Design is a technical laboratory course that includes the knowledge of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior spatial design.

Architectural Design (formerly Architectural Graphics) (C106) 1 Credit
 Grade Level: 10-12 Level Grade Points
 Prerequisite: None

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

commercial or residential architectural purposes. The fee for this course is \$10.00.

COURSE LISTINGS

ARCHITECTURE AND CONSTRUCTION

Construction Technology (formerly Building Trades I) (C112) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: Recommended, Principles of Architecture and Construction

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

Interior Design (formerly Interior Design) (C102) 1 Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: None

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

Practicum in Architectural Design (formerly Architectural Drafting III) (C110) 2 Credits
Grade Level: 12 Level Grade Points
Prerequisite: Application approval, transportation required
2 or more courses in sequence

Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

Practicum in Construction Management (formerly Building Trades III) (C116) 2 Credits
Grade Level: 12 Level Grade Points
Prerequisite: Application approval, transportation required
2 or more courses in sequence

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

Principles of Architecture and Construction (C100) 1 Credit
Grade Level: 9-12 Level Grade Points
Prerequisite: None

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

ARTS. AUDIOVISUAL TECHNOLOGY AND COMMUNICATION

The Arts, Audiovisual Technology and Communication career areas include the mastery and use of computer or other technology along with individual creativity. This area includes film production and editing, print media, animation, journalism and photography as well as illustration in its wide range of careers. People who mix their artistic talents with training in the latest design software should be able to find many good opportunities for employment. Computer graphics for software and web page design are two of the hot trends in the industry.

Students participate in leadership activities in the VICA/SKILLS USA clubs, which allow them to compete in local and state contests and learn leadership skills as officers in the club.

FIFTEEN RELATED CAREERS

Graphic Artist	Art Gallery Owner/Manager	Fashion Designer
Advertising Designer	Computer Graphic Designer	Illustrator
Special Effects Designer	Photographer/Photojournalist	Filmmaker
Audio-Video Producer	Motion Picture Producer	Media Director
Master Control Operator	Production Specialist	Fine Artists

Advanced Audio/Video Production (formerly Media Technology II) (C152)

Grade Level: 11-12

Prerequisite: Audio/Video Production

2 Credits

Level Grade Points

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video. The fee for this course is \$10.00.

Audio/Video Production (formerly Media Technology I) (C150)

Grade Level: 10-12

Prerequisite: Recommended, Principles of Arts, Audio/Video Technology

1 Credit

Level Grade Points

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production activities. The fee for this course is \$10.00.

Practicum in Audio/Video Production (C154)

Grade Level: 12

Prerequisite: Application approval, transportation required
Advanced Audio/Video Production

2 Credits

Level Grade Points

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

BUSINESS MANAGEMENT AND ADMINISTRATION

This comprehensive program provides students with meaningful instruction both for business and about business, while being flexible and adaptable to the needs of industry and society. Students are provided broad, transferable concepts and competencies that allow them to enter the job market with the ability to function in new and emerging technological occupations as well as to reach maximum potential in higher education.

Basic skills such as reading, writing, computation and computer technology expertise comprise the foundation of all Business Education courses. Introductory and upper-level courses integrate academic and critical thinking skills for a complete understanding of the functions of business and the implications for personal life skills. Major tasks emphasize developing effective oral and written communication, preparing and analyzing business records, operating appropriate equipment, utilizing software, and developing necessary knowledge and skills to interact successfully with others.

FIFTEEN RELATED CAREERS

Accountant & Auditor	Computer Programmer	Medical Secretary
Bank Manager	Court Reporter	Management Consultant
Buyer, Wholesale & Retail	CPA (Certified Public Accountant)	Real Estate Manager
City Manager	Educational Administrator	Stockbroker
Claims Adjuster	Entrepreneur	Telecommunications Specialist

Business English (formerly Business Communications) (C206) 1 Credit
 Grade Level: 12 Level Grade Points
 Prerequisite: English III, Touch Systems Data Entry

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction.

Business Information Management (formerly BCIS I) (C204) 1 Credit
 Grade Level: 9-12 Level Grade Points
 Prerequisite: Recommended, Touch System Data Entry

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. The fee for this course is \$10.00.

Business Law (formerly Business Law) (C208) ½ Credit
 Grade Level: 11-12 Level Grade Points
 Prerequisite: None

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

COURSE LISTINGS

BUSINESS MANAGEMENT & ADMINISTRATION

Global Business (formerly International Business) (C210) ½ Credit
Grade Level: 10-12 Level Grade Points
Prerequisite: Recommended, Principles of Business, Marketing & Finance

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Practicum in Business Management (formerly Administrative Procedures II) (C214) 2 Credits
Grade Level: 12 Level Grade Points
Prerequisite: Application approval, transportation required
2 or more courses in a sequence

The Practicum 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 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. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

Principles of Business, Marketing, and Finance (formerly Business Venture) (C200) ½ Credit
Grade Level: 9-11 Level Grade Points
Prerequisite: None

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

Touch System Data Entry (Keyboarding) (C202) ½ Credit
Grade Level: 9-10 Level Grade Points
Prerequisite: None

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

Virtual Business (C212) ½ Credit
Grade Level: 10-11 Level Grade Points
Prerequisite: Recommended, Touch System Data Entry

Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contacts. Students will be able to provide administrative, creative, and technical services using advanced technological models of communications and data delivery. The student builds a functional website that incorporates the essentials of a virtual business.

EDUCATION AND TRAINING

The Education and Training area includes the understanding of the developmental stages of children and preparing students for the experience of becoming teachers. The courses provide students the opportunity to observe students in actual classrooms and later assisting the teacher in preparing lessons for the class. These courses provide an opportunity for real-world experience prior to entering college.

The TAFE (Texas Association of Future Educators) club and the Family, Career, Community Leaders of America (FCCLA) organization provide extracurricular involvement for students enrolled in Family and Consumer Sciences Education courses. Leadership skills, citizenship, personal growth and community service related opportunities are supported through membership. Competitive events enhance career preparation, curriculum competencies, self-confidence, and the instructional program.

FIFTEEN RELATED CAREERS

Teacher, Pre-K	Teacher Aide	Child Care Director
Teacher, Elementary	Child Care Worker	Head Start Teacher
Teacher, Secondary	Corporate Trainer	Career Counselor
Administrator	Human Resource personnel	Counselor
College Professor	Child Psychologist	Social Worker

Instructional Practices in Education and Training (formerly Ready, Set, Teach I) (C252) 2 Credits
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Recommended, Principles of Education and Training, transportation required

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development 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 education and exemplary Humble ISD educators in direct instructional roles with elementary and middle 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 (formerly Ready, Set, Teach II) (C254) 2 Credits
 Grade Level: 12 Level Grade Points
 Prerequisite: Application approval, Instructional Practice in Education

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 education and exemplary Humble ISD educators in direct instructional roles with elementary and middle 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 teachers, trainers, paraprofessionals, or other educational personnel. This is a non-paid practicum.

Principles of Education and Training (C250) ½ Credit
 Grade Level: 9-12 Level Grade Points
 Prerequisite: None

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

FINANCE

The Finance Cluster prepares learners for careers in financial planning, insurance, banking, business and financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

FIFTEEN RELATED CAREERS

Financial Planner	Tax Preparer	Brokerage Clerk
Sales, Securities and Commodities	Investment Advisor	Development Officer
Teacher, Accounting	Accountant	Bookkeeper
Chief Financial Officer	Revenue Agent	Comptroller
Treasurer	Auditor	Economist

Accounting I (formerly Accounting I) (C306)

Grade Level: 10-12

Prerequisite: Recommended, Principles of Business, Marketing & Finance

1 Credits

Level Grade Points

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

Accounting II (formerly Accounting II) (C308)

Grade Level: 11-12

Prerequisite: Accounting I

1 Credits

Level Grade Points

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

Banking and Financial Services (formerly Banking and Financial Systems) (C304)

Grade Level: 10-12

Prerequisite: Recommended, Principles of Business, Marketing, & Finance

½ Credit

Level Grade Points

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

Money Matters (C302)

Grade Level: 9-12

Prerequisite: Recommended, Principles of Business, Marketing, & Finance

½ Credit

Level Grade Points

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

HEALTH SERVICES

Health Science Technology Education is a comprehensive secondary education program for students who have an interest and desire to explore health careers. Students gain the knowledge and skills to make realistic health career choices. Students enhance their academic foundation through a strong science-based enrichment curriculum. Industry partnerships provide students with valuable observation-based experience so students can visualize their potential roles in safe, effective, efficient, quality health care. Emphasis is placed on safety and technology utilized in health care. Opportunities for leadership and citizenship development are available through membership and participation in Health Occupations Students of America (HOSA). This student professional organization provides opportunities for leadership development, knowledge and skill recognition through the competitive events program and community service projects. By networking with health care professionals, students receive guidance in selecting and pursuing a health career.

FIFTEEN RELATED CAREERS

Physician	Nurse	Pharmacist
Dentist	Emergency Medical Technician	Veterinary Services
Therapist (i.e., Physical, Respiratory)	Radiologist	Lab Technician
Psychologist	Optometrist	Ophthalmologist
Administrator	Nutritionist	Sports Physician

Anatomy and Physiology (formerly Anatomy and Physiology) (C364) 1 Credit
 Grade Level: 11-12 Level Grade Points
 Prerequisite: None

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

Health Science (formerly Health Science II) (C354) 2 Credits
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Application approval, Principles of Health Science

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

Medical Terminology (formerly Medical Terminology) (C352) ½ Credit
 Grade Level: 10-12 Level Grade Points
 Prerequisite: None

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

Principles of Health Science (formerly Health Science I) (C350) 1 Credit
 Grade Level: 10-12 Level Grade Points
 Prerequisite: None

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

HOSPITALITY AND TOURISM

Hospitality and Tourism is one of the fastest growing career fields in America. Tourism plays an important part in this increase. More and more cities are taking advantage of these opportunities for the tourist dollar. Real estate developers, corporations and urban planners are all working to tap into the huge amount of money available from tourism. These efforts create jobs for thousands of people. Business people working away from home account for the majority of rented rooms at many hotels across the country. Hotels and services that cater to these travelers to make them more comfortable are thriving. The Hospitality and Tourism focus area provides training in the related fields, with specific focus on job related preparation for employment. Students learn the basics of the tourism industry and the culinary industry and then have the opportunity to practice these skills in the pre-employment laboratory situation.

FIFTEEN RELATED CAREERS

Executive Chef	Travel Agent	Hotel Manager
Reservation Agent	Concierge	Food Service Worker
Sous Chef	Waitress/Waiter	Maitre 'D
Flight Attendant	Cook/Short Order Cook	Baker
Convention Services	Tour Guide	Food/Beverage Manager

Culinary Arts (formerly Culinary Arts I) (C406)

Grade Level: 10-12

Prerequisite: Application approval;

Recommended, Hotel Management or Restaurant Management

2 Credits

Level Grade Points

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course.

Hospitality Services (formerly Hospitality Services I) (C410)

Grade Level: 11-12

Prerequisite: Application approval;

Recommended, Hotel Management or Restaurant Management

2 Credits

Level Grade Points

Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Hotel Management (formerly Hotel Management) (C402)

Grade Level: 10-12

Prerequisite: Recommended, Principles of Hospitality and Tourism

½ Credit

Level Grade Points

This course focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

COURSE LISTINGS

HOSPITALITY AND TOURISM

Practicum in Culinary Arts (formerly Culinary Arts II) (C408)

Grade Level: 12

Prerequisite: Application approval, Culinary Arts

2 Credits

Level Grade Points

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

Practicum in Hospitality Services (formerly Hospitality Services II) (C412)

Grade Level: 12

Prerequisite: Application approval, Hospitality Services

2 Credits

Level Grade Points

A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services 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. This is a non-paid practicum.

Principles of Hospitality and Tourism (C400)

Grade Level: 9-11

Prerequisite: None

½ Credit

Level Grade Points

This hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that met industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Restaurant Management (formerly Restaurant Management) (C404)

Grade Level: 10-12

Prerequisite: Recommended, Principles of Hospitality and Tourism

½ Credit

Level Grade Points

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

HUMAN SERVICES

The Human Services curriculum empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is the unique focus of Human Services. The department offers courses designed to prepare students for the world of work and life.

FIFTEEN RELATED CAREERS

Family, School or Career Counselor	Child Psychologist	Merchandise Display Artist
Child Care Specialist	Hotel/Motel Manager	Public Relations Specialist
Dietitian	Home Furnishings Buyer	Manicurist
Family and Consumer Sciences Teacher	Cosmetologist	Professional Educator
Fashion Designer	Marketing Research Analyst	Social Worker

Child Development (formerly Child Development) (C452)

½ Credit

Grade Level: 10-12

Level Grade Points

Prerequisite: Recommended, Principles of Human Services

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Introduction to Cosmetology (C456)

½ Credit

Grade Level: 9-12

Level Grade Points

Prerequisite: None

In Introduction to Cosmetology, students will be introduced through lecture to the field of cosmetology and nail technology. The intro class is designed to give students a clear understanding of the subject matter and procedures of cosmetology and nail technology, along with the policies of the Humble ISD cosmetology department. In addition, students will receive training in customer services, professionalism and working with other students. It is recommended for any student planning on entering Cosmetology I & II, for licensure. All intro students must obtain a permit from the Texas Department of License and Registration. This is a one time fee (\$25) and the hours obtained will carry over into Cosmetology I & II.

Cosmetology I & II (C458) (C460) (located at HHS)

3 Credits

Grade Level: 10-12

Level Grade Points

Prerequisite: Application approval

This is a two-year course designed for students who would like to enter the field of cosmetology. This is a state licensing program in cooperation with the Texas Cosmetology Commission. Students must earn 1,000 hours in theory and practical applications in the laboratory provided, and 500 hours in other specified courses such as biology, chemistry, and mathematics for a total of 1,500 hours. Upon the satisfactory completing of the 1,500 hours students are expected to take the Texas Cosmetology Commission State Board Exam to become certified as a cosmetologist. KHS, AHS, KPHS, & SCHS students may be transported to take the course (A.M. class only). All students must obtain a permit from The Texas Department of License & Regulations. This is a one time fee and must be obtained before hours are accumulated. (If a student took the intro class, they will use the permit obtained from that class) Students are also required to purchase a cosmetology kit.

COURSE LISTINGS

HUMAN SERVICES

Practicum in Human Services (C454)

Grade Level: 12
Prerequisite: Application approval, transportation required
2 or more courses in a sequence

2 Credits
Level Grade Points

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

Principles of Human Services (formerly Personal and Family Development) (C450)

Grade Level: 9-12
Prerequisite: None

1 Credit
Level Grade Points

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

INFORMATION TECHNOLOGY

As it pertains to technology, IT spans a wide variety of areas that include but are not limited to things such as Processes, Computer Software, Computer Hardware, Programming Languages, and Data Constructs. In short, anything that renders data, information or perceived knowledge in any visual format whatsoever, via any multimedia distribution mechanism, is considered part of the domain space known as Information Technology (IT). According to the Occupational Outlook Handbook, employment of computer and information systems managers is expected to grow 17 percent over the 2008-18 decade, which is faster than the average for all occupations. New applications of technology in the workplace will continue to drive demand for workers, fueling the need for more managers. To remain competitive, firms will continue to install sophisticated computer networks and set up more complex intranets and websites. They will need to adopt the most efficient software and systems and troubleshoot problems when they occur. Computer and information systems managers will be needed to oversee these functions.

RELATED CAREERS

Computer Systems Hardware Analyst	Computer Security Specialist	Computer Programmer
Cisco Certified Networking Associate	Computer Repair Technician	Website Designer
Computer Scientist/Engineer	Cryptanalysis	Computer Security Specialist
Global Positioning Technician	Mathematician	Secretary
Court Reporter	Mapmaker	Computer Education
Technician	Computer Technician	

Studies around the world show a growing demand for information and communication technology (ICT) professionals and a critical shortage of qualified candidates to fill the positions. Innovations such as social networking, cloud computing, e-commerce, web conferencing, and desktop virtualization are changing the way we live, work, play, and learn, and these capabilities are all powered by networks. The Cisco Networking Academy CCNA Discovery and CCNA Exploration courses provide the experience needed to help meet the global demand for qualified ICT candidates to design, install, and manage these networks.

CISCO/Internetworking Technologies I (C512)

Grade Level: 11-12 (Dual Credit Available with Lonestar College)

Prerequisite: Application approval, sequence of courses

CATECenter
(double blocked)
Level Grade Points

Fall Semester: CCNA Exploration 1- Networking Fundamentals

1Credit

The goal of this course is to introduce you to fundamental networking concepts and technologies. These online course materials will assist you in developing the skills necessary to plan and implement small networks across a range of applications. Topics covered in this course include Networking Basics, the OSI Model, Ethernet, Cabling and IP Addressing.

Spring Semester: CCNA Exploration 2 – Routing Protocols & Concepts

1Credit

The goal is to develop an understanding of how a router learns about remote networks and determines the best path to those networks. This course includes both static routing and dynamic routing protocols. Topics covered in this course include Intro to Routing and Packet Forwarding, RIP v 1 and RIP v 2, VLSM, CIDR, EIGRP and OSPF.

CISCO II/Internetworking Technologies II (C514)

Grade Level: 11-12

Prerequisite: Application approval, CISCO I

CATE Center
(double blocked)
Level Grade Points

Fall Semester: Weeks 1-9 CCNA Exploration 3 – LAN Switching and Wireless

1Credit

The goal is to develop an understanding of how switches are interconnected and configured to provide network access to LAN users. This course also teaches how to integrate wireless devices into a LAN. Topics covered in this course include LAN design, Basic Switch Configuration, VLANs, VTP, STP and Basic Wireless

Fall Semester: Weeks 10-18 CCNA Exploration 4 – Accessing the WAN

1 Credit

The goal of this course is to introduce you to fundamental networking concepts and technologies. These online course materials will assist you in developing the skills necessary to plan and implement small networks across a range of applications. Topics covered in this course include Intro to WANS, Frame Relay, Network Security, ACLs,

COURSE LISTINGS

INFORMATION TECHNOLOGY

Computer Maintenance (C500)

Grade Level: 10-12

Prerequisite: Recommended, Business Information Management

CATE Center
1 Credit (double blocked)
Level Grade Points

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

Computer Programming (formerly Business Computer Programming) (C506)

Grade Level: 10-12

Prerequisite: Recommended, Business Information Management

1 Credit
Level Grade Points

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Computer Technician (formerly Computer Maintenance II) (C504)

Grade Level: 11-12

Prerequisite: Application approval, Computer Maintenance

CATE Center
2 Credits (double blocked)
Level Grade Points

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

Digital and Interactive Media (formerly Business Image Management and Multimedia) (C508)

Grade Level: 10-12

Prerequisite: Recommended, Business Information Management

½ Credit
Level Grade Points

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. The fee for this course is \$10.00.

Telecommunications and Networking (formerly Networking Essentials) (C502)

Grade Level: 10-12

Prerequisite: None

CATE Center
1 Credit (double blocked)
Level Grade Points

Students develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Web Technologies (C510)

Grade Level: 10-12

Prerequisite: Recommended, Business Information Management

½ Credit
Level Grade Points

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for

a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

LAW, PUBLIC SAFETY AND SECURITY

Career Opportunities in the criminal justice field are extensive and projected as a high growth area. Students may choose the introductory course to explore career options and/or continue into the more in-depth courses. Several courses offer certification preparation and/or community college credit. Students have the option to explore and prepare for careers ranging from emergency operators to a Supreme Court judge. The opportunities and variations are exciting.

FIFTEEN RELATED CAREERS

Airport Security	Correction Officer	Hotel Security
Bodyguard	Detective	Probation and Parole
Border Patrol	Drug Enforcement Agent	Attorney
Central Intelligent Agent	FBI Agent	Police Officer
Corporate Security	Arson Investigator	911 Telecommunication

Court Systems and Practices (formerly Courts and Criminal Procedures) (C556) 1 Credit
 Grade Level: 10-12 Level Grade Points
 Prerequisite: Recommended, Law Enforcement I

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

Forensic Science (C554) 1 Credit
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Biology, Chemistry

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

Law Enforcement I (formerly Introduction to Criminal Justice) (C552) 1 Credit
 Grade Level: 10-12 Level Grade Points
 Prerequisite: Recommended, Principles of Law, Public Safety, Corrections and Security

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

Practicum in Law, Public Safety, Corrections, and Security (C558) 2 Credits
 (formerly Criminal Justice Internship) Level Grade Points
 Grade Level: 12
 Prerequisite: Application approval, transportation required
 2 or more courses in a sequence

The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific career interest.

COURSE LISTINGS

LAW, PUBLIC SAFETY AND SECURITY

Principles of Law, Public Safety, Corrections, and Security (C550)

(formerly Fundamentals of Criminal Law)

Grade Level: 9-12

Prerequisite: None

1 Credit

Level Grade Points

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

MANUFACTURING

The Manufacturing cluster includes planning, managing and performing the processing of materials into intermediate or final products. It includes professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Students may learn a variety of technical skills that are in high demand in the world of work.

RELATED CAREERS

Aircraft Manufacturer	CNC Machinist/Manufacturer	Mechanics and Repairer
Tool & Die Maker/Technologist	Industrial Engineer	Machine Operator
Automated Manufacturing Techs	Electromechanical Equip. Assemblers	Manufacturing Engineer
Computer Engineering Technician	Diesel Engine Mechanic & Repairer	Welder
Instrumentation Technician	Extruding & Drawing Mach. Operator	Precision Metal Workers
Calibration Technician	Machinist/Machine Technician	Avionics Maintenance Tech
Mechanical Technology Technician	Precision Inspectors	Medical Appliance Maker

Welding (formerly Welding I) (C600)

Grade Level: 10-12

Prerequisite: Application approval

2 Credits

Level Grade Points

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

Advanced Welding (formerly Welding II) (C602)

Grade Level: 11-12

Prerequisite: Application approval, Welding

2 Credits

Level Grade Points

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

MARKETING, SALES & SERVICES

Marketing Education is a program designed to prepare students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer. A fundamental understanding of the marketing concept and basic marketing skills are essential not only to students entering the field of marketing, but also everyone entering the workforce. Marketing Education courses provide students with knowledge and skills that are highly transferable.

The discipline of marketing is built upon three interdisciplinary content areas: economics, human resources, and marketing concepts. Students study and apply the marketing functions that include: Distribution, Promotion, Financing, Purchasing, Marketing-Information Management, Risk Management, Product Planning, and Selling. Course work is expanded to include application and integration of technology, higher-order thinking, problem solving, and core academic competencies.

Students also have opportunities to develop leadership, social, civic and career skills in marketing through their participation in DECA, the student organization for Marketing Education. DECA provides well-planned activities that can be integrated into the curriculum and projects that promote occupational competence for students. DECA is committed to building relationships between education and the business community that will enhance the career and educational development of students.

FIFTEEN RELATED CAREERS

Advertising Director	International Marketer	Buyer/Purchasing Agent
Hotel/Motel Manager	Marketing Instructor	Financial Manager
Travel Services Marketing Dir.	Fashion Marketer	Broker
Restaurant Manager	Store Manager	Display Designer
Fashion Consultant	Distribution Manager	Product Designer

Marketing Dynamics (formerly Marketing Dynamics) (C654) 3 Credit
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Application approval, transportation required;
 Recommended, Principles of Business, Marketing, and Finance

Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid or unpaid career preparation experience.

Practicum in Marketing Dynamics (formerly Marketing Management) (C656) 3 Credit
 Grade Level: 12 Level Grade Points
 Prerequisite: Application approval, transportation required;
 Recommended, Principles of Business, Marketing, and Finance

Through course required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer-service skills. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.

COURSE LISTINGS

MARKETING, SALES & SERVICES

Retailing and E-tailing (formerly Retailing) (C650)

Grade Level: 10-12

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

½ Credit

Level Grade Points

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

Sports and Entertainment Marketing (formerly Sports and Entertainment Marketing) (C652)

Grade Level: 10-12

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

½ Credit

Level Grade Points

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

Fashion Marketing (C651)

Grade Level: 10-12

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

½ Credit

Level Grade Points

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

SCIENCE. TECHNOLOGY. ENGINEERING & MATH

A career in Science, Technology, Engineering and Mathematics is challenging and ever-changing. Learners who pursue one of these career field will be involved in planning, managing, providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

In Science, Technology, Engineering and Mathematics, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require for workers to gain and maintain employment in the 21st century.

FIFTEEN RELATED CAREERS

Aerospace Engineer	Computer Engineer	Airplane Pilot
Air Traffic Controller	Product Designer	Mechanical Engineer
Architect	Manufacturing Supervisor	Robotics Technician
General Contractor	Landscape Architect	Welding Engineer
Civil Engineer	Laser Technician	Supervisor, Construction Trades

Concepts of Engineering and Technology (formerly Pre-Engineering Lab CATE Center) (C700) CATE Center
 Grade Level: 10-12 1 Credit (double blocked)
 Prerequisite: Application approval, Algebra I, passed TAKS Level Grade Points

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

Engineering Design (formerly Engineering Graphics) (C702) 1 Credit
 Grade Level: 10-12 Level Grade Points
 Prerequisite: Recommended, Concepts of Engineering and Technology

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Practicum in Science, Technology, Engineering and Mathematics (C710) CATE Center
 (formerly Pre-Engineering Internship CATE Center) 2 Credits (double blocked)
 Grade Level: 12 Level Grade Points
 Prerequisite: Application approval, transportation required
 2 or more courses in a sequence

The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This practicum may be paid or non-paid. This is for the serious student who wants to focus on a specific area of engineering.

COURSE LISTINGS

SCIENCE, TECHNOLOGY, ENGINEERING & MATH

Principles of Physics (formerly Principles of Technology) (C706)

Grade Level: 10-12

Prerequisite: Biology, Chemistry

1 Credit

Level Grade Points

In Principles of Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices. This course counts for a third year science credit.

Robotics and Automation (C704)

(formerly Engineering Design & Problem Solving and Problems & Solutions in Engineering Technology)

Grade Level: 12

Prerequisite: Application approval, Concepts of Engineering & Technology or
Engineering Design

CATE Center

1 Credit (double blocked)

Level Grade Points

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.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

The Transportation, Distribution and Logistics cluster includes the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. This area provides instruction that develops manipulative skills, safety, judgment, technical knowledge, and related occupational information. These skills prepare students for profitable employment in trade and industrial pursuits. It also trains students for a wide variety of occupations in industrial areas through contextual instruction in the layout, design, production, processing, assembling, testing, diagnosing, and maintaining of industrial, commercial, and residential goods and services.

Individuals who have actual wage-earning experiences in the field provide instruction. Classrooms are laboratory equipped to emulate industry or are actual work sites, through such training arrangements as cooperative education, internships, or apprenticeships. Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through the Skills USA/ Vocational Industrial Clubs of America, the student organization for young people enrolled in trade and industrial programs. As an integral part of the instructional program, club activities enhance and expand classroom instruction. Activities are directly related to the objectives of courses in Trade and Industrial Education.

FIFTEEN RELATED CAREERS

Aviation/Avionics	Heavy Equipment Mechanic	Automobile Service Advisor
Aircraft Mechanic	Numerical Control Machinist	Heating & Cooling Mechanic
Small Engine Mechanic	Instrumentation & Electrical Specialist	Telephone Installer
Diesel Engine Mechanic	Farm Equipment Mechanic	Die Cast Operator
Industrial Machine Technician	Automobile Collision Technician	Automobile Design Engineer

Advanced Automotive Technology (formerly Automotive Technician III) (C754) 2 Credits
 Grade Level: 12 Level Grade Points
 Prerequisite: Application approval, Automotive Technology

Automotives services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. Students are prepared for the ASE certification test. Transportation required for students participating in offsite AYES Program or Co-Op.

Advanced Collision Repair and Refinishing (formerly Collision Repair & Refinishing III) (C758) 2 Credits
 Grade Level: 12 Level Grade Points
 Prerequisite: Collision Repair and Refinishing

Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the application of advanced technical skills and practices related to collision repair and refinishing.

Automotive Technology (formerly Automotive Technician II) (C752) 2 Credits
 Grade Level: 11-12 Level Grade Points
 Prerequisite: Application approval, Energy, Power and Transportation Systems

Automotives services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices using

the NATEF curriculum.

COURSE LISTINGS

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Collision Repair and Refinishing (formerly Collision Repair & Refinishing II) (C756)

2 Credits

Grade Level: 10-12

Level Grade Points

Prerequisite: Energy, Power & Transportation Systems

Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Energy, Power, and Transportation Systems (formerly Automotive Technician I) (C750)

1 Credit

Grade Level: 10-12

Level Grade Points

Prerequisite: None

The businesses and industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Performance requirements will include academic and technical skills. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely manner. The increasing demand for employees will provide growth potential.

AVID

AVID 1 (4481)

Grade Level: 9
Prerequisite: 8th grade AVID recommended

1 Credit
Level Grade Points

The AVID 1 Elective class accelerates students into more rigorous course selections. First year students are enrolled in a college preparatory sequence with a minimum of one advanced level course and must be challenged to move beyond previous levels of achievement. In the elective section of AVID, students receive the academic and motivational support to succeed by a trained AVID teacher. During the AVID class, students are coached by college tutors and work in collaborative groups using a curriculum focused on writing and inquiry.

Other days are devoted to reading, writing, and math preparation for college entrance and placement exams. Special study skills, note-taking techniques and notebook organization are required. Students receive motivational presentations by guest speakers and field trips to colleges and universities. Enrollment is contingent upon acceptance into the program. Communication applications credit may be embedded into AVID 1 for 0.5 credit second semester at certain schools contingent upon the availability of a certified communication applications teacher at the school.

AVID 2 (4482)

Grade Level: 10
Prerequisite: AVID 1 recommended

1 Credit
Level Grade Points

The AVID 2 Elective class accelerates students into more rigorous course selections. Second year students are enrolled in a college preparatory sequence including the elective section of AVID where they receive the academic and motivational support to succeed by a trained AVID teacher. Students are highly encouraged to take a minimum of two advanced level courses and must be challenged to move beyond previous levels of achievement. During the AVID class, students are coached by college tutors and work in collaborative groups using a special curriculum focused on writing and inquiry.

Other days are devoted to reading, writing, math preparation, and study skills for college entrance and placement exams. Special study skills, note-taking techniques and notebook organization are required for the AVID student. Students receive motivational presentations by guest speakers and field trips to colleges and universities. Enrollment is contingent upon acceptance into the program.

AVID 3 (4483)

Grade: 11
Prerequisite: AVID 2 recommended

1 Credit
Level Grade Points

The AVID 3 Elective class, held during the regular school day, accelerates students into more rigorous courses that will enable them to meet requirements for university enrollment. Third year students are enrolled in a college preparatory sequence and are encouraged to take a minimum of two advanced level courses and must be challenged to move beyond previous levels of achievement. In the elective section of AVID, students receive the academic and motivational support to succeed by a trained AVID teacher. During the AVID class, students are coached by college tutors and work in collaborative groups using a special curriculum focused on writing and inquiry.

Other days are devoted to reading, writing, math, and study skills in preparation for the PSAT and SAT/ACT. Special study skills, note-taking techniques and notebook organization are required for the AVID student. Third year AVID students will be exposed to college and career awareness and expectations. Students also receive motivational presentations by guest speakers, and field trips to colleges and universities. Enrollment is contingent upon acceptance into the program.

AVID 4 (4484)

Grade: 12
Prerequisite: AVID

1 Credit
Level Grade Points

The AVID 4 Elective class, held during the regular school day, accelerates students into more rigorous courses that will enable them to meet requirements for university enrollment. Fourth year students are enrolled in a college preparatory sequence and are encouraged to take a minimum of two advanced level courses and must be challenged to move beyond previous levels of achievement. In the elective section of AVID, students receive the academic and motivational support to succeed by a trained AVID teacher. Students are also coached by college tutors and work in collaborative groups using a special curriculum focused on writing and inquiry. AVID 4 students are excellent tutor candidates for younger AVID students. AVID 4 students are expected to be “college prep” role models for other students to follow.

Special study skills, note-taking techniques and notebook organization are required for the AVID student. Fourth year AVID students will be exposed to college and career awareness and are expected to follow through with completing college and scholarship applications. Students receive motivational presentations by guest speakers and

take field trips to colleges and universities.

SPECIAL EDUCATION

Students eligible for special education services and in need of specialized instruction may be recommended for the following instructional options by their Admission, Review, and Dismissal (ARD) Committee.

Basic English (1109, 1119, 1129, 1139)

Designed to address individual educational needs for students with disabilities in the areas of written expression. The content of instruction follows TEKS in English language arts and writing while individualizing instruction to assist students in developing skills and master personal objectives outlined in their IEP.

Basic Reading (1190, 1191, 1192, 1193)

Designed to address individual educational needs for students with disabilities in the area of reading. The content of instruction follows TEKS for reading comprehension while individualizing instruction to assist students in developing vocabulary and reading skills in the content areas. Instruction will focus on helping students master objectives for reading outlined in their IEP.

Basic Mathematics (2295, 2296, 2297, 2298)

Designed to address individual educational needs for students with disabilities in math calculation or math reasoning. The content of instruction follows TEKS in mathematics while individualizing instruction to assist students in developing skills and master objectives for math skills outlined in their IEP.

Adaptive Behavior (9962-9983, 3312, 4409, 4429, 4439, 4449)

Designed for students identified as having serious emotional disturbance disabilities and/or students who have behavior disorders that significantly interfere with their educational process (i.e., students with autism, traumatic brain injury, ADHD, etc.). Primary emphasis is on the student's IEP objectives, addressing problem solving, self control, coping skills, anger control, communication and social skills. Students receive instruction in content areas while learning and practicing behaviors outlined in their individualized behavior intervention plan that prepares them to function more successfully in the school setting. Students in Adaptive Behavior may receive regular education credit for classes if they follow the TEKS and take the TAKS test. If the TEKS are limited or changed, students will receive modified credit.

Adapted Physical Education (5500)

For some students whose disabilities substantially limit their participation in vigorous and/or competitive physical activities, the general education PE curriculum may not be appropriate. The ARD Committee will meet to assess the student's needs and develop an individualized program. The ARD Committee will determine whether these services can be provided within the context of the general education PE program or will be addressed in a specialized class for Adapted PE. Students may not earn more than 2 credits in adapted physical education that apply toward state graduation requirements. Additional adapted physical education credits earned above the state maximum will receive local credit only.

Students enrolled in physical education in the general education setting must follow the district guidelines for credit when seeking off campus substitute credit.

When a student is in Adapted Physical Education and is seeking off campus substitute credit, an ARD committee must decide:

1. why the alternative setting is appropriate for the student.
2. if the goals and objectives for Adapted Physical Education can be met in the outside setting.
3. how often the goals will be monitored and assessed in the outside setting.
4. who will be responsible for regular assessment and monitoring of the IEP at the off campus setting.

The hours of the off campus setting or a combination of the off campus setting and hours on campus must match the hours designated as necessary by the ARD committee to have the substitution award fulfill the necessary requirements for credit.

SPECIAL EDUCATION, Cont.

Pre-VOCEX (Vocational Experience Course) (9986)

This one semester class is a prerequisite course before entering the VOCEX (Vocational Experience) Work Program for competitive employment. The content includes pre-employment skills such as completing job applications, interviewing skills, work behaviors, and securing and maintaining a job.

VOCEX (Vocational Experience Course) (9987-9990)

This employment program is for students with special learning needs who will graduate on employability option or by connection to an agency option. Students must be employed before registering for this class. They will be monitored by their vocational teacher as well as their employer. During their junior or senior years, students may participate in this course for a portion of their school day. This course does not replace any academic course. The ARD committee, with the assistance of the vocational teacher, will decide on the hours of credit on an individual basis.

M.O.S.A.I.C (Meeting Out Students Academic and Independent Challenges) (0016-95)

MOSAIC is a program for students between the ages of 18 and 22 who continue to need support from our school district. This program will successfully meet their post-secondary transition goals of employment, life-long learning, recreation/leisure and adult living. There is no access to high school campus academics, electives or activities in this program. MOSAIC works only on the four domains using a higher student to staff ratio than high school campus classes. Placement will be determined by ARD committee decision. A member of the MOSAIC steering committee must be invited to the ARD.

SPECIAL EDUCATION VOCATIONAL PATHWAY:

A.S. and L.S. Career Exploration ()

1 Credit

Grade Level: 9-12

This hands-on comprehensive curriculum explores many career clusters as a beginning to understanding the job world and skills needed on the job. This course is a prerequisite for work-based learning courses.

A.S. and L.S. Campus Work-Based Learning (9941)

2 Credits

Grade Level: 10-12

Students will work at campus job sites on acquisition of job skills, appropriate work-behaviors, and social skills. CBI trips to community businesses to job shadow will be part of the curriculum.

A.S. and L.S. Community Work-Based Learning (9950)

2 Credits

Grade Level: 10-12

Students will rotate through community job sites based on vocational assessment and I.E. P. goals and objectives. Course goals include fluency and generalization of skills to prepare for supported or competitive employment.

SPECIAL EDUCATION, Cont.

LIFE SKILLS

L. S. Math (9902)

The math course focuses on pre-emergent skills such as numeration, time, money, measurement, and computation and word problems.

L. S. Language Arts (9901)

This course for pre-emergent/emergent and novice readers and writers focuses on survival reading at home and in the community.

L. S. Science (9943)

This course teaches students to become more independent in meal preparation, clothing care, housekeeping, using and understanding a calendar, plant life, temperature, identification of body parts, and animal life.

L. S. Social Studies (9936)

This course teaches pre-emergent students skills in the areas of social, recreation/leisure, personal business, community services, shopping, restaurants, government, transportation, geography, and family life.

L. S. Personal Health (9935)

This course teaches independence in the areas of feeding, self-care, dressing, grooming, safety, nutrition, wellness, self-concept, ecology, and human growth and development.

SPEAK TRANSITION

SPEAK Transition is a highly structured program that embeds TEACCH and ABA programming components into the classroom to systematically prepare students for post-secondary living, included independent living skills and vocational skills based on individual strengths.

Courses include:

ST Math
ST English/Reading
ST Science
ST Social Studies
ST Personal Health
ST Career Exploration

APPLIED SKILLS

A. S. Math (9952)

This course teaches prerequisite math skills with an emphasis on money, measurement, and time. Students are taught banking skills, consumer skills, and money management for independence in the real world.

A. S. Reading (9942)

This course for novice readers focuses on developing vocabulary and skills needed to become successful in the real world.

A. S. Language Arts (9944)

This course teaches prerequisite writing skills with emphasis on increasing their communication skills through

writing and speaking. Grammar and spelling skills are taught as they apply to daily life.

SPECIAL EDUCATION, Cont.

A. S. Social studies (9946)

This course teaches skills in independence in school and community settings. Skills mastered in the classroom are transferred to other campus areas and then to businesses in the community such as restaurants, banks, grocery stores, and shopping centers.

SPECIAL EDUCATION SUPPORT SERVICES

Support Services may be provided to students with disabilities enrolled in general education classes.

Inclusion Support

Services for special education students that are provided inside the general education classroom include: Peer Support, In-Class Support, and Co-Teach.

Peer Support provides informal assistance with the physical, social, or classroom management needs of special education students by general education students.

In-Class Support provides flexible support to individual students by addressing individual IEP objectives and/or accommodations. Providers may be paraprofessionals, licensed personnel such as OT, PT, Speech or Special Education teachers.

Co-Teach is the collaboration of both a general education and special education teacher to jointly plan and deliver differentiated and specialized instruction for all students in the general education class setting.

External Support:

Teachers, paraprofessionals, or others provide assistance in preparing accommodations or modifications for instruction.

****Learning Lab** may be accessed by students who need periodic help with class work or test-taking in general education. Students may access the Learning Lab to receive individualized help with tasks they cannot complete during independent practice or testing in the general education classroom. Tutoring may be provided before or after school for additional help.

****not offered at all campuses**

LOCAL ELECTIVES

The following courses provide local credit only and will **not** fulfill the 22-credit graduation program, the 24-credit recommended program, or the distinguished achievement graduation program. For students with disabilities exempted from state mandated testing, local credit may count toward the minimum number of credits required for graduation.

School Service Volunteer (0068-0097)

Grade Level: 10-12

Prerequisite: None

½ - 1 Local Credit

No Grade Points

Office aide positions are available in various offices. A school service volunteer works in an office performing duties such as filing, taking phone messages, and delivering information to teachers and students. A student must be willing to work in any area of the school. School service volunteers are graded and the grade reflects how well the student has handled assigned responsibilities. Students may be subject to approval for this position. This course is for local credit only and will not fulfill State graduation requirements.

English as a Second Language Academic Support (1103)

Grade Level: 9-12

Prerequisite: Identified as English Language Learner (ELL)/Limited English

Proficient Student (LEP) by Language Proficiency Assessment Committee

1 Local Credit

Level Grade Points

Students who are English language learners need English as a Second Language Tutorial as a supportive course. The primary goal of this course is to enable the student who is not proficient in listening, speaking, reading, and writing English to become sufficiently competent in these skills for the successful mastery of requirements in the Texas Administrative Code and District objectives in all English programs. This course is for local credit only and will not fulfill state graduation requirements.

All ESL placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified ESL teacher and a parent of a language minority student. A counselor and/or a campus administrator may also be included.

INDEX

Academic Classification.....	11	Dual Credit Enrollment for High School/ College Credit.....	16
Academic Programs	14	Early High School Graduation Program	12
Adaptive Behavior	98	Earth and Space Science.....	36
Adventure/Outdoor Education	64	Economics	42
Aerobic Activities	64	Education & Training.....	78
Agriculture, Food and Natural Resources.....	70	Eligibility for Extracurricular Activities	11
Air Force Junior ROTC.....	67	English as a Second Language	
American Sign Language.....	49	Academic Support	102
Anatomy & Physiology of Human Systems.....	33	English, Basic	98
Applied Music – Band	55	English I & II for Speakers of Other Languages	17
Applied Music – Choir.....	57	English Language Arts	21
Applied Music – Orchestra	56	Environmental Systems	37
Applied Skills.....	100	European History.....	40
Aquatic Science.....	36	External Support.....	101
Architecture & Construction.....	73	Finance.....	79
Army Junior ROTC.....	65	Financial Aid	19
Art	50	Fine Arts	50
Arts, A/V Technology & Communication	75	Foundations of Personal Fitness.....	63
Astronomy.....	37	French	43
Athletics.....	64	General Information	7
AVID.....	15, 97	German	45
Band.....	54	Gifted/Talented Courses	17
Biology	32	Government, U.S.	40
Business Management.....	76	Grade Point Average & Class Rank.....	13
Cheerleading.....	64	Graduation Requirements.....	2-3
Chemistry	32	Graduation Programs, Other.....	4
Choral Music.....	56	Health Education	62
College Board Advanced Placement (AP)		Health Services	80
Courses and Examination Program	14	History	38
College Credit Only Courses	16	Honors or PreAP Courses.....	14
College Transition	22	Hospitality & Tourism.....	82
Communication Applications	60	Human Services.....	84
Compliance Statement	Inside back cover	Humanities.....	24
Computer Science	69	Inclusion Support.....	101
Correspondence Courses.....	10	Individual Sports.....	63
Course Descriptions	20	Information Technology	85
Course Load	10	Integrated Physics & Chemistry.....	32
Course Selections – Grade 9.....	5	International Baccalaureate Diploma Program	15
Course Selections – Grades 10-12.....	6	Investigation of Special Topics in Science:	
Creative and Imaginative Writing.....	24	Scientific Research & Design	37
Credit by Examination for Acceleration.....	8	Journalism.....	26
Credit by Examination for Retrieval.....	9	Journalism (Advanced): Newspaper Production.....	26
Credit by Examination for Verification.....	8	Journalism (Advanced): Yearbook Production.....	26
Credit for High School Courses		Junior ROTC.....	65-68
Taken during Middle School	8	Languages Other Than English.....	43
Credits.....	7	Latin.....	46
Cultural & Linguistic Topics	46	Law, Public Safety & Security.....	87
Dance.....	53	Level Courses	14
Debate.....	61	Life Skills.....	100
Desktop Publishing	69		
Digital Graphics/Animation.....	69		
Distinguished Achievement Program	4		
Dual Credit Enrollment Courses Offered			
at Lone Star College.....	16		

INDEX

Literary Genres.....	24	Graduating Students	14
Local Electives	102	Team Sports	63
Manufacturing	90	Technical Theatre	58
Marketing, Sales & Services.....	91	Technology Applications	69
Mathematics	28	Teen Leadership	60
Mathematics, Basic	98	Texas Virtual School Network.....	10
Minimum Graduation Program.....	4	(TEXAS) Toward EXcellence, Access, and Success Grant Program	18
MOSAIC	99	Theatre Arts	58
Music Theory	57	Theory of Knowledge, IB.....	24
Navy Junior ROTC	66	Top 10 Percent College Admissions	18
NCAA Eligibility Regulations.....	11	Transfer Students	12
Oral Interpretation	60	Transportation, Distribution & Logistics	95
Orchestra	55	United States Government.....	40
Pass/Fail.....	7	United States History since Reconstruction.....	38
Peer Support	101	United States History, AP& Dual	39
Peer Tutoring.....	41	Visual Arts	50
Personal Dynamics – Special Topics.....	41	Vocal Ensemble.....	57
Photojournalism	27	VOCEX	99
Physical Education	63	Web Health	62
Physical Education, Adaptive	98	World Geography	38
Physics.....	34	World History	38
Planning for the Future.....	1	World Humanities	22, 38
Post Secondary Education Opportunities	18	World Topics, IB	39
Practical Writing Skills	24	Writing Skills, Practical.....	24
Pre-VOCEX	99	Writing, Creative & Imaginative.....	24
Psychology	40		
Public Four Year College/Univ. Admissions in Texas	18		
Public Speaking.....	60		
Reading.....	25		
Reading Application and Study Skills	25		
Reading, Basic.....	98		
ROTC, Junior	65-68		
Scheduling and Placement	7		
School Service Volunteer.....	102		
Science.....	32		
Science, Technology, Engineering & Math.....	93		
Social Studies	38		
Social Studies – Special Topics	41		
Sociology.....	40		
Spanish	46		
Special Education.....	17, 98		
Special Education Support Services	101		
Special Education Vocational Pathways	99		
Speech	60		
State Education Benefits Program	19		
Student Education Benefits Program	19		
Summer School Courses	10		
System for Determining Senior Class Rank	13		
System for Determining Top Ten			

COMPLIANCE STATEMENT

It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

El Distrito de Humble cumple plenamente con las provisiones de leyes y regulaciones federales y estatales de no discrimina asegurando que no discrimina ni por sexo, incapacidad, raza, color, edad ni origen nacional en sus programas educacionales y vocacionales, actividades, ni empleo como requerido por Título IX, Título VI y la Sección 504 de la Acta de Rehabilitación y la Acta de Americanos Incapacitados (ADA).

Esta noticia se provee según el Título II de la Acta de Americanos Incapacitados (ADA) de 1990 y la Sección 504 de la Acta de Rehabilitación de 1973. Preguntas, quejas o información acerca de ADA o la sección 504 pueden hacer al/la coordinador/a del distrito.

Section 504 and ADA: Programs & Services

Janet Orth
Assistant Superintendent Learning Support
20200 Eastway Village Drive
Humble, Texas 77338
281-641-8116

ADA: Facilities

Martha Buckner
Assistant Superintendent, Support Services
1703 Wilson Road
Humble, Texas 77338
281-641-8712

ADA: Personnel

Janet Griffin
Executive Director of Human Resources
20200 Eastway Village Drive
Humble, Texas 77338
281-641-8160

