



CENTRAL HIGH SCHOOL



LAKE VIEW HIGH SCHOOL



CENTRAL FRESHMAN CAMPUS



# 2014-2015

COURSE CATALOG &  
EDUCATIONAL PLANNING GUIDE



# SAISD

## San Angelo Independent School District

### Mission Statement

The mission of the San Angelo Independent School District is to provide each student with a meaningful, challenging education, delivered in a safe learning environment that prepares him or her to graduate from high school as a lifelong learner who is a capable, productive, and contributing citizen.

### Goals

**The district goals for 2013-2018 are to:**

- Provide student achievement at the highest levels.
- Maintain fiscal responsibility that allows us to fulfill the vision, mission, beliefs, and goals of the district.
- Improve communication between the district and all stakeholders.
- Design and implement a facilities plan that will meet the current and future needs of the district.
- Sustain a safe and secure environment.

### **Students and Parents,**

**The information presented in this booklet can be extremely valuable to secondary school students and parents. Charting a course through high school and beyond is of critical importance to the individual and should be attended to with utmost care. Thus, it is important to keep this material for future reference. Be aware that, because this material is published early in the preceding school year, some changes in procedure, policy, or course offerings may be required. Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education. Updates will be reflected in the course catalog posted on the SAISD website.**

**SAN ANGELO INDEPENDENT SCHOOL DISTRICT**  
**1621 University**  
**San Angelo, Texas 76904**  
**325-947-3700**

**SAISD ADMINISTRATION**

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Superintendent

**DR. JEFF BRIGHT**

Assistant Superintendent of  
Support Services

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Assistant Superintendent of  
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**STEPHANIE FREE**

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**ASSURANCE OF NONDISCRIMINATION**

No student shall be denied the right to participate in any program, education service, or activity because of the student's race, religion, color, sex, national origin, or disability.

**Inquiries and complaints regarding discrimination are to be directed to:**

❖ **Title VII** (race, color, or national origin)(student inquiries)

Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507 (student)

Carl Dethloff, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 765 (personnel)

❖ **Title IX**

Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507

❖ **American With Disabilities ACT and Section 504 Nondiscrimination ACT**

Jana Anderson, 309 W. Avenue M, San Angelo, TX 325-657-4055 ext. 301

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# Section A

## *General Information*

Consult this section for information about

- Superintendent's Message
- Planning Your Texas Achievement Plan
- State Assessment Requirement for Graduation
- Course/Credit Requirements for Graduation
- Course Planning Worksheet



# SAN ANGELO

## INDEPENDENT SCHOOL DISTRICT

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1621 University • San Angelo, TX 76904 • (325) 947-3700

January 7, 2014

Dear Students and Parents,

Decisions students make now will impact them for years to come! This high school course catalog and planning guide is intended to assist students not only for their graduation plan, but also for their after graduation careers.

Please know that our counselors are experienced consultants who want to assist any student with these critical decisions.

Best wishes,

A handwritten signature in black ink that reads "Carol A. Bonds". The script is cursive and fluid.

Carol Ann Bonds  
Superintendent



# Planning Your Texas Achievement Plan

Planning a four-year Texas Achievement Plan is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. Will you continue your education in college or in a trade or vocational school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education? The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Those answers should also be guided by your interests and abilities.

Some students are sure of their future plans; others are not. It is also common for young people to change their minds about which career to choose. For this reason, it is important for you to plan as challenging a program as you can. If your career plans should change, then it will not be as difficult to move into another program. While it may sometimes seem tempting to schedule a less demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

San Angelo ISD offers many ways to prepare for a productive adult life and provides opportunities for you to control your future. The district's high schools provide a wide range of programs that prepare students for post-high school experiences: college, business school, vocational-technical school, military service, fine arts participation, full-time employment, and other areas. The programs offered allow a student to choose the high school program best for him/her, whether that program is the traditional college preparatory, tech-prep, or career preparatory program. Outlined on the following pages are the graduation requirements for each of the state's graduation programs. Specific information about the recommended and distinguished achievement program follows the general requirement charts.

Immediately following the presentation of possible graduation plans are descriptions of all courses offered with accompanying information about prerequisites and grade-level requirements. Following that section are practical suggestions for planning your high school course of studies, considerations for career planning, a checklist for a college planning time line, and information about other post-high school options.

Last you will find an important educational planning guide. Career-related information is available to assist you in preparing a personalized education plan. This section of the guide explains future career options in terms of a student's interest areas and suggests courses and activities that will help students determine their goals in life. We strongly urge you to plan for high school for it deserves the utmost attention for your future. By planning wisely you can create the future that is most appropriate for you.

All information in this course catalog is absolute as of the printing date which is early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Changes can occur at the state and/or district level which could change any information concerning courses, grade placements, and pre-requisite requirements. Updated information is always available at [http://www.saisd.org/academics/course\\_catalog.asp](http://www.saisd.org/academics/course_catalog.asp)

<p align="center"><b>GRADUATION REQUIREMENTS FOR STUDENTS</b></p> <p align="center"><b>ENTERING GRADE NINE IN 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014</b></p>
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SUBJECT	RECOMMENDED PROGRAM	DISTINGUISHED ACHIEVEMENT
ENGLISH	4 credits	4 credits
MATHEMATICS	4 credits—Algebra I, Geometry, Algebra II Additional credit may be AGA successfully completed prior to Algebra II. Any other fourth math credit may be selected after successful completion of Algebra I, Geometry, and Algebra II.	4 credits—Algebra I, Geometry, Algebra II Algebra I, Geometry, and Algebra II must be successfully completed prior to fourth credit, fourth credit may not be AGA
SCIENCE	4 credits Must include a Biology, a Chemistry, and a Physics, the additional credit may be IPC and must be successfully completed prior to Chemistry and Physics. The 4 <sup>th</sup> credit may be selected from Environmental Systems, AP Science courses, Anatomy and Physiology (A&P can be taken concurrently with Physic)	4credits After successful completion of a Biology, a Chemistry, and a Physics course, the 4 <sup>th</sup> credit may be selected from Environmental Systems, AP Science courses, Anatomy and Physiology (A&P can be taken concurrently with Physics)
SOCIAL STUDIES    ECONOMICS	1 credit—WORLD GEOGRAPHY	1credit—WORLDGEOGRAPHY
	1 credit—WORLD HISTORY	1 credit—WORLD HISTORY
	1 credit—UNITED STATES HISTORY	1 credit—U. S. HISTORY
	½ credit—GOVERNMENT	½ credit—GOVERNMENT
	½ credit—ECONOMICS	½ credit—ECONOMICS
HEALTH	None Required	None Required
PHYSICAL EDUCATION	1 credit	1 credit
TECHNOLOGY	1 credit (SAISD Requirement)	1 credit (SAISD Requirement)
FINE ARTS	1 credit	1 credit
LANGUAGES OTHER THAN ENGLISH	2 credits (any two levels in the same language)	3 credits (any three levels in the same language)
SPEECH	½ credit	½ credit
ELECTIVES	4 ½ credits	3 ½ credits
<b>TOTAL</b>	<b>26 CREDITS</b>	<b>26 CREDITS + 4 ADVANCED MEASURES</b>

## ADDITIONAL COURSE INFORMATION FOR STUDENTS

ENTERING GRADE NINE IN 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014

English	English I, II, III, IV
Mathematics	Algebra I, Algebra II, and Geometry, 4 <sup>th</sup> credit may be Pre-calculus, AP's, Algebra-Geometry Applications (may not be taken after Algebra II), Algebra III, AP Computer Science
Science	Biology, Chemistry, Physics, and an additional credit, one of which may be IPC (taken before Chemistry or Physics), Environmental Systems, Anatomy and Physiology, AP's, (Distinguished Graduation Plan does not allow IPC as a choice).
Social Studies	World Geography, World History, US History and Government/Economics
Foreign Language	2 credits in same language for Recommended and 3 credits in same language for Distinguished
Health	½ credit (Health Science Technology 1 credit will waiver for Health credit)
Fine Art	1 credit selected from Art, Theatre, Band, Orchestra, Choir
Physical Education	1 credit (Approved substitutions are athletics, 1 <sup>st</sup> semester of Band, JROTC, cheerleading, drill team, or athletic trainer)
Technology	1 credit selected from Foundations of Audio Video Production, Animation, Advanced Animation, Audio Video Production, Graphic Design & Illustration, Business Information Management I, Principles of Information Technology, Digital and Interactive Media, Computer Maintenance, Computer Technician, Internetworking Technologies, Business Career Preparation I and II, Computer Science.
Speech	½ credit must be Communications Application or Professional Communication

## ADDITIONAL INFORMATION FOR DISTINGUISHED ACHIEVEMENT PROGRAM

STUDENTS ENTERING GRADE NINE IN 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014

**All course requirements are the same as above with following exceptions:**

Mathematics	4 credits must consist of Algebra I, Algebra II, and Geometry and an additional math course for which Algebra II is a pre-requisite, including Pre-calculus, Calculus, Algebra III, AP's, Concurrent Enrollment in College Math Courses, AP Computer Science
Science	4 credits must consist of Biology, Chemistry, and Physics. After successful completion of Biology, Chemistry, and Physics, the 4 <sup>th</sup> required credit may be Environmental Systems, Anatomy and Physiology, AP's, or Concurrent Enrollment in College Science Courses

**FOR STUDENTS ENTERING GRADE NINE IN 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014**

1. original research/project that is

2. test data where a student receives

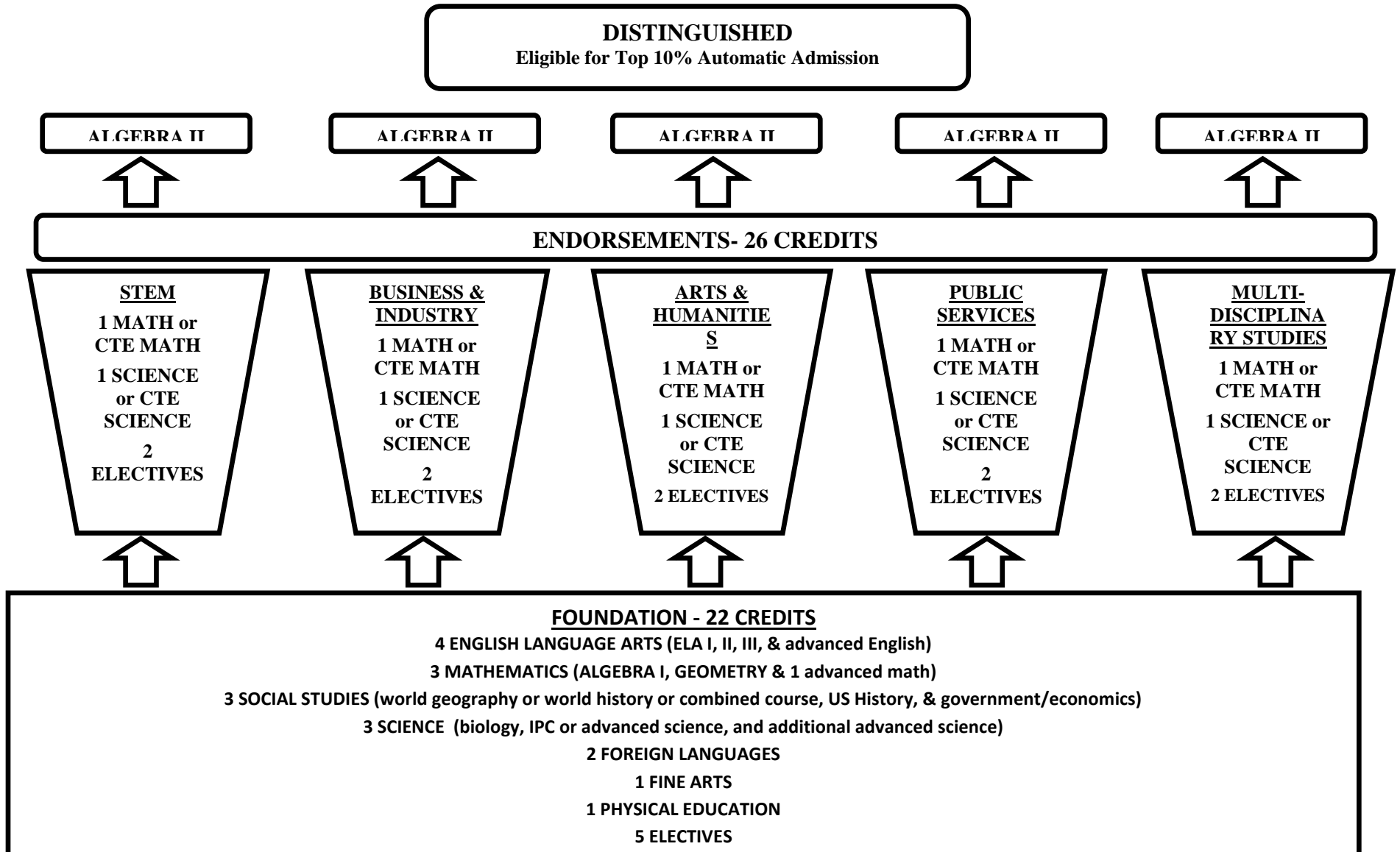
3. college academic courses including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 (80) or higher

[illegible]

An Individual Education Plan (I.E.P.) or “ARD” Committee defines the graduation program and ensures that the course content meets the graduation credit requirements for each student with disabilities. The year in which a student entered high school determines the number of minimum credits that the student must earn to receive a minimum high school program diploma, in accordance with the SAISD district standard for all students. The program seal on the Academic Achievement Record (AAR) denotes the graduation program (Minimum, Recommended, or Distinguished achievement program) the student completes. A standard high school diploma is awarded to all students who have completed one of the graduation programs and have passed the state assessment exit test deemed appropriate by the I.E.P. (“ARD”) committee. The decision regarding the graduation program selected for each student is guided by the student's transition needs as documented in the I.E.P. (“ARD”) committee meeting.

# GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE NINE IN 2014-2015

Details are still in the development stages and will be distributed in a separate document once completed.





# Section B

## *Creating a Personalized Educational Plan: Making the Pieces Fit For Future Success*

**Consult this section for information about**

- Scheduling Process, Admissions, Classification Credit
- Programs Designed for Academically Talented Students
- Gifted/Talented Program
- Pre-AP and Advanced Placement Programs
- Dual Credit Enrollment
- Correspondence Courses
- Texas Virtual School Network
- Credit by Exam
- SAT/ACT Preparation
- Career and Technical Education Program
- English Language Learners
- Texas Grant Program
- Extracurricular Activities
- PAYS (Preparing Area Youth for Success)
- Special Education Program
- Education Settings
- Glossary of Terms

**Top Ten Gets You In**—In accordance with Texas Education Code 51.803, you are eligible for automatic admission to a Texas public college or university of your choice as an undergraduate student if you earn a grade point average in the top 10 percent of your high school graduating class, or the top 7 percent for admission to the University of Texas at Austin. You must complete the requirements for the Recommended or Distinguished Program of Study. For more information contact your school counselor. *(This is always subject to change)*

**Focus on the future...as you develop your graduation plan today.**

### **Pre-Registration Course Selection**

In the course description section of this book, you will find a brief description of each course offered in the San Angelo ISD high schools, at the grade levels during which specified courses may be taken and any possible prerequisites. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered, and an alternative selection will be made. Finally, changes can occur at the state and district level that could change course offerings, information concerning grade placements and prerequisite requirements. Also, some elective subjects may not be available at the high school you will be attending. Course selections will take place in February and March each school year, and students are urged to plan their course selections carefully. Although students will receive specific instructions and assistance from the school counselors during the course selection process, the responsibility for selecting career and graduation choices rests with students and parents. Students will choose specific courses with parental approval, and counselors will verify that those choices will meet graduation requirements.

## Admissions

Students enrolling in SAISD must be accompanied by parent/guardian and must provide:

- Evidence of required immunizations
- Proof of residence—i.e. water bill, rent receipt, etc. that includes home address
- Social security card
- Birth certificate
- Transcripts and report cards
- School withdrawal forms
- Guardianship papers for students not living with their parents

## Classification Credits

Students are classified according to the number of credits they have earned.

- Freshman (9<sup>th</sup>) 0 – 5 ½ credit, and at least first year in high school
- Sophomore (10<sup>th</sup>) 6 – 11½ credits, and at least second year in high school
- Junior (11<sup>th</sup>) 12 – 17½ credits, and at least third year in high school
- Senior (12<sup>th</sup>) 18 credits, and at least fourth year in high school

*For information on class ranking guidelines see Section F.*

## TEXAS ASSESSMENT PROGRAM

The State of Texas Assessments of Academic Readiness (STAAR) is the name of the state assessment program. For grades 3 – 8, the STAAR program will assess reading and mathematics in grades 3 – 8, writing in grades 4 and 7, science in grades 5 and 8, social studies in grade 8. At high school, the freshman class of 2011-2012 and beyond will have to take 5 end-of-course assessments: English I, English II, Algebra I, Biology, and US History. English III and Algebra II assessments will include a performance standard that indicates college readiness.

The freshman class of 2011-2012 and beyond is required to meet the passing standard on the English I, English II, Biology, Algebra I and US History STAAR EOC Assessments.

A student must complete all the requirements in a specified graduation plan and pass the state's assessment requirements before being awarded a diploma.

## Programs Designed For Academically Talented Students

The SAISD secondary schools provide curriculum that will challenge students with special talents and abilities. Counselors and teachers in each secondary school aid these students in assessing their strengths and weaknesses and in determining their goals as they select their courses each year.

## Gifted/Talented Program

The San Angelo ISD offers a program for identified gifted students in kindergarten through grade twelve, in accordance with Texas law. District philosophy acknowledges the importance of providing gifted students, at every grade level, an education congruent with their abilities. Parents and teachers are encouraged to request a referral for children to the gifted program.

Following the Texas Education Agency guidelines, a multi-criteria approach is used in the identification process. This will include a parent request, teacher observations, along with assessments of creativity, fluency, flexibility of thought, and an IQ score acquired from one or more sources.

Secondary students are served in the four core areas of English, math, science, and social studies. These students will be clustered in the AP and pre-AP sections. Identified gifted students will receive appropriate enrichment and extension, to include research and independent study, within the framework of these settings. Curriculum for AP classes will be aligned with the Advanced Placement Program of the College Board. Students completing these courses will be expected to take the Advanced Placement tests in the spring.



### **FURLOUGH POLICY—TEMPORARILY EXITED**

An identified gifted student may be furloughed for any reason for one semester/one year at the request of the parent. Students not enrolled in a Pre-AP/AP class will automatically be furloughed. If a student is not enrolled in the Pre-AP/AP class for a second year, the student will be dismissed from the GT program.

### **PERMANENT EXIT FROM GIFTED PROGRAMS**

Otherwise, for a student to be exited from a gifted program, a meeting of all persons involved will be held. A parent, classroom teacher, principal, and G/T teacher, will be included; and, where appropriate, the student may also attend such meetings to discuss the student's overall performance. A six-week probation period should be established as a result of the meeting. A student who is exited from the program for behavioral causes may not re-enter during that academic semester. In cases where students are making failing grades in regular classes, each situation will be evaluated individually to determine the best course of action. The regular classroom teacher, G/T teacher, parent, student, administrator, and G/T program director will conduct this evaluation.

Parents of gifted students may request their child withdraw from any gifted and talented program at any time. The review process is not necessary when a parent requests to withdraw the student.

### **TRANSFER POLICY FOR GIFTED PROGRAMS**

Every effort is made to place out-of-district transfer students coming from a comparable program. Identified G/T students are considered for placement immediately upon enrollment. Most comparable screening measures from other districts are accepted. If additional data is required, further screening will be completed. A screening committee reviews all data to determine placement of students.

### **APPEAL POLICY FOR GIFTED PROGRAMS**

At the request of a parent, the selection committee may reconsider a student's qualifications and special needs. Further screening may be requested by the committee prior to a final determination.

## **Pre-AP and Advanced Placement Programs**

SAISD encourages all students to enroll in available Advanced Placement (AP) and Pre-AP classes to enhance their academic experience. Any SAISD student may enroll in Pre-AP or AP classes as his or her schedule permits.

AP and Pre-AP classes offer a high degree of rigor designed to prepare the student for success in higher academic pursuits. The purpose of a Pre-AP course is to prepare students for college-level work that they will experience in AP classes and Dual Credit classes. AP courses provide college-level instruction and culminate in AP exams that are designed by the College Board. Students who successfully complete AP exams may receive college credit.

AP courses differ from regular high school courses in that instructors use advanced curricula that is outlined by the College Board and authorized through the College Board's audit process. Pre-AP courses focus on in-depth preparation in a subject area that is necessary to master skills required to achieve success in AP or Dual Credit courses. These courses are characterized by content immersion, a fast pace, and assessment of performance at the analysis and synthesis levels.

To ensure students allow sufficient time to become acclimated to the classes and what the Pre-AP and AP curriculum can offer, the District expects that any student who enrolls in a Pre-AP or AP class will remain in the course for the entire first six-week grading cycle.

Students and parents should seriously consider the scores made on any prior STAAR End of Course Assessment. When considering enrollment in Pre-AP or AP courses, the important question to ask is "did I pass the EOC at the Level II (Satisfactory) or Level III (Advanced) standard or did I only meet the minimum standard on corresponding EOC course assessments?"

Pre-AP and Advanced Placement courses are available in English, mathematics, science, social studies, and foreign language. Additionally, the high school curriculum includes Advanced Placement courses for those students who have special abilities in the arts and computer science.

**SAISD will pay 50% of the student's portion of the AP exam fee for those students currently enrolled in the AP class. For students with financial hardship please contact your counselor or the campus AP Coordinator. Students not enrolled in the AP class who wish to take the AP exam will be responsible for 100% of that test fee.**

## Academic Dual Credit Enrollment

San Angelo ISD allows junior and senior level students the opportunity to enroll at Angelo State University or Howard College for the purpose of earning high school, as well as college credit, by taking selected college courses. Those students, who would like to be considered for dual enrollment, should contact their school counselor. **Dual credit courses are subject to tuition.**

### **Meningitis Vaccination Requirement**

The 82<sup>nd</sup> Texas Legislature approved SB 1107 requiring all students entering a public, private, or independent institution of higher education in Texas as of January 2012 and thereafter, to provide documentation they have had a meningococcal (bacterial meningitis) vaccine or “booster” dose – **within the last five years and at least 10 days prior to the first day of class. Students who fail to submit required meningitis vaccinations documents will be restricted from registering for classes.** For more information contact your school counselor.

## Correspondence Courses

Correspondence courses are an option for those students who do not have room for all courses in their schedule. Correspondence courses must meet graduation requirements and be approved by a school counselor. Correspondence courses do not count towards class rank. Courses can be taken through Texas Tech University or the University of Texas in Austin at the student's expense. **For additional information contact the counseling center offices.** It is the procedure of this district that students be advised to not take correspondence courses until they enter high school (9<sup>th</sup> grade and beyond).

## Texas Virtual School Network

During the 80<sup>th</sup> Texas Legislative Session, Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The TxVSN provides courses to supplement the instructional programs of public school districts and open enrollment charter schools. Students may not take any Pre-AP/AP course through the TxVSN that is offered on the high school campus. **Tuition is required by Texas Virtual School Network is the responsibility of the student. Some scholarships are available, contact your school counselor.**

## Credit by Examination (Without Prior Instruction)

Credit by exam is available to students who are enrolled in grade nine through twelve and who are interested in being awarded credit toward high school graduation. Interested students may apply to take an exam at no cost one time each year. The student must not have been previously enrolled in the class. Credit is granted to students who attain ninety percent (80%) or above mastery on the examination for acceleration. Credit by Exam opportunities are offered three times per semester. Students who qualify are allowed to take the exam once a year. San Angelo ISD currently administers the Texas Tech credit by exams. Study guides are available on the Texas Tech web site: [www.dce.ttu.edu](http://www.dce.ttu.edu)

**A copy of the testing schedule and application deadlines may be obtained in the counseling center offices or at the district assessment office.**

A student may also receive credit by exam by challenging an AP exam for a class they have not taken. If the student scores a 4 or better then that student may receive credit on their transcript for that class at the regular level. The course will not be included in their GPA.

## Credit by Examination (With Prior Instruction)

Credit by exam is available for students that have taken a course but failed with a score of 60 or higher. Credit will be granted to students who attain seventy percent (70%) or above mastery on the exam. An exam is available at no cost one time each year. Students are allowed to take the local exam one time a year. San Angelo ISD currently administers Texas Tech credit by exams. The local credit by exam is offered three times per semester. A copy of the testing schedule and application deadlines may be obtained in the counseling center offices or the district assessment office. Study guides are available on the Texas Tech web site: [www.dce.ttu.edu](http://www.dce.ttu.edu).

**A copy of the testing schedule and application deadlines may be obtained in the counseling center offices or at the district assessment office.**

## SAT/ACT Preparation

San Angelo ISD offers preparation classes for students who will be taking the SAT or ACT examinations. These classes are offered several times during the school year prior to the actual test. The sessions are offered by trained SAISD teachers/counselors and have proven helpful in sharpening academic skills for each of the tests. **For additional prep courses visit these websites:**

**ACT—** [www.act.org/aap/index.html](http://www.act.org/aap/index.html)

**SAT—** [www.collegeboard.com/splash/](http://www.collegeboard.com/splash/)

The district also offers a PSAT prep course **one time each year**. For more information about the prep courses, contact the campus guidance/counseling offices or the SAISD assessment office. **For additional preparation information visit** [www.collegeboard.com](http://www.collegeboard.com)

## Career and Technical Education Program

### Vocational/Technical Dual Credit or Articulated Courses

San Angelo ISD offers many career and technical courses that a student may take to earn vocational/technical dual credit or articulated credit. Dual credit courses offered to students in San Angelo ISD are college-level career and technical courses taken by high school students for which they receive high school and college credit at the same time. Howard College teachers or high school college-approved instructors teach these courses. Dual credit is available for students in grades 11-12 who are in good academic standing. High school counselors will provide specific eligibility requirements. Grades are awarded in the same way as college students who take the same courses. Howard College awards credit for a dual credit course immediately after successful completion of the course. Credit for articulated courses is given at graduation from high school. Vocational/technical dual credit courses are tuition free to students in San Angelo ISD.

### Meningitis Vaccination Requirement

The 82<sup>nd</sup> Texas Legislature approved SB 1107 requiring all students entering a public, private, or independent institution of higher education in Texas as of January 2012 and thereafter, to provide documentation they have had a meningococcal (bacterial meningitis) vaccine or “booster” dose – **within the last five years and at least 10 days prior to the first day of class. Students who fail to submit required meningitis vaccinations documents will be restricted from registering for classes.** For more information contact your school counselor.

### West Texas Training Center

The West Texas Training Center is a state-of-the-art training facility for SAISD students from Central and Lake View. Howard College is an educational partner in this facility. Students have the opportunity to take a variety of Career and Technical programs including advanced computer applications, agricultural mechanics/ welding, computer maintenance, cosmetology, criminal justice, drafting, heating ventilation and cooling, health science, internetworking technology, 3-D animation, auto tech, auto body, construction, digital graphics, and audio video production. Transportation is provided from the two high school campuses. WTTC is located at 3701 North US Hwy. 67.

## English Language Learners

The English Language Learners Program is an integral part of the regular education program required under Chapter 74 Curriculum requirements. It is an intensive program of instruction designed to develop academic proficiency in the comprehension, speaking, reading, and composition in the English language for limited English proficient students. Instruction in English is commensurate with the student's level of English proficiency and level of academic achievement. The Language Proficiency Assessment Committee (LPAC) will recommend appropriate services including content courses provided through sheltered instructional approaches by certified and trained ESL teachers. All members of the LPAC, including the parents, will be acting for the school district and will observe all laws and rules governing confidential information concerning individual students. The district will be responsible for the orientation and training of all members, including the parents, of the LPAC. LPAC meetings will be held within four weeks of the enrollment of LEP students and at the end of each school year in accordance with Chapter 89.

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

The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

TEXAS Grants are for well-prepared, eligible graduates from public or accredited high schools in Texas. In addition to satisfying general eligibility requirements, a recipient of this grant must be a student who:

- Is a Texas resident;
- Has financial need and an expected family contribution (EFC) of no more than \$4,000;
- Has applied for any available financial aid or assistance;
- Has not been previously granted a baccalaureate degree;
- Has not previously earned more than 30 hours of college credit;
- Enrolls at least  $\frac{3}{4}$  time in an undergraduate degree or certificate program at a Texas public college or university;
- Has not been convicted of a felony or a crime involving a controlled substance; and
- Completed the recommended or distinguished achievement high school curriculum or its equivalent and
- Enrolls in an eligible Texas college or university within 16 months of high school graduation;

Grant recipients must complete at least 24 semester credit hours each academic year to receive continuing eligibility. In addition, satisfactory academic performance standards and other requirements are required to renew eligibility each year.

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours, until they receive a 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 comes first.

### **How can you apply?**

You apply for the TEXAS Grant when you complete and submit the [Free Application for Federal Student Aid \(FAFSA\)](#) or other application as required by your college's financial aid office. Funding is limited, so you need to submit your application as soon as possible after January 1 of your senior year. The financial aid office at each college and university will determine if TEXAS Grant is part of the aid package that is offered to you. **For additional information visit [www.collegefortexans.com](http://www.collegefortexans.com)**

### **Teach for Texas Loan Repayment Assistance Program—Teach for Texas Grant**

The purpose of the Teach for Texas Loan Repayment Assistance Program (TFTLRAP) is to recruit and retain certified classroom teachers in fields and communities that have a shortage of teachers in Texas.

The number of applicants has far exceeded the amount of available funding throughout the nine-year history of the program. This has required the establishment of ranking criteria based on the most critical shortages, with priority given to renewal applications. The 83rd Texas Legislature appropriated \$2,212,500 for each year of the

2014-2015 biennium. To leverage the limiting funding in the most effective manner, the maximum award amount will likely be \$2,500.

**Designated Shortage Fields for 2013-2014 (Could change from year to year)**

**Bilingual Education/ESL, Foreign Languages, Mathematics, Special Education, Science Computer Science**

## Early Graduation

A student may choose to graduate from high school in fewer than four years. This decision needs to be considered early in their high school career as much planning is required. For more information contact your school counselor.

## Extracurricular Activities

SAISD offers a variety of school-related extracurricular activities and encourages students to participate in those that are of interest to them. Some activities are closely related to subjects taught in the curriculum; others, such as the Student Council, help students build leadership skills. All of the athletic and sports teams that participate in University Interscholastic League (UIL) athletic competition are extracurricular, as is the Marching Band, Cheerleading, and Drill Team or Pep Squad.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

## PAYS

PAYS – Preparing Area Youth for Success – is an alternative educational setting operating as an optional flexible school day program. Eligible students are in grades 9-12 who are at risk of dropping out of school. PAYS students follow a graduation plan that is not considered to be college preparatory. Student must be enrolled at their home campus and are included in the enrollment count of their home campus but are not ranked in the traditional method with other students.

## Special Education Programs

A free, appropriate, public education is available for all students in the San Angelo Independent School District. A continuum of instructional services and a variety of facilities are available to students to ensure a successful high school experience and smooth transition into the student's post school setting. Each student identified as a student with a disability in one or more of the disability categories as specified in the Individuals with Disabilities Education Improvement Act is eligible for any combination of special education services. Such service plans (called Individual Education Plans) are developed by the student's Admission, Review, and Dismissal (ARD) Committee. Depending on the student's needs and the student's goals for the future, any combination of the following services can be provided in addition to all other appropriate services offered in the general instructional programs.

### **GENERAL CURRICULUM**

Many students with disabilities benefit from instruction in the general curriculum, and all planning for students begins with this assumption. Support may be provided through **co-teaching** (2 fully credentialed teachers in the classroom), **in-class support** (support facilitation, paraprofessional support, or peer supports), or through **external support** (for example, support materials prepared prior to instructional delivery).

### **MODIFIED CURRICULUM**

For some students, modification of content may be provided in the general instructional program setting. For other students specialized support may be needed from a specialized support provider in a setting other than the general education classroom for a period of the school day during which modified, condensed content is taught.

### **ALTERNATIVE CURRICULUM STANDARDS**

For students unable to benefit from the general instructional program in a particular subject area, alternative curriculum courses are offered through **specialized support**. Most of these courses are aligned with the State standards for essential knowledge and skills, but the content of these courses have been significantly modified, focusing on the prerequisite skills linked to the State curriculum standards or a need related to the student's disability.

### **ALTERNATIVE SETTINGS**

Other **specialized support** is provided for students unable to benefit from the general instructional setting for reasons such as health, behavior, or academic difficulties. Special settings are available which provide a structured plan for each student to enable them to return to the general instructional or other settings as appropriate. Such settings may include Homebound, Carver Learning Center, Behavior Management and Transition Program Classes, River Crest, Juvenile Justice Center, and other settings as needed by the student.

The San Angelo ISD provides a full range of support for each student, which includes a variety of specialists and services available to students as determined necessary through comprehensive individual assessment. Such services which may be appropriate include physical therapy, occupational therapy, counseling, orientation and mobility, transportation, specialized instructional services, such as those for students with vision or hearing impairments, and the provision of assistive technology or augmentative devices.

### **19+ PROGRAMS**

Students who are receiving special education services to help them transition from school to post-high school life, may continue to receive services through the age of 22. These students may be assigned to age-appropriate work or instructional settings throughout San Angelo that better prepare them for life after high school.

Courses and program planning toward graduation are developed by the student's 14<sup>th</sup> birthday and are reviewed at least annually thereafter. Refer to the section discussing options for graduation plans in this course catalog for more information regarding the development of the students' high school experiences, which will lead them toward graduation and transition to a successful future.

## **GLOSSARY OF TERMS**

**ARD**-Admission, Review, and Dismissal Committee: A committee composed of a student's parent(s) and school personnel that determines the student's eligibility to receive special education services and plans the student's educational program.

**FIE**-Full Individual Evaluation: A written report describing a team assessment used to determine eligibility and programming requirements for a student suspected of having a disability.

**FAPE**-Free Appropriate Public Education: Instructional and related services provided at the preschool, elementary, and secondary levels at no cost to parents.

**IDEIA**-Individuals with Disabilities Education Improvement Act: The latest reauthorization of the Federal law enacted in 1990 that amended the Education of the Handicapped Act. It provides the guidelines to schools and families in regard to developing FAPE.

**IEP**-Individual Educational Plan: A plan developed by the admission, review, and dismissal committee that includes educational goals and objectives for the student and documents the services a student needs, how the services will be provided, and how progress will be measured.

**STAAR**: One of the tests required by the Texas Assessment System which assesses the student's progress in the Texas Essential Knowledge and Skills in the areas of Reading, Math, Science, and Social Studies.

**STAAR Alternate**: One of the alternative tests required by federal law, STAAR Alternate is designed for the purpose of assessing students in grades 3 – 8 and high school who have significant cognitive disabilities and are receiving special education services. Students in grades 3 through 11 who meet the participation requirements for an alternate assessment based on alternate academic achievement standards will take STAAR Alternate test. This replaces the TAKS-Alternate tests.

# Section C

## Course Descriptions

### ENGLISH/LANGUAGE ARTS

**English I (ENG 1)** **Credit: 1.0** 100932  
**Grade Placement: 9-12**  
**Prerequisite: None**  
**Site: CFC, CHS, LVHS**

This course provides a year long integrated study of reading, writing, listening, and speaking skills with students practicing all forms of writing including: describing, reporting, and persuading. Improved grammar usage, spelling, and vocabulary are stressed along with an emphasis on organizing logical arguments with clearly expressed thesis and evidence. English I students read extensively in multiple genres from world literature including selected stories, dramas, novels, and poetry. Independent reading outside of class time will be required.

**English I Pre-AP (ENG 1)** **Credit: 1.0** Pre-AP 100931  
**Grade Placement: 9**  
**Prerequisite: Teacher Approval Recommended**  
**Site: CFC, LVHS**

This course is designed for students who wish to prepare for the Pre-AP English II, AP or Dual Credit English III and IV classes and subsequent college work. The focus will be on advanced grammar, extensive writing, vocabulary preparation for the College Board PSAT, SAT, and AP Exams, as well as the ACT, intensive review of vocabulary usage for the TAKS, and literature of all genres including novels. The literature program is organized by genre with the preponderance of instructional time devoted to higher order thinking skills. The language program is literature-based; specific themes are provided to which students react and respond utilizing the writing process in a recursive manner in accordance with the purposes defined in the Texas Essential Knowledge and Skills guides. Independent reading outside of class time will be required.

**English II (ENG 2)** **Credit: 1.0** 101032  
**Grade Placement: 10-12**  
**Prerequisite: English 1**  
**Site: CHS, LVHS**

This course provides a year long integrated study of reading and writing skills with special emphasis on preparing for the TAKS reading and writing test. Emphasis is placed on writing techniques concentrating on persuasive writing and a research writing component. A thematic study of world literature is included. Independent reading outside of class time will be required.

**English II Pre-AP (ENG 2)** **Credit: 1.0** Pre-AP 101031  
**Grade Placement: 10**  
**Prerequisite: English I Pre AP Recommended**  
**Site: CHS, LVHS**

This course is designed for students who wish to prepare for AP and/or Dual Credit English III and IV courses and subsequent college work. The emphasis in the course is on all aspects of language; vocabulary preparation for the College Board PSAT, SAT, and AP exams, as well as the ACT; a study of the grammatical system of the English language; an intensive review of vocabulary usage for the TAKS; experimentation in writing a variety of papers, among them the literary and persuasive essays; a major research project; and literature of all genres, including many novels and full-length works. Independent reading outside of class time will be required.

**ESOL I (ENG 1)** **Credit: 1.0** 100937  
**Grade Placement: 9**  
**ESOL II (ENG 2)** **Credit: 1.0** 101037  
**Grade Placement: 10**  
**Credit: 1.0**

**Prerequisite: LPAC placement**  
**Site: CFC, CHS, LVHS**

This course provides the student whose native language is not English with instruction in reading, spelling, and writing the English language. The course stresses concepts and skills in listening, speaking, reading, and writing found in the TEKS objectives.

**Students may earn credits to satisfy English I and II requirements.**

**English III (ENG 3)** **Credit: 1.0** 101132  
**Grade Placement: 11-12**  
**Prerequisite: English II**  
**Site: CHS, LVHS**

This course is a survey of American literature from the beginning of America literature through contemporary times. The survey includes representative writers and their contributions to the literary heritage of the United States through a variety of genres. The course also integrates writing skills and grammatical skills with the study of literature and the research process. Independent reading outside of class time will be required.

**English III Dual Credit (ENG 3)**      **Credit: 1.0**      DC 111131  
**Grade Placement: 11**  
**Site: CHS, LVHS**  
**Dual Credit (English 1301, 1302) Tuition Required**  
The focus will be on advanced grammar, extensive writing, and college-level reading. Independent reading outside of class time will be required.  
(Dual Credit English III taken at ASU requires English 1301, 1302, 2324)

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**AP English III (APENGLAN)**  
**English Language & Composition**      **Credit: 1.0**      AP 103231  
**Grade Placement: 11**  
**Prerequisite: English II Pre-AP Recommended**  
**Site: CHS, LVHS**  
This study is a college-level English course for high school juniors and is aligned with the Advanced Placement program of the College Board. While this study is an advanced course, it is also a junior English class; therefore, the basics will be covered. However, students must have a strong foundation in reading, writing, and analyzing before attempting this college-level course. Students taking this course will be reading a variety of fiction and nonfiction material to learn how the great writers compose. Students will also study the finer points of grammar usage and style as they research and compose. Great emphasis is placed on outside reading and on writing rhetorical analyses. Independent reading outside of class time will be required.  
Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**AP/Dual Credit English III (APENGLAN)**      **Credit: 1.0**      AP 103231      AP/DC 113231  
**English Language & Composition**  
**Grade Placement: 11**  
**Application Approval for Dual Credit**  
**Site: LVHS**  
**Dual Credit (English 1301, 1302) Tuition Required for Dual Credit**  
This is a college-level English course for high school juniors and is aligned with the Advanced Placement program of the College Board and Howard College competencies for dual credit. While this study is an advanced course, it is also a junior English class; therefore, the basics will be covered. However, students must have a strong foundation in reading, writing, and analyzing before attempting this college-level course. Students taking this course will be reading a variety of fiction and nonfiction material to learn how the great writers compose. Students will also study the finer points of grammar usage and style as they research and compose. Great emphasis is placed on outside reading and on writing rhetorical analyses. Independent reading will be required.  
Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**English IV (ENG IV)**      **Credit: 1.0**      101232  
**Grade Placement: 12**  
**Prerequisite: English III**  
**Site: CHS, LVHS**  
This course provides a survey of literature which traces the development of the English language and our global heritage by reading representative selections from significant British and World writers. The course also includes a study of composition and research. Students will be involved in both oral and visual learning to enhance their studies. Grammar, punctuation, and spelling as part of improving writing and speech will be studied. Independent reading outside of class time will be required.

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**English IV Dual Credit (ENG IV)**      **Credit: 1.0**      DC 111231  
**Grade Placement: 12**  
**Application Approval for Dual Credit**  
**Site: CHS, LVHS**  
**Dual Credit (English 2332, 2333) Tuition Required**  
**Prerequisite English 1301, 1302**  
This course is a college course. It will involve the study of British and world authors with an emphasis on literary analysis and research. Independent reading outside of class time will be required.  
(Dual Credit English IV taken at ASU requires English 2323 and 2325)

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**AP English IV (APENGLIT)**      **Credit: 1.0**      AP 103331      **English Literature & Composition**  
**Grade Placement: 12**  
**Prerequisite: English III AP Recommended**  
**Site: CHS**  
This course is designed for the academically advanced college-bound student. English IV AP provides an intensive study of representative works from a variety of periods and genres, with emphasis on form, meaning, and value of literature and its relationship to contemporary experience, as well as to the time in which it was written. In addition, students will become more sensitive to the power of language and the tools of the writer: diction, syntax, irony, and tone. Although most of the composition assignments will relate to literature, writing and discussions will include effective development of ideas, clear organization, and the use of appropriate language. This course will prepare students for the Advanced Placement. Independent reading outside of class time will be required.  
Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.



This course is aligned with both the Advanced Placement program of the College Board and Howard College competencies for dual credit. This is designed for the academically advanced college-bound student, providing an intensive study of representative works from a variety of periods and genres, with emphasis on form, meaning, and value of literature and its relationship to contemporary experience, as well as to the time in which it was written. In addition, students will become more sensitive to the power of language and the tools of the writer: diction, syntax, irony, and tone. Although most of the composition assignments will relate to literature, writing and discussions will include effective development of ideas, clear organization, and the use of appropriate language. This course will prepare students for the Advanced Placement exam. Independent reading will be required.

Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**Reading I (READ I)**

Credit: 1.0

120932

Grade Placement: 9-12

Prerequisite: Administrative App.

Site: CFC, LVHS

This course is required for students needing to improve comprehension and/or reading level. This course will help with skills needed to pass state mandated tests for graduation.

## JOURNALISM

**Journalism I (JRNLSM)**

Credit: 1.0

150932

Grade Placement: 9-12

Prerequisite:

Site: CHS, LVHS

Journalism I is an introduction to all forms of journalism beginning with the basic interview. Students will improve their writing skill through the study of news writing, feature writing, headline writing, and editorial writing as beat reporters for school publications. Students will also study newspaper design, yearbook design and advertising, as well as the history of journalism. Students will be introduced to broadcast journalism and photography. Students are taught how to deal professionally with all the pressures and challenges of producing broadcast news and shows. Students will learn ethical decision making, understand copyright laws and understand the First Amendment. Students complete a portfolio at the end of the course, as well as several smaller projects throughout the year. Deadlines are stressed. A willingness to write is essential. Students who successfully complete the course will be eligible to work on the newspaper staff the following year subject to acceptance of application.

**Photojournalism (PHOTJOUR)**

Credit: 1.0

151032

Grade Placement: 10-12

Prerequisite: Camera &amp; Teacher Approval

Site: CHS

Photojournalism begins with the history of photography and takes students through the principals behind photo composition and editing. Students are required to furnish their own cameras. The camera must be a digital camera. It is recommended that the camera have at least 12 megapixels and have the ability to zoom. Students are also required to have a 4GB SD card (minimum) for the camera. Students will print photographs during the class and will need to pay printing costs which will be minimal. Deadlines will be stressed. Students will be asked to take some group shots, candid shots, and action shots for possible inclusion in the school newspaper and yearbook. Students will learn portrait photography also. Students who successfully complete the course will be eligible to apply to work on the newspaper staff or yearbook staff the following year.

**Practical Writing (PRACTWR)**

Credit: .5-1.0

140932

Grade Placement: 11-12

Prerequisite: Placed

Site: CHS, LVHS

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

**Creative Writing (CREATWR)**

Credit: .5-1.0

142032

Grade Placement: 11-12

Prerequisite: Placed

Site: CHS, LVHS

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

**Advanced Journalism:****Newspaper I (NP1)****Credit: 1.0** 152032**Newspaper II (NP 2)****Credit: 1.0** 152132**Newspaper III (NP 3)****Credit: 1.0** 152332**Grade Placement: 10-12****Prerequisite: Teacher Approval Recommended****Site: CHS, LVHS**

These courses provide instruction in the computer program used, basic news gathering and reporting. The newspaper staff is entirely responsible for the production of the school newspaper, including researching topics, interviewing sources, writing stories, edition, page design, and computer paste up. Each staffer is responsible for selling a predetermined amount of ad space to fund the production of the newspaper, since the class operates as a business. Staff members may be asked to attend a summer workshop. Each staffer is required to meet each deadline as determined by the advisor. Students will be required to work after school or on Saturdays to meet specific production deadlines. Photographers will be required to shoot pictures, as well as write stories. The third year class places an emphasis on editorial leadership, computer graphics, layout, design, and advanced writing.

**Advanced Journalism:****Yearbook I (YBK1)****Credit: 1.0** 153032**Yearbook II (YBK2)****Credit: 1.0** 153132**Yearbook III (YBK3)****Credit: 1.0** 153232**Grade Placement: 9-12****Prerequisite: Teacher Approval Recommended****Site: CHS, LVHS**

These classes will publish a yearbook. This includes selling ads (each member of the staff must sell ads); taking, developing, and printing photographs that are used in the yearbook; coordinating organization and sport photographs with sponsors and coaches; writing stories; and laying out pages with the computer. It also includes checking proofs and, most importantly, meeting deadlines. It will require after school hours and/or Saturdays and dedication from each staff member. Some staff members may be asked to attend a summer workshop. The third year class places additional emphasis on editorial leadership, computer graphics, layout, and design.

**Independent Study Journalism (INDJOUR) Credit: 1.0** 155032**Grade Placement: 12****Prerequisite: Administrative Approval****Site: CHS, LVHS**

This is a course which offers senior students an opportunity to pursue areas of interest in journalism or photojournalism that are not addressed in the current courses. Students will work independently with a teacher serving as a mentor. Emphasis may be upon advanced research, publication of stories or photographs beyond high school publications, or extended development of a skill or specific area of study. Students will build a portfolio of their original work in journalism. Students will also explore internships and various college journalism programs across the nation.

## **SPEECH**

**Professional Communication/SPEECH (PROFCOMM)****Credit: 0.5** 770342**Grade Placement: 9-12****Site: CHS, LVHS, CFC**

Be prepared for careers in the global economy that require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. This course blends written, oral, and graphic communication in a career-based environment. Student will have the opportunity to expand their abilities to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research. Performances before a classroom audience will be required. *This course will meet the speech credit required of the graduation class of 2015, 2016, 2017.*

**Communications Applications (COMMAPP)****Credit: .5** 160942**Grade Placement: 9 – 12****Site: CHS, LVHS**

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. *Juniors or Seniors may take as Dual Credit. Tuition, textbooks, and fees are responsibility of student.*

**Debate I (DEBATE 1)****Credit: 1.0** 164032**Grade Placement: 9-12****Site: CHS, LVHS**

Debate I is a course in argumentation theory and practice. Students will learn the fundamentals of argumentation theory and apply these principles to one person value debate (Lincoln-Douglas), team policy debate (cross-examination), and parliamentary debate (Student Congress). Students are required to debate in class and are strongly encouraged to participate at interscholastic debate competitions. Students interested in careers in the legal profession should take this course.

<b>Debate II (DEBATE 2)</b>	<b>Credit: 1.0</b>	164132
<b>Debate III (DEBATE 3)</b>	<b>Credit: 1.0</b>	164232
<b>Grade Placement: 10-12</b>		
<b>Site: CHS</b>		

Debate II and III are competitive activity courses for students interested in participating with the traveling Speech and Debate Team. The purpose of these courses are to prepare for forensic competition (individual speech and debate events), and for career opportunities within communication and law fields. These courses will help students gain valuable skills in the areas of confidence, academic research, critical thinking, analytical argumentation, understanding current social and political issues, better application of literature, writing skills, and interpretation skills. Students must be willing to be a part of the traveling team in order to take these courses.

<b>Independent Study Speech (INDSPCH)</b>	<b>Credit: 1.0</b>	165032
<b>Grade Placement: 11-12</b>		
<b>Prerequisite: Teacher Approval Recommended</b>		
<b>Site: CHS</b>		

This course is designed for the student who has specific communication projects he/she wishes to develop. Students will write a proposal of the independent study and work with the teacher on a project.

<b>Oral Interpretation I (ORALINT 1)</b>	<b>Credit: 1.0</b>	163032
<b>Grade Placement: 10 – 12</b>		
<b>Site: CHS</b>		

Oral Interpretation I is a course in which students will learn basic principles of analysis and performance of literature. Students will participate in various forms of performance from prose and poetry to dramatic and humorous interpretations of literature. Students will learn about performance through theories and techniques of group and individual oral interpretation. Students are required to perform in class and are strongly encouraged to participate in Speech and Debate competitions.

<b>Oral Interpretation II (ORALINT2)</b>	<b>Credit: 1.0</b>	163132
<b>Oral Interpretation III (ORALINT3)</b>	<b>Credit: 1.0</b>	163232
<b>Grade Placement: 10-12</b>		
<b>Prerequisite: Oral Interpretation I</b>		
<b>Site: CHS</b>		

Oral Interpretation II and III are competitive activity courses for students interested in participating with the traveling Speech and Debate Team. The purpose of these courses are to prepare for forensic competition (Individual speech and Debate events), and for career opportunities within communication and performance. These courses will help students gain valuable skills in the areas of confidence, literature analysis, cultural analysis, professional presentation, and public performance. Students must be willing to be a part of the traveling team in order to take these courses.

#### **BLENDED COURSES**

<b>Oral Interpretation I (ORALINT 1)</b>	<b>Credit: 1.5</b>	163032
<b>Professional Communications/Speech (PROFCOMM)</b>		770342
<b>Grade Placement: 9-12</b>		
<b>Prerequisite: Teacher Approval</b>		
<b>Site: CHS</b>		

Student will be scheduled into Oral Interpretation I and schedule will not indicate enrollment in Professional Communications. Student must pass both semesters of Oral Interpretation I to receive credit for Professional Communications. Professional communications will be a PASS/FAIL grade and will not appear on student transcript until the end of the school year. Transcript will indicate 1 credit for Oral Interpretation 1 and ½ credit for Professional Communications (Speech).

<b>Debate I (DEBATE 1)</b>	<b>Credit: 1.5</b>	164032
<b>Professional Communications/Speech (PROFCOMM)</b>		770342
<b>Grade Placement: 9-12</b>		
<b>Prerequisite: Teacher Approval</b>		
<b>Credit: 1.5</b>		
<b>Site: CHS, LVHS</b>		

Student will be scheduled into Debate I and schedule will not indicate enrollment in Professional Communications. Student must pass both semesters of Debate I to receive credit for Professional Communications. Professional Communications will be a PASS/FAIL grade and will not appear on student transcript until the end of the school year. Transcript will indicate 1 credit for Debate 1 and ½ credit for Professional Communications (Speech).

# MATHEMATICS

## **Algebra I (ALG 1)**

**Credit: 1.0**      210932

**Grade Placement: 9-12**

**Site: CFC, CHS, LVHS**

Algebra I provides the foundation concepts for Algebra 2, Geometry, and all high school mathematics. It establishes concepts in the areas of number operations, quantitative reasoning, algebraic thinking, and symbolic reasoning. An emphasis is placed on function concepts, the relationship between equations, and the use of these to model real world applications.

## **Algebra I Pre-AP (ALG 1)**

**Credit: 1.0**      Pre-AP 210931

**Grade Placement: 9**

**Site: CFC, LVHS**

This college-preparatory course covers the same material presented in regular Algebra I. Concepts will be explored in greater depth and problem-solving will be more varied and demanding. Technology including the graphing calculator will be used to a greater extent than in regular Algebra I. Additional topics to be covered may include geometric representations of algebraic situations, and quadratic systems with parabolas.

## **Algebra-Geometry Applications (MTHMOD)**

**Credit: 1.0**      201232

**Grade Placement: 10-12**

**Prerequisite: Algebra I, credit must be earned prior to Algebra II**

**Site: CHS, LVHS**

In this course students continue to build on the Algebra I and Geometry foundations as they expand their understanding through other mathematical experiences. 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. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators, with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems.

## **Geometry (GEOM)**

**Credit: 1.0**      211132

**Grade Placement: 9-12**

**Prerequisite: Algebra I**

**Site: CFC, CHS, LVHS**

Geometry is a college-preparatory course as well as preparation for school-to-work programs. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Connections are made between geometric concepts and solving real world problems by using a variety of representations (concrete, pictorial, algebraic, and coordinate), tools, technology, applications and modeling, logical reasoning, justification, and proof.

## **Geometry Pre-AP (GEOM)**

**Credit: 1.0**      Pre-AP 211131

**Grade Placement: 9-10**

**Prerequisite: Algebra I (Pre AP Recommended)**

**Site: CFC, CHS, LVHS**

This college-preparatory course will contain the same Texas Essential Knowledge and Skills as the regular geometry course. Concepts will be explored in greater depth and with rigor designed to properly prepare students to be successful in Pre-Advanced Placement Algebra 2. Real world projects will be given to help with critical thinking skills. These projects will primarily be completed outside of the classroom.

## **Algebra II (ALG 2)**

**Credit: 1.0**      211032

**Grade Placement: 10-12**

**Prerequisite: Alg. I and/or Geometry**

**Site: CHS, LVHS**

This course emphasizes the need to master functional relationships and employ them to problem-solve real situations. It provides access to current technology that allows table building, coordinate graphing, algebraic analysis, and computation. It encompasses the study of algebraic functions using data analysis, matrices, factoring, complex numbers, properties of exponents, graphs, and tables. The relationships between algebra and geometry are continuously integrated into the course. Abstract algebra concepts and their geometric graphs are linked together for such functions as linear, quadratic, radical, inverse, exponential, and logarithmic functions. Graphs of circles, ellipses, parabolas, and hyperbolas (the conic sections), and their respective algebraic descriptions are also studied and applied.

## **Algebra II Pre-AP (ALG 2)**

**Credit: 1.0**      Pre-AP 211031

**Grade Placement: 10-12**

**Prerequisite: Alg. I, Geom. (Pre AP Recommended)**

**Site: CHS, LVHS**

This college-preparatory course covers the same material presented in regular Algebra 2 in addition to other topics that will better prepare students for Pre-Advanced Placement Pre-Calculus. Concepts will be explored in greater depth and problem-solving will be more varied and demanding. Real world projects will be given to help with critical thinking skills. These projects will primarily be completed outside of the classroom.

**Algebra III (INSTUMTH)****Credit: 1.0** 212332**Grade Placement: 12****Prerequisite: Algebra II**

Algebra III is a college preparatory class. It is an extension of Algebra II and is an introduction to trigonometric functions and statistics. This course is designed for students who will take College Algebra.

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**Pre-Calculus (PRECALC)****Credit: 1.0** 221332**Grade Placement: 11-12****Prerequisite: Alg. II, Geom.****Site: CHS, LVHS**

Pre-Calculus combines the use of the real number coordinate system with an extensive study of functions and their graphs, including trigonometric, polynomial, rational, exponential, and logarithmic functions. Students will spend half the year learning trig metric functions which will be applied to real life situations. Other topics covered will be sequences and series, parametric representations, and vectors

**Pre-Calculus Pre-AP (PRECALC)****Credit: 1.0** Pre-AP 221331**Grade Placement: 11-12****Prerequisite: Alg. II, Geom. (Pre AP Recommended)****Site: CHS, LVHS**

This college-preparatory course is intended for students who have displayed a high degree of understanding in their previous math courses. It is designed to prepare students for AP Calculus. It includes the same concepts covered in Pre-Calculus but explored in greater depth, and problem-solving will be more varied and demanding. A major research project is required for this course. Real world projects will be given to help with critical thinking skills. These projects will primarily be completed outside of the classroom.

**AP Calculus AB (APCALCAB)****Credit: 1.0** AP 221431**Grade Placement: 11-12****Prerequisite: Pre-Calculus (Pre AP Recommended)****Site: CHS, LVHS**

Advanced Placement Calculus AB is designed for students who have a thorough knowledge of college preparatory mathematics including Algebra, Geometry, Trigonometry, and Elementary Analysis. This course includes a study of elementary functions, properties of limits, the derivative and applications, techniques of integration, and applications of the definite integral. The content of this course is prescribed by the College Board publication Advanced Placement in Calculus given by the College Board. This course prepares students to take the Advanced Placement Exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**AP Statistics (APSTATS)****Credit: 1.0** 211531**Grade Placement: 11-12****Prerequisite: Algebra II****Site: CHS, LVHS**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes of study which include exploratory analysis, planning a study, probability, and statistical inference. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

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**AP Computer Science I (APTACSI)****Credit: 1.0** 281031**Grade Placement: 10-12****Prerequisite: Algebra II (Pre AP Recommended), Computer Science I (Recommended)****Site: CHS**

Computer Science I AP is the study of the beginning skills and concepts associated with programming methodology, programming languages data types, data structures, algorithms, and applications of computing. Design of computer systems and social implications of computer systems are integrated throughout the course. Java programming language is used. This course teaches more in-depth study of computer concepts and more advanced programming techniques than Computer Science I. It is intended for students who seek a technology major in college such as engineering, science, mathematics, or computer science; and for students who accept the challenge and enrichment of an advanced placement course. Students enrolled in this class are expected to take the Advanced Placement Examination for Computer Science A at the end of the course. **This course will meet the locally required technology credit for graduation. This course can count as a mathematics credit.**

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## SCIENCE

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**Biology (BIO)****Credit: 1.0** 301032**Grade Placement: 9-12****Site: CFC, CHS, LVHS**

Biology is the study of living things and how they are related to each other and to their environment. It includes the study of cellular structure, cell physiology, classification of living organisms, genetics, change over time, anatomy, physiology, and ecology. Laboratory work will be done 40% of the time.

**Biology Pre-AP (BIO)****Credit: 1.0**

Pre-AP 301031

**Grade Placement: 9****Site: CFC, LVHS**

This course includes the Biology TEKS taught in a regular biology course while also preparing students for the rigors of AP/DC courses and exams. This course moves at a fast pace which requires students to practice self-management skills such as time management, initiative, and self direction. Students will be expected to complete regular homework and projects outside of class. Students will have the opportunity to apply creativity and innovation while learning to design experiments. Current scientific literature will be studied and students will be expected to read and critically review these papers. Students will continue to learn and practice writing Free Response Questions that are similar in format as those used in AP Science classes. Laboratory work will be done at least 40% of the time.

**AP/Dual Credit Biology (AP BIO)****Credit: 1.0**

AP/DC 304131 AP 303131

**Grade Placement: 11-12****Prerequisite: Biology, Chemistry****Application Approval for Dual Credit****Site: CHS****Dual Credit (General Biology 1306, 1307 (Lecture); 1106, 1107 (Lab)) Tuition Required for Dual Credit**

This course is designed to meet the requirements of both the College Board Advanced Placement course and the Competencies for Howard College General Biology lecture and lab portions. Students will be encouraged to focus on understanding important relationships, processes, and mechanisms and potential extensions and applications of concepts. The course will cover molecules and cells, heredity and evolution, and organism and diversity. The course will include the 12 required AP labs which are quantitative, illustrate important biological principles, and utilize modern techniques currently used by practicing biologists. The students will gain experience in planning and carrying out laboratory work at least 40% of the time. Students will prepare to take the advanced placement test in biology. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**Integrated Physics and Chemistry (IPC)****Credit: 1.0**

300932

**Grade Placement: 10-11 (Administrative Approval)****Site: CHS, LVHS**

Integrated Physics and Chemistry is a study of the basic physical principles which govern the materials and forces around us. One semester shall be chemistry consisting of communication with chemical symbols and the introduction to atomic energy, the periodic chart, formation of ions, and chemical reaction/equations. The second semester shall consist of physics principles of measurement, motion, mechanics, light, sound, and electricity. Laboratory work will be done at least 40% of the time.

**Chemistry (CHEM)****Credit: 1.0**

311032

**Grade Placement: 10****Prerequisite: Algebra I and concurrent enrollment in Geometry or upper level math****Site: CHS, LVHS**

Topics presented in Chemistry include theories and problem solving in the following areas: atomic structure, the periodic table, chemical bonding, the mole concept, chemical reactions, stoichiometry, gas laws, ionization, acid-base theories, pH, equilibrium, oxidation-reduction reactions, and an introduction to organic chemistry. Laboratory work will be done at least 40% of the time.

**Chemistry Pre-AP (CHEM)****Credit: 1.0**

Pre-AP 311031

**Grade Placement: 10-11****Prerequisite: Alg. I and enrolled in Geometry or upper level math****Site: CHS, LVHS**

This course includes the Chemistry TEKS taught in the regular Chemistry course while also preparing students for the rigors of Advanced Placement courses and exams. Chemistry Pre-AP covers an in-depth and extensive study of chemical reactions and a comprehensive understanding of chemical processes such as atomic structure, stoichiometry, behavior of gases, chemical periodicity, and bonding. In addition, the course study includes properties of solutions, reaction rates and equilibrium, acids and bases, neutralization, oxidation and reduction, electrochemistry, nuclear chemistry, and organic chemistry with functional groups. Laboratory work will be done at least 40% of the time.

**AP Chemistry (AP CHEM)****Credit: 1.0**

AP 311131

**Grade Placement: 11-12****Prerequisite: Chemistry, Algebra II, and concurrently enrolled in an upper level math****Site: CHS, LVHS**

Chemistry AP shall provide an opportunity for students to strengthen their understanding of basic chemistry concepts and problem solving skills and to apply these in laboratory experiences centering on a qualitative analysis scheme. Additional laboratory experience involves quantitative analysis and synthesis of selected compounds. The students will gain experience in planning and carrying out laboratory procedures. Laboratory work will be done over 40% of the time. Students will prepare to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**Anatomy & Physiology of Human Systems (ANAT&PHY)****Credit: 1.0**

301232

**Grade Placement: 11-12****Prerequisite: Biology, Chemistry****Site: CHS, LVHS**

In this course students will conduct in-depth investigations of the anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. Students will learn environmental factors that affect the body and how the body maintains homeostasis.

**Anatomy & Physiology of Human Systems Pre-AP (ANAT&PHY)**    **Credit: 1.0**    301231

**Grade Placement: 11-12**

**Prerequisite: Biology, Chemistry**

**Site: CHS**

This course covers the same content as regular Anatomy and Physiology but moves at a faster pace which requires students to practice self-management skills such as time management, initiative, and direction. Students will conduct in-depth investigations of the anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. Students will learn environmental factors that affect the body and how the body maintains homeostasis.

**Physics (PHYSICS)**

**Credit: 1.0**    321232

**Grade Placement: 11-12**

**Prerequisite: Chemistry, Enrolled Algebra II**

**Site: CHS, LVHS**

Physics is a science course for students with above average grades. The course covers the content of Physics including the writing of formal lab reports, describing processes by mathematics and the English language, solving vector problems graphically and by the component method. It also includes writing equations for free body diagrams including friction, solving coplanar problems in which the forces are not parallel, surveying the work done by the people in atomic and nuclear physics up to the modern view of atomic structure, and expanding the properties of solids, liquids, and gases.

**AP Physics 1 (APPHYS1) (For SY 2014-2015)**

**(NEW COURSE)**

**Credit: 1.0**

AP 321531

**Grade Placement: 11-12**

**Prerequisite: Physics, Geometry, Algebra II or taking concurrently**

**Site: CHS, LVHS**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. This course also focuses on time spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to take the AP Physics 1 exam at the end of the year.

**AP Physics 2 (APPHYS2) (For SY 2014-2015)**

**(NEW COURSE)**

**Credit: 1.0**

AP 321431

**Grade Placement: 12**

**Prerequisite: Pre-AP Physics, Pre-Calculus or taking concurrently**

**Site: CHS, LVHS**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course also focuses on time spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students are expected to take either or both the AP Physics1 and/or the AP Physics 2 exams at the end of the year.

**Environmental Systems (ENVIRSYS)**

**Credit: 1.0**

330932

**Grade Placement: 11-12**

**Prerequisite: Biology & Chemistry or Physics or taking concurrently**

**Site: CHS, LVHS**

In Environmental Science, 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 the following: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments. Over 40% of the time, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

**AP/DC Environmental Science (AP-ENVIR)**

**Credit: 1.0**

AP 330931

AP/DC 331931

**Grade Placement: 11-12**

**Prerequisite: Biology & Chemistry or Physics**

**Application Approval for Dual Credit**

**Site: CHS**

**Dual Credit (Environmental Biology**

**2306 (Lecture) and 2106 (Lab) Tuition Required for Dual Credit**

This course is designed to meet the requirements for both the College Board Advanced Placement course and the Competencies for Howard College Environmental Biology Lecture and Lab. The AP/DC Environmental Science course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs that cut across the many topics included in the study of environmental science. The following themes provide foundations for the structure of the AP Environmental Science Course: Science as a process, energy conversion underlying all ecological processes, the Earth as an interconnected system, humans altering natural systems, cultural and social context of environmental problems and human survival that depends on developing sustainable practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

# SOCIAL STUDIES

## **AP Human Geography (APHUMGEO)**

**Credit: 1.0**      AP 413931

**Grade Placement: 9-12**

**Site: CFC**

The AP Human Geography course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and applications.

## **World Geography (W GEO)**

**Credit: 1.0**      401132

**Grade Placement: 9-12**

**Site: CFC, CHS, LVHS**

World Geography is the study of countries and cultures of the earth. This course examines the interrelationship of the physical environment and the people who live in them. There is also an emphasis on reading, writing, and social studies.

## **World Geography Pre-AP (W GEO)**

**Credit: 1.0**      Pre-AP 401131

**Grade Placement: 9**

**Site: CFC, LVHS**

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World Geography Pre-AP is the challenging study of the traditional topics covered in world geography but with much greater scope and depth. Students should have above average grades, be self-motivated, and have good organizational skill and a strong desire to be in challenging learning environment.

## **World History (WHIST)**

**Credit: 1.0**      401032

**Grade Placement: 10-12**

**Site: CHS, LVHS**

World History studies include the geography, history, and culture of western and non-western countries. Sufficient depth is given to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior.

## **World History Pre-AP (WHIST)**

**Credit: 1.0**      Pre-AP 401031

**Grade Placement: 10**

**Site: CHS, LVHS**

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World History Pre-AP exceeds the traditional study of the geography, history, and culture of both western and non-western nations. This course provides a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students may only receive credit for World History Pre-AP or World History AP, not both.

## **AP World History (APWHIST)**

**Credit: 1.0**      AP 412031

**Grade Placement: 10**

**Site: CHS, LVHS**

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World History AP is the traditional study of the geography, history, and culture of both western and non-western nations. This course provides a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students may only receive credit for World History Pre-AP or World History AP, not both.

## **United States History (USHIST)**

**Credit: 1.0**      400932

**Grade Placement: 11-12**

**Site: CHS, LVHS**

U.S. History provides students the opportunity to understand some of the social, economic, and political forces that have shaped American society, as well as to understand the historical basis for many current problems in the United States. There is an emphasis on post-reconstruction events, issues, and problems which have their roots in the past.

## **U.S. History Dual Credit (USHIST)**

**Credit: 1.0**      DC 411931

**Grade Placement: 11**

**Prerequisite: Application Approval for Dual Credit**

**Site: CHS, LVHS**

**Dual Credit (HIST 1301, 1302) Tuition Required**

This course is designed to meet the competencies for Howard College U.S. History. It exceeds the traditional study of topics and problems covering U.S. history from 1492 to the present. Sufficient depth is given to covering the economic, social, and political forces that have shaped American culture.

## **AP U.S. History (APUSHIST)**

**Credit: 1.0**      AP 403931

**Grade Placement: 11**

**Site: CHS, LVHS**

The AP American History course is intended for qualified students who wish to complete studies in a high school equivalent to the college introductory course. This course will provide students with the rigors of a college class while examining in-depth a series of problems and topics covering U.S. history from exploration through the present. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.



**AP/Dual Credit U.S. History (APUSHIST)****Credit: 1.0**

AP 423931

AP/DC 424931

**Grade Placement: 11****Prerequisite: Application Approval for Dual Credit****Site: LVHS****Dual Credit (HIST 1301, 1302) Tuition Required**

The AP/DC course is designed to meet the requirements of both the College Board Advanced Placement Course and the competencies for Howard College. This course will provide students with the rigors of a college class while examining in-depth a series of problems and topics covering U.S. history from exploration through the present. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**Economics (ECO-FE)****Credit: 0.5**

411242

**Grade Placement: 12****Site: CHS, LVHS**

Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. Study of the stock market (buying and selling stock) is taught. Current situations serve as a basis for illustrations. The course also makes a survey of economic principles of which all consumers need a working knowledge. Teaching strategies include problem-solving activities involving the learner. As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

**Economics Dual Credit (ECO-FE)****Credit: 0.5**

DC 451341

**Grade Placement: 12****Prerequisite: Application Approval****Site: CHS, LVHS****Dual Credit (ECON 2301) Tuition Required**

This course is designed to meet the competency requirements for Howard College. This course is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes a study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

**AP Economics (APMACECO)****Credit: 0.5**

AP 422241

**Grade Placement: 12****Site: CHS**

This is a macroeconomics course designed to give students the latest perspective of how individuals, producers, and the government interact to promote a free enterprise, self-interest economy. Emphasis is placed on the circular flow model based on the concept of supply and demand. The importance of each component will be examined in the context of the circular flow and the factors and product markets. Students will prepare to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**Government (GOVT)****Credit:**

401242

**Grade Placement: 12****Site: CHS, LVHS**

United States Government introduces students to the effects of history and political theories on the development of American political behavior and institutions. Topics include the structure and functions of government, political processes, and the role of citizens in a democracy at national, state, and local levels.

**Government Dual Credit (GOVT)****Credit: 0.5**

DC 451241

**Grade Placement: 12****Prerequisite: Application Approval****Site: CHS, LVHS****Dual Credit (GOVT 2301) Tuition Required**

This course provides a college level approach to understanding the effects of political theories and history on the development of American political behavior and institutions. Students should be prepared to handle independent research, high level reading material, extensive writing, and classroom discussion. Topics include the structure and functions of government, political processes, and the role of citizens in a democracy at national, state and local levels. This course is designed to meet the competency requirements for Howard College.

**AP Government (APUSGOVT)****Credit: 0.5**

AP 421241

**Grade Placement: 12****Site: CHS**

AP Government provides a college level perspective on government and politics in the United States. The course looks at general concepts and specific case studies of American politics. Institutes, traditions, beliefs, attitudes, and values will be included in the curriculum. The political process as well as public policies will be covered. The student must be self-motivated, as the course requires extensive outside reading and writing. Students must be able to do independent work as well as participate in classroom discussions. Students will prepare to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

## LANGUAGES OTHER THAN ENGLISH

### **French I (FREN 1)**

**Credit: 1.0**      560932

**Grade Placement: 9-12**

**Site: CHS**

Students master basic vocabulary including telling time, talking about the weather, personal preferences, basic conversation and social skills, numbers, colors, food, and clothing. First year curriculum includes the present tense. Students will also read simple sentences, newspaper articles, see films in French, and gain exposure to common cultural similarities and differences with American culture. French-speaking culture throughout the world is included.

### **French II (FREN 2)**

**Credit: 1.0**      561032

**Grade Placement: 10-12**

**Prerequisite: French I**

**Site: CHS**

Students in French II continue their study with more emphasis on advanced forms. They gain experience in using all persons and concentrate on learning to talk, write, and read about the past. More emphasis is placed on reading, writing, original conversation, and composition. Students work with art, music, movies, and literature designed for native speakers and gain experience with authentic materials. At least one research project is completed and understanding of various French-speaking cultures is gained.

### **French II Pre-AP (FREN 2)**

**Credit: 1.0**      561031

**Grade Placement: 10-12**

**Prerequisite: French I**

**Site: CHS**

Students in French II continue their study with more emphasis on advanced forms. They gain experience in using all persons and concentrate on learning to talk, write, and read about the past. More emphasis is placed on reading, writing, original conversation, and composition. Students work with art, music, movies, and literature designed for native speakers and gain experience with authentic materials. At least one research project is completed and understanding of various French-speaking cultures is gained. The course will begin preparing students to take the College Board French Language Advanced Placement Exam.

### **French III Pre-AP (FREN 3)**

**Credit: 1.0**      561131

**Grade Placement: 11-12**

**Prerequisite: French I and II**

**Site: CHS**

French III students continue to deepen and broaden their proficiency in the language with more exposure to authentic materials. Some study of history and culture is included, and students read and compose a variety of texts. Students are exposed to all indicative tenses and may be introduced to the subjunctive. The course will continue preparing students to take the College Board French Language Advanced Placement Exam.

### **Spanish I (SPAN 1)**

**Credit: 1.0**      590932

**Grade Placement: 9-12**

**Site: CFC, CHS, LVHS**

Spanish I is an introductory course that focuses on developing basic skills of speaking, listening, reading, writing, and language acquisition. Emphasis is on understanding common expressions, greetings, questions, commands, and simple conversations. Students will use the language lab to practice oral proficiency and conversation. A basic vocabulary is built and the grammatical structure of the language is taught. Cultural topics are incorporated throughout the course.

### **Spanish II (SPAN 2)**

**Credit: 1.0**      591032

**Grade Placement: 9-12**

**Prerequisite: Spanish I**

**Site: CFC, CHS, LVHS**

Spanish II builds upon the vocabulary, grammar, and communication learned in Spanish I. It includes a more extensive study of vocabulary and grammar which focuses on improving reading, writing, listening, and conversational skills. Another important aspect is the study of many diverse countries. Frequent use of the language lab will increase proficiency.

### **Spanish II Pre-AP (SPAN 2)**

**Credit: 1.0**      591031

**Grade Placement: 9-12**

**Prerequisite: Spanish I**

**Site: CFC, CHS, LVHS**

Spanish II Pre-AP is an introductory course for students who wish to prepare for the Spanish IV AP Language Exam. It will introduce students to an in-depth study of vocabulary and grammar with the main focus on improving reading, writing, listening, and conversational skills. Students will be introduced to literature from the Spanish speaking world including short stories, poems, plays, and novels. Oral proficiency will be emphasized and should increase throughout the year. Formal writing in the target language will be introduced.

**Spanish III (SPAN 3)** **Credit: 1.0** 591132

**Grade Placement: 10-12**

**Prerequisite: Spanish I and II**

**Site: CHS, LVHS**

Spanish III will be conducted primarily in Spanish and will reinforce basic concepts learned in Spanish II. The course will cover units of elementary as well as advanced grammar. The students will have opportunities to read Spanish poems, short stories, plays, and novels by well-known Spanish writers. Also a continued study of cultural differences will enhance language skills. Frequent use of the language lab will increase oral proficiency.

**Spanish III Pre-AP (SPAN 3)** **Credit: 1.0** 591431

**Grade Placement: 10-12**

**Prerequisite: Spanish I, II**

**Site: CHS, LVHS**

Spanish III Pre-AP is a course designed for students who wish to continue the AP program and wish to take the Spanish IV AP Exam. It will reinforce and develop the concepts learned in Spanish II Pre-AP. It will include a continuation of an intensive study of grammar and vocabulary to increase reading, writing, listening, and oral proficiency. A strong emphasis will be placed on literature from the Spanish speaking world. A continuation and growth of oral proficiency will develop throughout the year. Formal writing will be stressed throughout the year. Some independent reading will be required.

**AP Spanish IV (APSPALAN)** **Credit: 1.0** 591131

**AP Spanish Language**

**Grade Placement: 11-12**

**Prerequisite: Spanish I, II, III**

**Site: CHS, LVHS**

The reading, writing, and pace of this course will be increased. The daily assignments will consist of grammar exercises, reading, writing, or vocabulary which will require approximately 45 minutes to master. (This will vary for each student.) Emphasis will be on communication skills requiring that the student be able to comprehend Spanish spoken by native speakers; read short stories, newspapers, and magazines with comprehension; and express oneself correctly with some fluency in both writing and speaking. The course will prepare students to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

**AP Spanish V (APSPALIT)** **Credit: 1.0** 591231

**AP Spanish Literature**

**Grade Placement: 12**

**Prerequisite: Spanish I, II, III, IV**

**Site: CHS, LVHS**

Spanish IV will be taught as a Spanish literature class to prepare students to take the College Board Advanced Placement exam. This class will focus on the works of specific authors from 7 centuries of Spanish literature. The students will read poems, short stories, plays, and parts of novels written by these authors. The AP exam will require students to be able to read and write in Spanish. Some oral proficiency will be necessary. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

## ***FINE ARTS***

### ***Art***

**Art I (ART 1)** **Credit: 1.0** 600932

**Grade Placement: 9-12**

**Site: CFC, CHS, LVHS**

Art I is a building course to foster the love of aesthetics and critical judgment through the use and awareness of the Elements and Principles of Design. Students can advance in skill and personal style. Students will create artwork in such areas as drawing, painting, design, crafts, printmaking, and sculpture. The course will be used to enhance the students' creativity and build a strong foundation for future art courses.

**Art II-Drawing (ART2DRAW)** **Credit: 1.0** 603032

**Art III-Drawing (ART3DRAW)** **Credit: 1.0** 603132

**Art IV-Drawing (ART4DRAW)** **Credit: 1.0** 603232

**Grade Placement: 10-12**

**Prerequisite: Art I**

**Site: CHS, LVHS**

These courses deal with the creative experience of drawing as a means of building a stronger foundation for all artwork. Students should have a definite interest and aptitude for the study of drawing since this course expands on the experiences and objectives of Art I. Students will further develop their talents and skills through a variety of creative drawing projects which emphasize a multitude of concepts, techniques, and subjects. The projects will stimulate the students' natural curiosity, encourage them to observe objects carefully, and improve eye to hand coordination. Great emphasis is placed on ability, self-motivation, and aesthetics.

**AP Studio Art – Drawing (APSTARTD)****Credit: 1.0**

606131

**Grade Placement: 11-12****Prerequisite: Art I and II, and Portfolio Review****Site: CHS, LVHS**

This course is intended for highly motivated students who are interested in the study of college level drawing techniques. The focus will be on the mastery of a wide range of drawing concerns such as drawing from observation, effective use of light and shade, line quality, surface manipulation, special awareness – perspective, and composition. Students will explore a variety of different media which could include drawing pencils, pastels, colored pencils, paint, mixed media, printmaking, etc. Artwork may vary from Realism to Abstract. Students enrolled in this class are expected to submit a portfolio of 24 artworks for review by the College Board. Students may receive possible college credit for this course.

**Art II Sculpture (ART2SCLP)****Credit: 1.0**

605032

**Art III-Sculpture (ART3SCLP)****Credit: 1.0**

605132

**Art IV-Sculpture (ART4SCLP)****Credit: 1.0**

605232

**Grade Placement: 10-12****Prerequisite: Art I****Site: CHS, LVHS**

These courses explore traditional and contemporary sculptural materials and processes. Students will work with various clays (water and plastic based) and plaster to create sculptures, origami, masks, mobiles, and kites. Sheet plastic will be used to create large, inflatable sculptures.

**Art II-Painting (ART2PATG)****Credit: 1.0**

604032

**Art III-Painting (ART3PATG)****Credit: 1.0**

604132

**Art IV-Painting (ART4PATG)****Credit: 1.0**

604232

**Grade Placement: 10-12****Prerequisite: Art I****Site: CHS, LVHS**

These courses involve the study of color theory, techniques, and composition with emphasis on individual expression. Students should have a definite interest and aptitude for the study of painting since this course expands on the experience and objectives of Art I. Painting students will further develop their talents and skills through a variety of creative painting projects, which include working in watercolors, tempera, acrylic, oil, and mixed media. The projects will stimulate the students' natural curiosity, force them to observe objects carefully, and improve eye to hand coordination. Greater emphasis is placed on ability, self-motivations, and aesthetics.

**AP Studio Art 2-D Design (AP2DDP)****Credit: 1.0**

606031

**Grade Placement: 11-12****Prerequisite: Art I and II, and Portfolio Review****Site: CHS, LVHS**

This course is a studio class intended for highly motivated college-bound and art career-oriented students. Students will be challenged to demonstrate purposeful decision-making using the Elements & Principles of Design in an integrative two-dimensional way while producing original artwork. Emphasis will be placed on the production of quality artwork while developing mastery of concept, composition and execution of personal ideas. Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board Advanced Placement Program for possible college credit.

**AP Studio Art 3-D Design (AP3DDP)****Credit: 1.0**

606231

**Grade Placement: 11-12****Prerequisite: Art II Ceramics, Art II Sculpture or Portfolio Review****Site: CHS, LVHS**

This class is intended for highly motivated students who are interested in the study of 3-D art at the college level. The course will focus on 3-D art through a wide variety of mediums including clay, stone, metal, wood, cardboard, and found objects. Students enrolled in this class are expected to submit a portfolio of 24 artworks for review by the College Board. Students may receive possible college credit for this course.

**Art II-Ceramics (ART2CRMC)****Credit: 1.0**

607032

**Art III-Ceramics (ART3CRMC)****Credit: 1.0**

607132

**Art IV-Ceramics (ART4CRMC)****Credit: 1.0**

607232

**Grade Placement: 10-12****Prerequisite: Art I****Site: CHS, LVHS**

Students in these courses will create original pieces of artwork from clay. After taking this course, students will understand the qualities, limitations, possibilities, chemical make up, firing ranges, and drying qualities of different clays and glazes. Students will use methods and techniques involved with hand-made construction for pinch, coil, slab, and wheel-thrown pieces of ceramics.

## Choir

<b>Choir I (MUS1CHOR)</b>	<b>Credit: 1.0</b>	670932
<b>Choir II (MUS2CHOR)</b>	<b>Credit: 1.0</b>	671032
<b>Choir III (MUS3CHOR)</b>	<b>Credit: 1.0</b>	671132
<b>Choir IV (MUS4CHOR)</b>	<b>Credit: 1.0</b>	671232

**Grade Placement: 09-12**

**Prerequisite: Audition and Director Approval**

**Site: CFC, CHS, LVHS**

Choral Music I, II, III, and IV are courses for students to develop their musical and vocal skills through practice and performance of various styles of choral music. These classes emphasize choral singing, music theory, listening, and performance. Classes may be composed of all males or females, or they may be mixed according to the number and distribution of voices available. All choirs are required to perform in public concerts throughout the year. Members may participate in UIL competition and other competitive or extracurricular activities. Students may be placed in junior varsity or varsity level choirs based on previous secondary experience and ability.

<b>Vocal Ensemble I (MUS1VOEN)</b>	<b>Credit: 1.0</b>	672032
<b>Vocal Ensemble II (MUS2VOEN)</b>	<b>Credit: 1.0</b>	672132
<b>Instrumental Ensemble III (MUS3VOEN)</b>	<b>Credit: 1.0</b>	672232
<b>Instrumental Ensemble IV (MUS4VOEN)</b>	<b>Credit: 1.0</b>	672332

**Grade Placement: 09-12**

**Prerequisite: Audition and Director Approval**

**Site: CFC, CHS**

These advanced ensembles perform a wide variety of musical styles including traditional choral music, all-state repertoire, madrigal, show choir, jazz, swing, and popular music. Performance is stressed and some time is devoted to choreography. The name of each group may differ with the campus on which it is organized.

## Band and Orchestra

<b>Band I (MUS1BAND)</b>	<b>Credit: 1.0</b>	620932
<b>Band II (MUS2BAND)</b>	<b>Credit: 1.0</b>	621032
<b>Band III (MUS3BAND)</b>	<b>Credit: 1.0</b>	621132
<b>Band IV (MUS4BAND)</b>	<b>Credit: 1.0</b>	621232

**Grade Placement: 09-12**

**Prerequisite: Audition and Director Approval**

**Site: CFC, CHS, LVHS**

**PE Substitution Marching Band is earned concurrently (Fall Sem. Only)**

<b>(SUBMB)</b>	<b>Credit: 0.5–1.0</b>	520032
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These courses consist of marching, concert playing, sight-reading, small ensemble playing, and individual instrumental technique. All bands are required to perform in public performances throughout the year. Students in grades nine through twelve will comprise various classes according to achievement levels monitored during periodic auditions. The names of these classes differ with the school on which they are organized. These groups may participate in UIL competitions.

<b>Jazz Band I (MUS1JZBD)</b>	<b>Credit: 1.0</b>	630932
<b>Jazz Band II (MUS2JZBD)</b>	<b>Credit: 1.0</b>	631032
<b>Jazz Band III (MUS3JZBD)</b>	<b>Credit: 1.0</b>	631132
<b>Jazz Band IV (MUS4JZBD)</b>	<b>Credit: 1.0</b>	631232

**Grade Placement: 09-12**

**Prerequisite: Audition, Director Approval, and Concurrent Enrollment in a band or orchestra class.**

**Site: CFC, CHS, LVHS**

The Jazz Band consists of music students who play alto, tenor, baritone, trumpet, trombone, piano, bass guitar, trap set, and auxiliary percussion. The class covers the fundamentals of jazz education, application, and performance. The names of these classes may vary at the campus on which they are organized. All bands are required to perform in public performances throughout the year.

<b>Orchestra I (MUS1ORCH)</b>	<b>Credit: 1.0</b>	660932
<b>Orchestra II (MUS2ORCH)</b>	<b>Credit: 1.0</b>	661032
<b>Orchestra III (MUS3ORCH)</b>	<b>Credit: 1.0</b>	661132
<b>Orchestra IV (MUS4ORCH)</b>	<b>Credit: 1.0</b>	661232

**Grade Placement: 09-12**

**Prerequisite: Audition and Director Approval**

**Site: CFC, CHS, LVHS**

Orchestra is comprised of students who wish to study symphonic music through performance on musical instruments primarily of the string family. Strong emphasis will be placed on the development of technical skills and essential elements required for meaningful performance on the instruments. Intermediate to advanced level of proficiency is required; no beginning classes are offered at the high school level. Depending on the size of the program at each school, students will be assigned to classes based on ability as demonstrated through audition or other periodic evaluations. All students will perform in required concerts throughout the academic year and will have the opportunity to participate in extracurricular performances both as an individual and as a member of the orchestra.

<b>Instrumental Ensemble I (MUS1INEN)</b>	<b>Credit: 1.0</b>	650932
<b>Instrumental Ensemble II (MUS2INEN)</b>	<b>Credit: 1.0</b>	651032
<b>Instrumental Ensemble III (MUS3INEN)</b>	<b>Credit: 1.0</b>	651132
<b>Instrumental Ensemble IV (MUS4INEN)</b>	<b>Credit: 1.0</b>	651232

**Grade Placement: 09-12**

**Prerequisite: Audition and Director Approval**

**Site: CFC, CHS, LVHS**

The Instrumental Ensemble class offers a unique opportunity to study applied music and enhance individual musicianship through participation in small group performance through mediums such as, but not limited to, Mariachi, Brass Ensemble, Woodwind Ensemble, Percussion Ensemble, Brass Quintets, Brass Quartets, Brass Trios, Woodwind Quintets, Woodwind Trios, String Quartets, String Trios, and Mixed Ensembles.

## *Theater Arts*

<b>Theater Arts I (TH1)</b>	<b>Credit: 1.0</b>	610932
<b>Grade Placement: 9-12</b>		
<b>Site: CFC, CHS, LVHS</b>		

Theatre Arts I is a basic course designed to allow the students to examine interdisciplinary elements of theater, incorporate basic acting techniques, examine the role of the actor in interpreting dramatic literature, be introduced to theater history, and examine the basic elements of technical theater.

<b>Theater Arts II (TH2)</b>	<b>Credit: 1.0</b>	611032
<b>Grade Placement: 10-12</b>		
<b>Prerequisite: Theater Arts I and Teacher Approval</b>		
<b>Site: CHS, LVHS</b>		

Theater Arts II is an additional course designed to allow students to further explore and incorporate basic acting techniques, to examine the role of the actor and director in interpreting literature, to further explore theater history through practicing and performing acting styles, to examine and practice basic directing skills, and to incorporate basic technical elements of theater into production.

<b>Theater Arts III (TH3)</b>	<b>Credit: 1.0</b>	611132
<b>Grade Placement: 11-12</b>		
<b>Prerequisite: Theater Arts I, II, and Teacher Approval</b>		
<b>Site: CHS, LVHS</b>		

Theater Arts III is a course designed to allow students to further explore and incorporate basic and advanced acting techniques and methods; to examine, compare, and contrast the role of the actor and director in interpreting literature; to further explore theater history through practicing and performing acting styles; to examine and practice basic directing skills; and to incorporate basic technical elements of theater into production.

<b>Theater Arts IV (TH4)</b>	<b>Credit: 1.0</b>	611232
<b>Grade Placement: 12</b>		
<b>Prerequisite: Theater Arts I, II, III, &amp; Teacher Approval</b>		
<b>Site: CHS, LVHS</b>		

Theater Arts IV is an intensive study of theater geared towards preparing the student for university level theater classes and employment in the field.

<b>Technical Theater I (TH1TECH)</b>	<b>Credit: 1.0</b>	612032
<b>Grade Placement: 9-12</b>		
<b>Site: CHS, LVHS</b>		

Technical Theater I is an introductory course designed to allow students to explore creatively technical ideas and applications of Tech Theater and theater design. The class will incorporate and apply property construction, basic lighting design, and usage of basic tools to the collaborative art of theater.

<b>Technical Theater II (TH2TECH)</b>	<b>Credit: 1.0</b>	612132
<b>Grade Placement: 10-12</b>		
<b>Prerequisite: Tech Theater 1 and Teacher Approval</b>		
<b>Site: CHS, LVHS</b>		

Technical Theater II is an advanced course in which students will explore interpretation of dramatic literature as it relates to set, lighting, and costume design; be introduced to theater management and publicity; and further study the collaborative art of theater.

<b>Technical Theater III (TH3TECH)</b>	<b>Credit: 1.0</b>	612232
<b>Grade Placement: 11-12</b>		
<b>Prerequisite: Technical Theater I, II, &amp; Teacher Approval</b>		
<b>Site: CHS, LVHS</b>		

Technical Theater III is for students committed to the study of theater design and application.

Theater Production I (TH1PROD)	Credit: 0.5-1.0	613032
Theater Production II (TH2PROD)	Credit: 0.5-1.0	613132
Theater Production III (TH3PROD)	Credit: 0.5-1.0	613232
Grade Placement: 10-12		
Prerequisite: Audition and Teacher Approval		
Site: CHS, LVHS		

Theater Production is for students involved in their school's Fall or Spring semester theater production as an actor, technician, or manager. Students must spend at least 80 hours outside of school time working on the production to earn credit. **This course is not offered during the school day.**

## TECHNOLOGY APPLICATIONS

Computer Science I (TACSI)	Credit: 1.0	281032
Grade Placement: 10-12		
Prerequisite: Algebra I/Geometry		
Site: CHS		

Computer Science I is the study of the beginning skills and concepts associated with programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and social implications of computer systems are integrated throughout the course. Java programming language is used to teach concepts. No prior knowledge of computer science is assumed or required; however, it is recommended. Computer Science I prepare college-bound students by modeling the approach used in college. **This course will not meet requirements for any mathematics credit required for graduation. This course will meet the locally required technology credit for graduation.**

AP Computer Science I (APTACSI)	Credit: 1.0	281031
Grade Placement: 10-12		
Prerequisite: Algebra II Pre AP		
Site: CHS		

Computer Science I AP is the study of the beginning skills and concepts associated with programming methodology, programming languages data types, data structures, algorithms, and applications of computing. Design of computer systems and social implications of computer systems are integrated throughout the course. Java programming language is used. This course teaches more in-depth study of computer concepts and more advanced programming techniques than Computer Science I. It is intended for students who seek a technology major in college such as engineering, science, mathematics, or computer science; and for students who accept the challenge and enrichment of an advanced placement course. Students enrolled in this class are expected to take the Advanced Placement Examination for Computer Science A at the end of the course. **This course will meet the locally required technology credit for graduation. This course can count as a mathematics credit.**

Digital Communications in the 21 <sup>st</sup> Century (TADGC)	Credit: 1.0	281432
Grade Placement: 9-12		

The purpose of this course is to prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students in this course will be expected to design and present an effective product based on well researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. **This course will meet the locally required technology credit for graduation. This course is comparable to the CTE course Business Information Management.**

Digital Art and Animation (TADGAA)	Credit: 1.0	281532
Grade Placement: 9-12		

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce real-world projects and animations. **This course will meet the locally required technology credit for graduation. This course is comparable to the CTE course Digital and Interactive Media. This course can count as a fine arts credit.**

## TEEN LEADERSHIP

Teen Leadership (TEENLDR)	Credit: 1.0	938231
Grade Placement: 10-12		
Site: CHS		

Students will participate in a variety of community and campus service projects while learning fundamental social and interpersonal skills. Students will practice public speaking, goal setting, and team building in a creative and interactive environment. Leadership also includes money management, resume building, and communication in today's interactive world while learning leadership skills to use for the rest of their life.

## HEALTH

Health (HLTHED)	Credit: 0.5	500942
Grade Placement: 9-12		
Site: CFC, CHS, LVHS		

Health class provides health information in such a way that it influences people to change so that they take positive action about their health. Its goal is to help people live long, zestful, and productive lives.

# PHYSICAL EDUCATION

Students are required to earn at least 1 unit of credit in Physical Education. The total number of allowable P.E. credits for graduation purposes is 4.0. Students may receive only ½ credit of P.E. or P.E. Substitution per semester.

**P.E. Substitutions may be earned through the following:**

- Each semester of UIL competition sport
- JROTC 1
- Two semesters of Cheerleading or Drill Team
- Two Fall semesters of marching band earned concurrently when taking Band I and II

**Foundations of Personal Fitness (PEFOUND)**

**Credit: 0.5-1.0**

510942

**Grade Placement: 9-12**

**Site: CFC, LVHS**

Students will receive basic information related to physical fitness, nutrition, and healthful living. Class activities will include activities that promote an understanding of this information. Physical activities heavily emphasize the development of personal fitness levels.

**Individual/Team Sports (PEITS) 1 credit only of any combination of the following:**

**PE Partners (PEITS)**

**Credit: 0.5**

522042

**Grade Placement: 10-12**

**Site: CHS, LVHS**

This class offers a unique and rewarding experience for students who are interested in working as partners with students with disabilities in adapted team sports activities. The course will be taught by a physical education teacher with the assistance of staff trained in adaptive physical education techniques. Class size will be limited to approximately 20 students, half of whom are students without disabilities and the other half will be students with disabilities. All students will learn various team sports, such as softball, floor hockey, basketball, swimming, weight lifting, and more. Students will develop skills in relationships and diverse individuals, peer problem solving, and teamwork. The initial three weeks of the class will be directed at instruction for students without disabilities regarding the special needs of students with disabilities.

**Team Sports (PEITS)**

**Credit: 0.5**

521042

**Grade Placement: 9-12**

**Site: CFC, CHS, LVHS**

Students learn the rules, terminology, and skill of team sports such as basketball, flag football, floor hockey, speedball, soccer, softball, and volleyball. (Each semester three activities are selected to teach.)

**Individual Sports (PEITS)**

**Credit: 0.5**

511042

**Grade Placement: 9-12**

**Site: CFC, CHS, LVHS**

Students acquire movement, knowledge, and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physical lifestyle. Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime.

**Beginning Gymnastics (PEITS)**

**Credit: 0.5**

513042

**Grade Placement: 10-12**

**Site: CHS**

Students will learn safety rules, terminology, and basic beginning gymnastic skills, along with gymnastics conditioning drills to enhance strength, coordination, and balance, to prepare for advanced gymnastics or to carry over to other sporting activities.

**Weight Training (PEITS)**

**Credit: 0.5**

516042

**Grade Placement: 10-12**

**Site: CHS**

This class teaches terminology, techniques, skills, and basic knowledge specifically designed to use equipment such as barbells, dumbbells, and machines for improving fitness, health, and appearance.

**Aerobic Activities (PEAA) 1 credit only of the following:**

**Lifeguard Training/Swimming Conditioning (PEAA)**

**Credit: 0.5**

512042

**Grade Placement: 10-12**

**Site: CHS**

Students will learn and develop advanced aerobic swimming techniques specifically designed for lifeguard training and lap swimming. Students successfully completing course requirements will be prepared to take the Red Cross Lifeguard Training test for lifeguard certification. A fee is required for certification testing.

**Aerobics (PEAA)**

**Credit: 0.5**

525042

**Grade Placement: 10-12**

**Site: CHS, LVHS**

This class will introduce students to the basic elements of aerobic exercise. The class will include aerobic dance, fitness walking, step classes, tae-bo, and other aerobic activities.

**Outdoor Education/Adventure Sports (PEAOE)**

**Credit: 0.5**

526042

**Grade Placement: 10-12**

**Site: CHS**

Students will learn basic skills in outdoor activities such as backpacking, camping, canoeing, kayaking, hiking, orienteering, climbing, and repelling. The class promotes leadership, self-awareness, self-confidence, and teamwork. For Safety reasons, this course may include a mandatory swim skills unit.



**P.E. Substitutions may be earned one time each for one credit:**

**PE Substitution–Drill Team (SUBDT)** **Credit: 0.5-1.0** 548532  
**Grade Placement: 9-12**  
**Prerequisite: Sponsor Approval**  
**Site: CHS, LVHS**

The drill team is a performing group for various athletic activities. Membership is determined through tryouts.

**PE Substitution - Cheerleading (SUBCHLDG)** **Credit: 0.5-1.0** 548032  
**Grade Placement: 9-12**  
**Prerequisite: Sponsor Approval**  
**Site: CHS, LVHS**

Cheerleaders are determined by tryouts each spring. Students will perform at athletic events and special functions throughout the year.

**PE Substitution - Aerospace Science I (SUBJ1)** **Credit: 1.0** 530032  
**Grade Placement: 9-12**  
**Prerequisite: None**  
**Site: CHS, LVHS**

**PE Substitution**

This course will introduce students to aerospace history, basic leadership, and wellness skills. "A Journey Into Aviation History" explores the evolution of flight from ancient myths/legend to the future of air and space power. Leadership Education I includes such areas as the background of Air Force JROTC, proper wear of the uniform, customs and courtesies, basic drill, and citizenship responsibilities. The wellness portion provides physical fitness training and information concerning physical and mental well being.

## INTERSCHOLASTIC COMPETITIVE SPORTS

**Athletic Trainer (SUBATH1)** **Credit: 1.0** 549032  
**Grade Placement: 9-12**  
**Prerequisite: Trainer Approval**  
**Site: CHS, LVHS**

This class will be an in-depth look at the athletic training career. Students will learn care, prevention, evaluation, and rehabilitation of athletic injuries, as well as basic medical terminology and documentation. Student Trainers will be required to attend practices and games, as well as travel with teams out of town as scheduled.

**(SUBATH1) (SUBATH2) (SUBATH3) (SUBATH3)** **Credit: 0.5-1.0** (Students may earn up to 4.0 credits toward graduation)  
**Grade Placement: 9-12**  
**Prerequisite: Approval of Head Coach**

In these courses students may develop individual and team skills fundamental to success in their chosen sport. Competition, travel, and additional practice times are required outside of school time. Athletes are required to have a record of a physical examination, medical history, and other forms required by the UIL on file before they will be allowed to practice or compete in any sport. Academic subjects are stressed. All participants must be eligible under TEA and UIL rules. Athletics is a privilege and not a right and therefore students who wish to participate will be held to higher standards than those students who choose not to participate. Interscholastic sports class requirements exceed those of general physical education. Two successfully completed semesters of competitive sports will fulfill the one unit of required physical education credit.

Tryouts for 8<sup>th</sup> grade middle school students will be held during the spring semester for many of the sports. Middle school coaches, students, and parents will be notified when tryouts will be held. No student will be placed in any athletic class unless he or she has gone through tryouts or has been placed in the class by the head coach.

Female Athletic Classes	Male Athletic Classes
Sport	Sport

**Freshman**

9<sup>th</sup> Grade Volleyball/Basketball

**Varsity/JV/Sophomore**

Varsity/JV/Soph Basketball  
Varsity/JV/Soph Cross Country  
Varsity/JV Golf  
Varsity Gymnastics \*  
JV Gymnastics \*  
Varsity Swimming \*  
JV Swimming \*  
Varsity/JV Soccer  
Varsity/JV Softball  
Varsity Tennis  
JV Tennis  
Varsity/JV Track  
Varsity/JV/Soph Volleyball  
Athletic Trainer  
\* sport available at CHS only

**Freshman**

9<sup>th</sup> Grade Football/Basketball

**Varsity/JV/Sophomore**

Varsity/JV/Soph Baseball  
Varsity/JV/Soph Basketball  
Varsity/JV/Soph Cross Country  
Varsity/JV/Soph Football  
Varsity/JV Golf  
Varsity Gymnastics \*  
JV Gymnastics \*  
Varsity/JV Soccer  
Varsity Swimming \*  
JV Swimming \*  
Varsity Tennis  
JV Tennis  
Varsity/JV Track  
Athletic Trainer  
\* sport available at CHS only

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

# MILITARY SCIENCE

The Air Force JROTC program is a 4-year program that teaches students aerospace studies, leadership, citizenship, and wellness skills. Each year is divided into three categories: Academics, Leadership, and Wellness. **No military obligation is incurred by participation in the program.** Students are expected to participate in all training activities and community/ school service projects. Successful graduates of this program can earn scholarships to a college or university. Successful cadets with at least two years of high school ROTC may enter the armed services at an increased pay level.

**Aerospace Science 1 (ROTC1)** **Credit: 1.0**      530932

**Grade Placement: 9-12**

**Prerequisite: None**

**Site: CHS, LVHS**

**PE Substitution (SUBJ1)** **Credit: 1.0**      530032

Cadets begin **A Journey into Aviation History** course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The course includes readings, videos, and hands-on activities. This course will introduce students to aerospace history, basic leadership, and wellness skills. Leadership Education I includes such areas as the background of Air Force JROTC, proper wear of the uniform, customs and courtesies, basic drill, and citizenship responsibilities. The wellness portion provides physical fitness training and information concerning physical and mental well-being.

**Aerospace Science II (ROTC2)** **Credit: 1.0**      531032

**Grade Placement: 10-12**

**Prerequisite: ROTC I (CHS) Senior Instructor Approval (LVHS)**

**Site: CHS, LVHS**

Cadets begin **Cultural Studies: An Introduction to Global Awareness** where they learn to see their world through many different perspectives. This course introduces students to the study of world affairs, regional studies, and cultural awareness. Students will learn to explore and discover the processes that shape the Earth, the relationships between people and environments, and the links between people and places. Leadership Education II covers communication/life skills, critical thinking, conflict resolution/problem solving, and developing as a leader. Students will continue wellness education started in ROTC I.

**Aerospace Science III (ROTC3)** **Credit: 1.0**      531132

**Grade Placement: 11-12**

**Prerequisite: ROTC 2 (CHS) Senior Instructor Approval (LVHS)**

**Site: CHS, LVHS**

**Option One**—Cadets could continue the **Global Studies** program that began in ROTC 2.

**Option Two**—Cadets will **Explore Space**. This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy.

**Option Three**—Cadets begin an **Introduction to Survival**. Cadets will learn/practice time tested methods for surviving in the wilderness.

All options include Leadership Education III which places an emphasis on cadets preparing for "Life after High School" and increased leadership techniques. Career planning, resumes, preparing for college and personal finance are among the areas covered. Students continue wellness education.

**Aerospace Science IV (ROTC4)** **Credit: 1.0**      531232

**Grade Placement: 12**

**Prerequisite: ROTC 3**

**Site: CHS, LVHS**

This is an advanced course that focuses on cadet leadership and management of the cadet corps. Cadets learn to apply theories and techniques of leadership, strengthen organizational skills, develop decision making skills, and apply Air Force standards of discipline and conduct.

**Option One** – Cadets may continue to study career and life skills as a continuation of JROTC 3 and/or begin a study of the **Principles of Management**. Students actively participate and manage the wellness program..

**Option Two** – Cadets will receive instruction on standard JROTC curriculum to include a laboratory manual containing exercises in the science of flight, exploration of space, and leadership; additionally, cadets may receive instruction in survival or aerospace policy and organization. Students actively participate and manage the wellness program.

**\*\* Note:** Sophomores, Juniors, and Seniors may take more than one ROTC class (with Instructor Approval) if desiring to complete the four year program before graduation.

# CAREER & TECHNICAL COURSES

## CAREER DEVELOPMENT

**Career Preparation I (CAREERP1)** **Credit: 3.0** 773032 TDC 773031  
 (General Employment) *This course will meet the locally required technology credit for graduation.*  
 Grade Placement: 11-12 (must be at least 16 years old)  
 Prerequisite: None  
 Site: CHS, LVHS

**Career Preparation II (CAREERP2)** **Credit: 3.0** 773132 TDC 773131  
 (General Employment)  
 Grade Placement: 12  
 Prerequisite: Career Preparation I  
 Site: CHS, LVHS  
Technical Dual Credit

Get credit while learning on the job and earning money! Students will complete employment portfolios, study the rights and responsibilities of the workplace, money management, entrepreneurship, and business etiquette. Students must work a minimum of 15 hours per week in an approved training station in general employment. Your supervisor at work and your classroom instructor will be working together to assess your progress. Student is responsible for their transportation and must obtain approved employment within the first two weeks of school.

**Problems and Solutions (PROBS1)** **Credit: 0.5-1.0** 841232  
 (For all Clusters)  
 Grade Placement: 11-12  
 Prerequisite: Prior coursework in program of study

**Problems & Solutions 2 (PROBS2)**  
 Prerequisite: Problems and Solutions 1  
 Credit: 0.5-1.0  
 Grade Placement: 12  
 Site: CHS, LVHS, WTTTC

Would you like the opportunity to research a real world problem in a career field that is of interest to you? Then consider taking the challenge of this course. Students will develop a comprehensive project and work with an instructor and a mentor from the business/professional community who will help guide them and assess their progress. At the completion of the project, the student will make a presentation to a panel of experts in the field being addressed. **This course (formerly Independent Study) is designed to provide students an opportunity to earn an advanced measure for the Distinguished Achievement Plan.**

## AGRICULTURE, FOOD, & NATURAL RESOURCES CLUSTER

**Principles of Agriculture, Food, & Natural Resources (PRINAFRN)** **Credit: 0.5** 741042  
 Grade Placement: 9-12  
 Prerequisite: None  
 Site: CHS, LVHS, CFC **Fall Semester**

Ever wondered where the shoes on your feet come from? How about the food on your table? Take this class to learn about the diversity of agriculture in our world. The class will help students expand their leadership and communication skills while furthering knowledge of the effects of agriculture on our world. The class will focus on the elements of the FFA, and a basic study of soils, plants, and various livestock species. Come learn why agriculture is more than just farming.

**Livestock Production (LIVEPROD)** **Credit: 0.5** 741142 TDC 741441  
 Grade Placement: 9-12  
 Prerequisite: None  
 Site: CHS, LVHS, CFC **Spring Semester**  
Technical Dual Credit (11-12 only)

Go hog wild!! Enroll in Livestock Production and learn about the impact livestock production has on the U.S. Students will have the opportunity to learn about careers in the livestock industry, livestock management, nutrition, genetics, reproduction, and common diseases and pests of cattle, swine, lambs, goats, and poultry.

**Equine Science (EQUINSCI)** **Credit: 0.5** 742742 TDC 742741  
 Grade Placement: 9-12  
 Prerequisite: None  
 Site: LVHS **Fall Semester**  
Technical Dual Credit (11-12 only)

Saddle up! Hang on tight and develop knowledge about the importance of the equine industry in Texas and the U.S. Students will study selection, nutrition, reproduction, handling, and management to prepare for a career in the horse industry.

<b>Wildlife, Fisheries and Ecology Management (WFECGT)</b> <b>Grade Placement: 10-12</b> <b>Prerequisite: None</b> <b>Site: CHS</b> <b>Fall Semester</b> <b>Technical Dual Credit (11-12 only)</b> Discover the beauty of Texas through this class. Discover knowledge about managing wildlife populations and how species interact with one another. Basic ecological concepts will be studied and applied outside the classroom. Additionally a hunter safety certificate can be earned through this hands-on course.	<b>Credit: 0.5</b>	743242	TDC 743241
<b>Small Animal Management (SMANIMGT)</b> <b>Grade Placement: 9-12</b> <b>Prerequisite: None</b> <b>Site: CHS, LVHS</b> <b>Spring Semester</b> <b>Technical Dual Credit (11-12 only)</b> Small animals are special creatures, whether you are a cat person, a reptile lover or you prefer pocket pets, you will experience it all. Students will attain knowledge and skills related to animal identification, animal behavior, anatomy, and the care and management of animals ranging from small mammals such as dogs and cats to amphibians and reptiles.	<b>Credit: 0.5</b>	742542	TDC 742541
<b>Veterinary Medical Application (VETMEDAP)</b> <b>Grade Placement: 11-12 Recommended</b> <b>Prerequisite: None</b> <b>Site: CHS, LVHS</b> <b>Technical Dual Credit (11-12 only)</b> Did you know that Calico cats are almost always female? This class will teach you the necessary skills needed for an entry level career in veterinary medicine. This course provides many hands-on learning experiences with small and large animals that include surgery techniques, office management, ethics, clinical exams, and hospital care.	<b>Credit: 1.0</b>	743532	TDC 743531
<b>Agriculture Mechanics and Metal Technology (AGMECHMT)</b> <b>Grade Placement: 9-12</b> <b>Prerequisite: None</b> <b>Site: CHS, LVHS</b> <b>Technical Dual Credit (11-12 only)</b> Do you like working in a hands-on environment? This class may be the right choice for you. Students will actively learn tool operation, electrical wiring, plumbing, carpentry, and metal working techniques as related to the agricultural industry. Students will also learn to use the cutting torch and MIG welders laying a foundation of useful skills for the future.	<b>Credit: 1.0</b>	741232	TDC 741231
<b>Agricultural Mechanics I (Welding)</b> <ul style="list-style-type: none"> <li>• Ag Mechanics &amp; Metal Tech (AGMECHMT)</li> <li>• Ag Power Systems (AGPOWSYS)</li> </ul> <b>Grade Placement: 10-12</b> <b>Prerequisite: None</b> <b>Site: WTTC (CHS, LVHS)</b> <b>Technical Dual Credit (11-12 only)</b> This is a hands-on classroom/ laboratory/shop course designed to develop student skills in basic agricultural mechanics (welding). Students will be introduced to the world of welding through basic theory in the classroom and actual hands-on experience in the laboratory/shop area. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) and oxyacetylene welding; along with blueprints, tool identification and safety in the shop. Emphasis will be placed on the design and construction of a small metal project. <b>This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.</b>	<b>Credit: 2.0</b>	735032	TDC 735031
<b>Agricultural Mechanics II (Welding II) (AGFDFAB)</b> <b>Grade Placement: 10-12</b> <b>Prerequisite: Welding, Ag Mechanics &amp; Metal Technology or Ag Mechanics I</b> <b>Site: WTTC (CHS, LVHS)</b> <b>Technical Dual Credit (11-12 only)</b> This course is a continuation of agricultural mechanics (Welding) I. Students will be introduced to more critical welding processes and applications. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) as well as GTAW (TIG welding). Students will be working with more challenging metals such as aluminum and stainless steel. Emphasis will be placed on designing and constructing larger and more challenging metal projects. <b>This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.</b>	<b>Credit: 2.0</b>	735132	TDC735131
<b>Advanced Agricultural Mechanics (PRACAFNR)</b> <b>Grade Placement: 11-12</b> <b>Prerequisite: Ag Mechanics II</b> <b>Site: WTTC (CHS, LVHS)</b> This is a project-based learning experience developed by a student or group of students, teacher, and an interdisciplinary mentor team. The project provides opportunities for an in-depth study of at least one aspect of the agricultural science and technology area. The student or group demonstrates the ability to utilize a variety of resources, advanced technology, and communication skills in the development and presentation of the project. <b>This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.</b>	<b>Credit: 2.0</b>	735232	

## ARCHITECTURE and CONSTRUCTION CLUSTER

**Foundations of Construction I (PRINARCH 13004200)**  
**Grade Placement:** 9-12  
**Prerequisite:** None  
**Site:** CFC, LVHS

**Credit:** 1.0      738732

**Foundations of Construction II (CONSTECH 13005100)**  
**Grade Placement:** 10-12  
**Prerequisite:** Foundations of Construction I  
**Site:** LVHS

**Credit:** 1.0      730532

**Articulated Credit**

Foundations of Construction I and II are hands-on, project-based courses utilizing various tools and equipment used in the construction industry. Students will explore employer expectations and work ethics found in a successful construction environment. Student will read blueprints, operate hand tools, construct projects and utilize workplace safety skills.

**Construction Technology I (ADVCONST)**  
**Grade Placement:** 10-12  
**Prerequisite:** None  
**Site:** WTTC (CHS, LVHS)

**Credit:** 2.0      733032      TDC 733031

Formerly Building Trades, this laboratory course is designed to provide job-specific training for entry-level employment in industrial/heavy construction and home building. Special emphasis placed on instruction in carpentry, shingling, sheet rocking, brick laying, form setting, load rigging, safety, leadership training, and career opportunities awareness. Students will complete a major construction project. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Construction Technology II (PRACCONS)**  
**Grade Placement:** 11-12  
**Prerequisite:** Construction Technology I  
**Site:** WTTC (CHS, LVHS)

**Credit:** 2.0      731312

This is continuation of Construction Technology I with continued emphasis on skills needed for entry level employment in industrial/heavy construction and home building. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Interior Design (INTERDSN)**  
**Grade Placement:** 10-12  
**Prerequisite:** None  
**Site:** CHS, LVHS

**Credit:** 0.5      703342      TDC 703341

**Technical Dual Credit (11-12 only)**

Interior Design will focus on housing needs, career opportunities, the elements of design and designing a room, including background materials, furniture and accessories. The course will offer the principles of design, construction of housing and designing floor plans by hand and by using computer aided drafting (CAD). Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

**Heating Ventilation and Cooling (HVACREF)**  
**Grade Placement:** 11-12  
**Prerequisite:** Howard College Entrance Requirements  
**Site:** WTTC (CHS, LVHS)

**Credit:** 2.0      734932

**Technical Dual Credit (11-12 only)**

A truly cool profession is now available through this HVAC course. Do you want to learn more about how food is kept preserved and safe to eat? How buildings stay cooled and heated and how basic cooling and heating systems are designed and operated? Through hands on course learning, you will examine the basics of thermodynamics, refrigerant maintenance and repair, and how the transfer of heat and energy affects our everyday lives. The demand is heating up for this profession with 80 to 90 thousand workers needed in the next 5 years. So join HVAC today and energize your creative abilities in the heating and cooling industry.

**Architectural Design (ARCHDSN)**  
**Grade Placement:** 11-12  
**Prerequisite:** Howard College Admission Requirements  
**Site:** WTTC (CHS, LVHS)

**Credit:** 2.0      738031

**Technical Dual Credit (11-12 only)**

Formerly Drafting I, this college course is taught by Howard College staff. It is designed to aid students who wish to pursue careers related to architecture, engineering and other related major industries. This course will focus on architectural and mechanical drafting procedures, practices and symbols as well as an introduction to computer-aided drafting. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS. This course will meet the locally required technology credit for graduation.**

**Advanced Architectural Design (ADVARCH)**  
**Grade Placement:** 12  
**Prerequisite:** Architectural Design  
**Site:** WTTC (CHS, LVHS)

**Credit:** 2.0      738131

**Technical Dual Credit (11-12 only)**

This course (formerly Drafting II) is also a college course taught by Howard College staff and will continue to focus on architectural and mechanical drafting using the latest AutoCAD software packages. Preparations for working drawings in construction and manufacturing will be learned as well as an introduction to 3D modeling. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

These CTE courses will fulfill the Technology credit required by San Angelo ISD for graduation.

**Introduction to Audio Video Production**  
**3-D Animation**  
**Audio Video Production**  
**Graphic Illustration & Web Design**  
**Business Information Management**  
**Digital and Interactive Media**  
**Computer Technician I**  
**Cisco Internetworking**  
**Career Preparation**  
**Marketing Dynamics**  
**Architectural Design**

These Technology Applications courses will fulfill the Technology credit required by San Angelo ISD for graduation.

**3D Modeling & Animation**  
**Digital Communications in the 21<sup>st</sup> Century**  
**Digital Art and Animation**  
**Computer Science I**  
**Computer Science I AP**

## ARTS, A/V TECHNOLOGY and COMMUNICATIONS CLUSTER

**Introduction to Audio Video Production (AVPROD)**

**Credit: 1.0**

862032

(Audio Video Production 13008500)

**Grade Placement: 9**

**Prerequisite: None**

**Site: CFC**

Want to produce your own music video? Students will use computers, digital equipment, software and specialty musical equipment to produce, record, and edit audio and video. This course is primarily self-paced, limited only by your imagination! ***This course will meet the locally required technology credit for graduation.***

**3-D Animation (ANIMAT)**

**Credit: 2.0**

739232

TDC739231

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

Ever wonder how a 3D movie like Shrek is made? By working in teams, students will develop ideas for 3D animation short films, write short screenplays, technical scripts, draw storyboards, and produce and edit animation projects. Using industry standard software, students will create 3D models, apply special effects and animate creations. Students will learn the process of pre-visualization, pre-production, production and post production. You can apply your skills to real-world competitions and use green screen technology to interact with your animations. This is a modeling intensive course so patience is required. ***This course will meet the locally required technology credit for graduation. This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.***

**Advanced 3-D Animation (ADVANIM)**

**Credit: 2.0**

739332

TDC 739331

**Grade Placement: 11-12**

**Prerequisite: 3D Animation**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

Advanced Animation emphasizes the advanced exploration of animation principles and further utilization of rigging character models, character personalities, voice synchronization, UV mapping techniques, lighting, color, camera techniques and visual effects. Students will have project-based assessments and create short 3D films which can be entered in real-world competition. ***This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.***

**Audio Video Production (ADVAVPRO)**

**Credit: 2.0**

862332

TDC 862331

(Advanced Audio Video 13008600)

**Grade Placement: 10-12**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

Lights, Camera, Action! This course focuses on the complete film production process of taking the concept to the execution of a project. While working in teams, students develop ideas for video projects, write short screenplays, technical scripts, draw storyboards, produce and edit video projects such as a short documentary, news stories, or fiction. Students will have access to video equipment, video editing software and special effects programs and audio production software. Students will integrate into their video projects a composition from personal instrumentation or a MIDI musical score, as well as remixing the video projects' audio content. ***This course will meet the locally required technology credit for graduation. This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.***

**Practicum in Audio Video Production (PRACAVT) (NEW COURSE 13008700)**

**Credit: 2.0**

86231

TDC 86231

**Grade Placement: 11-12**

**Prerequisite: Audio Video Production**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

This course will provide students with enhanced opportunities with exemplary educators and/or trainers in direct instructional roles. ***Transportation to and from the training site is the responsibility of the student.***

**Graphic Illustration and Web Design (GRAPHDI)****Credit: 2.0**

751132

TDC 751131

**Grade Placement: 10-12****Prerequisite: None****Site: WTTC (CHS, LVHS)****Technical Dual Credit (11-12 only)**

Magazines, Digital Photography, Advertising, the Internet – Learn how to develop custom web, print, and motion designs for your own graphic design business using industry standard Adobe software. Learn to produce a professional quality commercial utilizing the new start of the art audio/video green screen studio at the West Texas Training Center. This is a project-based course which can lead to a variety of Adobe certifications. ***This course will meet the locally required technology credit for graduation. This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.***

**Fashion Design (FASHDSN)****Credit: 1.0**

701232

**Grade Placement: 10-12****Prerequisite: None****Site: CHS, LVHS****Technical Dual Credit (11-12 only)**

Fashion spans all aspects of the clothing and textile industry. This course will include designing, construction, and recycling of clothing and accessories. Student will be responsible for supplies for class projects. Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

**Professional Communication (PROFCOMM)****Credit: 0.5**

770342

**Grade Placement: 9-12****Prerequisite: None****Site: CHS, LVHS**

Be prepared for careers in the global economy that require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. This course blends written, oral, and graphic communication in a career-based environment. Student will have the opportunity to expand their abilities to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research. ***This course will meet the required speech credit for graduation.***

**BUSINESS MANAGEMENT and ADMINISTRATION CLUSTER****Business Information Management (BUSIM1)****Credit: 1.0**

751032

TDC 751031

**Grade Placement: 9-12****Prerequisite: None****Site: CFC, CHS, LVHS****Articulated Credit**

Formerly BCIS, this class will help you get a jump-start to enhance your projects for other classes as well as necessary work-place and post-secondary skills. Students will experience hands-on activities to address emerging technologies, create word processing documents, develop spreadsheets, formulate databases, and make electronic presentations using appropriate software. ***This course will meet the locally required technology credit for graduation.***

**EDUCATION and TRAINING CLUSTER****Human Psychology (HUGRDEV)****Credit: 1.0**

762532

TDC 762531

**Grade Placement: 10-12****Prerequisite: None****Site: CHS, LVHS****Technical Dual Credit (11-12 only)**

Why are we the way we are? How do we become the person we want to be? Explore life span milestones while building relationship skills, understanding cultural diversity as well as societal influence, family dynamics, health and safety, and citizen responsibility. Examine and practice human developmental psychology techniques across the life span.

**Principles of Education and Training (PRINEDTR)****(NEW COURSE 13014200)****Credit: .5—1.0**

762442

**Grade Placement: 10****Site: CHS, LVHS**

The Principles of Education and Training course 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.

**Instructional Practices in Education and Training (INPREDTR)****Credit: 1.0—2.0**

762232

**Grade Placement: 11-12 TDC 762231****Prerequisite: None****Site: CHS, LVHS****Technical Dual Credit (11-12 only)**

This course is a field-based internship providing hands-on effective teaching practices including instruction, group activities, development of materials for education environments, and other responsibilities of teachers. Students work under the direction and supervision of an elementary teacher. ***Transportation to and from the training site is the responsibility of the student.***

**Practicum in Education & Training (PRACEDTR)****Credit: 2.0**

762332

**Grade Placement: 12****Prerequisite: Instructional Practices in Education & Training****Site: CHS, LVHS**

This course will provide students with enhanced opportunities with exemplary educators and/or trainers in direct instructional roles. **Transportation to and from the training site is the responsibility of the student.**

**FINANCE CLUSTER****Money Matters (MONEYM)****Credit: 0.5**

832142

**Grade Placement: 9-12****Prerequisite: None****Site: CFC, CHS, LVHS****Articulated Credit**

Investigate how financial matters affect the past, present and future conditions of our lives and the world around us. You will learn how to set and achieve financial goals through savings, tax preparation, stocks and bonds, risk management, retirement planning, and estate planning. Learn how to utilize your paycheck of today to work for you tomorrow.

**Banking & Financial Services (BANKFIN)****Credit: 0.5**

822142 TDC 822141

**Grade Placement: 10-12****Prerequisite: None****Site: CHS, LVHS****Technical Dual Credit (11-12 only)**

This new course offers the chance to learn about the international market, financial institutions, and global trade. Students will develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students will 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.

**Financial Analysis (FINANAL)****NEW COURSE 13016800****Credit: 1.0**

822232

**Grade Placement: 11-12****Prerequisite: Accounting 1 Recommended****Site: CHS**

Students apply technical skills to develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement. (*Anticipating this may become AP Accounting in the future.*)

**Accounting I (ACCOUNTI)****Credit: 1.0**

821032 TDC821031

**Grade Placement: 10-12****Prerequisite: None****Site: CHS, LVHS****Technical Dual Credit (11-12 only)**

Why do some businesses make it and others do not? Come and investigate the field of accounting and find out how to organize and manage the financial dealings of a business. Formulate and interpret financial information for use in management decision-making. Financial statements will be prepared manually as well as using accounting software. This course is highly recommended for students who plan to major in a business related area or law.

**Accounting II (ACCOUNT2)****Credit: 1.0**

821132 TDC 821131

**Grade Placement: 11-12****Prerequisite: Accounting I****Site: CHS, LVHS****Technical Dual Credit (11-12 only)**

Did you like Accounting I? If so, then this is the class for you! Accounting II will further your knowledge and take a deeper dive into the field of accounting. Emphasis will be placed on computerized accounting.



## **HEALTH SCIENCE CLUSTER**

### **HEALTH SCIENCE I**

**Principles of Health Science (PRINHLSC)**

**Grade Placement: 10-12**

**Site: CHS, LVHS**

**Medical Terminology (MEDTERM)**

**Health Science (HLTHSCI)**

**Grade Placement: 11-12**

**Prerequisite: Application**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

This is an ideal course for students who desire to pursue a health care career. Students will gain a broader view of the medical field by learning basic anatomy and physiology and hands-on skills used in the medical field. In addition, students will learn the structure of medical terms including prefixes, suffixes, and word roots. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Credit: 2.0**

722042 TDC 722041

721142 TDC 721141

712142 TDC 712141

### **HEALTH SCIENCE II**

**Practicum in Health Science (PRACHLSC)**

**Grade Placement: 12**

**Prerequisite: Successful completion of Health Science I**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit**

Students enrolled in this course will have a chance to experience the medical field first hand. The first semester, there will be an emphasis on earning a Certified Nurse Aide license. Students will have one on one interaction with nursing home residents and staff. Second semester, students will focus on career investigation including an internship in a chosen medical career profession. In addition, students will continue to study medical terminology. Students are responsible for their own transportation to clinical visits. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Credit: 2.0**

722132 TDC 722131

## **HOSPITALITY and TOURISM CLUSTER**

**Hospitality and Tourism (PRINHOSP)**

**Grade Placement: 9-12**

**Prerequisite: None**

**Site: CFC, CHS, LVHS**

The hospitality and tourism industry maintains the largest national employment base in the private sector. It encompasses lodging; travel and tourism; recreation, entertainment attractions, hotels and resorts; and restaurants and food beverage service. Students will gain knowledge and skills that meet industry standards to function effectively in various positions within the multi-faceted industry.

**Credit: 0.5**

710742

**Restaurant Management (RESTMGT)**

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: CHS, LVHS**

**Technical Dual Credit (11-12 only)**

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

**Credit: 0.5**

701142 TDC 722131

**Culinary Arts (CULARTS)**

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: CHS**

**Technical Dual Credit (11-12 only)**

Do you want to be a chef? Culinary Arts is a lab-based course in a commercial kitchen where you will learn the basic skills needed to become a culinary chef or pastry chef. Major emphasis is placed on safety and sanitation, catering skills, cake decorating, dining etiquette, and meal preparation. Students have the opportunity to compete in culinary contest while wearing chef coats and chef hats.

**Credit: 2.0**

724032 TDC 724031

**Practicum in Culinary Arts (PRACCUL)**

**Grade Placement: 11-12**

**Prerequisite: Culinary Arts I**

**Site: CHS**

**Technical Dual Credit**

This course is a continuation of Culinary Arts. Students will have the opportunity to explore careers in the culinary industry as well as having an internship with a chef in a San Angelo restaurant. Students will participate in catering to the public, community service opportunities and have the opportunity to gain industry certifications. **Students will provide their own transportation for internships.**

**Credit: 2.0**

724132 TDC 724131

## HUMAN SERVICES CLUSTER

### Human Services 101 (PRINHUSR)

**Credit: 1.0**

700932

**Grade Placement: 9-12**

**Prerequisite: None**

**Site: CFC, CHS, LVHS**

Explore high-skill, high-wage, or high-demand human services careers through classroom and laboratory experiences. Topics focus on positive teen personal development and management, interpersonal relationships, decision making skills, promotion of strong families, preparation for adult roles including child development, counseling and mental health, clothing selection and maintenance, and preparing nutritious foods throughout the life span. Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

### Interpersonal Studies (INTERSTU)

**Credit: 0.5**

701542

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: CHS, LVHS**

Interpersonal Studies is designed to address relationships and family roles. Students will receive training in communication techniques; the law and teen relationships; and dating and marriage. Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

### Nutrition and Wellness (LNURTWEL)

**Credit: 0.5**

711142 TDC 711141

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: CHS, LVHS**

**Technical Dual Credit (11-12 only)**

This laboratory course will target nutrition, healthy food choices and the basics of food preparation. Students will have the opportunity to earn the Food Handler certification. Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

### Child Development (CHILDDDEV)

**Credit: 0.5**

701742 TDC 701741

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: CHS, LVHS**

**Technical Dual Credit (11-12 only)**

This course will cover effective parenting skills, pregnancy, and development of the child. See what being a parent is like with the "computer baby" and find that inner child in yourself on observation field trips. Students have the opportunity to join an award winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competition.

### Cosmetology I (COSMET1)

**Credit: 3.0**

737031

**Cosmetology II (CSMT2)**

**Credit: 3.0**

737131

**Grade Placement: 11-12**

**Prerequisite: Application to Howard College and Teacher Approval**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

This is a laboratory course designed to provide job-specific training for entry-level employment in a cosmetology career. Instruction includes sterilization and sanitation processes, shampooing, application of conditioning creams and color rinses, application of hair treatments, shaping and thinning hair, hair styling, permanent waving, hair coloring, manicuring, facial massage, and make-up. This course meets the cosmetology commission requirements. This course is a 2 year Howard College course and will require Saturdays and extra hour requirements. Upon completion of the two-year program, students will have the opportunity to take the state exam and receive a cosmetology license.

**This course is taught at West Texas Training Center. Students must provide their own transportation.**

## INFORMATION TECHNOLOGY CLUSTER

### Digital and Interactive Media (DIMEDIA)

**Credit: 1.0**

861032 TDC 861031

**Grade Placement: 9-12**

**Prerequisite: None**

**Site: CHS, LVHS**

**Technical Dual Credit (11-12 only)**

Interested in designing awesome multimedia projects? This course is designed to introduce emerging technology used in industry and will offer a hands-on approach to real-world problems. Students will gain foundational skills creating digital 2D and 3D graphic and animation projects using state of the art software and equipment. ***This course will meet the locally required technology credit for graduation.***

### Computer Technician I (COMPMTN)

**Credit: 2.0**

731031

**Grade Placement: 11-12**

**Prerequisite: Howard College Admission Requirements**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

This course, taught by Howard College staff, is designed to provide job-specific training for entry-level employment in personal computer maintenance and repair field. Students will train on a personal computer using a computer training system software program. Instruction will include troubleshooting, maintenance, operating systems, and repair on an actual PC. ***This course will meet the locally required technology credit for graduation.*** This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

**Computer Technician II (COMPTECH)****Credit: 2.0**

731431

**Grade Placement: 12****Prerequisite: Computer Technician I****Site: WTTC (CHS, LVHS)****Technical Dual Credit (11-12 only)**

This course, taught by Howard College staff, is a continuation of Computer Technician I. Students will do advanced computer repair, build computers, and continue to focus on high-level operating systems. Students have project based assessments as they prepare for recognized certifications. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Cisco Internetworking****Credit: 2.0**

739032

TDC 739031

- **Internetworking Technologies I (INTNET1)**  
(Fall semester) 739012
- **Internetworking Technologies II (INTNET2)**  
(Spring semester) 739122

**Grade Placement: 11-12****Prerequisite: Computer Aptitude****Site: WTTC (CHS, LVHS)****Technical Dual Credit (11-12 only)**

Want to explore one of the hottest and highest paying job fields in the country? In this course, students will learn how the Internet and network communication really works. Developed by Cisco Systems, the leader in the networking industry, the course will provide students with the opportunity to build a personal local area network and wide area network using Cisco switches and routers. Interested students will be prepared to take the entry level Cisco certification exam. ***This course will meet the locally required technology credit for graduation.*** **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**LAW, PUBLIC SAFETY, CORRECTIONS and SECURITY CLUSTER****Criminal Justice I****Credit: 2.0**

721132

TDC 721131

- **Principles of Law, Public Safety, Corrections & Security (PRINLPCS)**  
(Fall Semester) 721312
- **Law Enforcement I (LAWENF1)**  
(Spring Semester) 721522

**Grade Placement: 11-12****Prerequisite: Application****Site: WTTC (CHS, LVHS)****Technical Dual Credit (11-12 only)**

Criminal Justice I is a pre-employment lab course that offers the student a realistic view of police procedures and the laws that govern them. Classroom studies are supplemented by additional topics of interest including forensics, handwriting analysis, fingerprinting, felony traffic stops, handcuffing, profiling the serial killers, use of force scenarios, weapons handling, and more. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Criminal Justice II****Credit: 2.0**

721232

TDC 721231

- **Court Systems & Practices (COURTSP)**  
(Fall Semester) 721612
- **Correctional Services (CORRSRVS)**  
(Spring Semester) 721722

**Grade Placement: 12****Prerequisite: Criminal Justice I and Teacher Approval****Site: WTTC (CHS, LVHS)****Technical Dual Credit (11-12 only)**

Criminal Justice II is a capstone of Criminal Justice I. The crowning jewel of this course is the out-of-class internship allowing students six weeks to work in a real-life criminal justice setting alongside law enforcement and corrections professionals. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**MANUFACTURING CLUSTER****Welding (WELD)****Credit: 1.0**

730332

**Grade Placement: 9****Prerequisite: None****Site: CFC**

Welding is a hands-on course that demonstrates a variety of welding processes. This course introduces oxy-fuel braze welding, oxy-fuel flame cutting, gas metal arc welding, plasma cutting and shielded-metal arc welding. It covers the history of welding, safety and terminology. It will develop correct welding procedures for various applications using lab work to enhance welding skills. Various projects will be constructed as a result of each study of welding and measuring.

## MARKETING CLUSTER

### Fashion Marketing (FASMTKG)

Credit: 1.0

778032

TDC 778031

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

Technical Dual Credit (11-12 only)

If you are interested in a career in fashion, then do not pass up this new and innovative class! You will learn what it takes to design and promote your products, to plan and manage a budget, and how to capitalize on the next hot trend. Discover what career opportunities await you in the field of fashion!

### Sports and Entertainment Marketing (SPORTSEM)

Credit: 0.5

844032

TDC 844031

Grade Placement: 11-12

Prerequisite: None

Central: 1 Semester 844042/844041

Site: CHS, LVHS

Technical Dual Credit (11-12 only)

Sporting events and concerts – what does it take to promote and plan for these events? What is behind the scenes in the major leagues, college, and amateur sports? You will find answers to these questions in this new and exciting class. You will get a look at what goes into sponsorships, proposals, and contracts in order to make these things happen!

### Advertising and Sales Promotion (ADVSALPR)

Credit: 0.5

779032

TCD 779031

Grade Placement: 10-12

Prerequisite: None

Central: 1 Semester

779042

Site: CHS, LVHS

Technical Dual Credit (11-12 only)

Ever wonder how they came up with that advertisement, billboard, or storefront window? Students will be exposed to all facets of the promotional mix and will develop skills related to advertising, publicity, special events, visual merchandising, displays, and promotional campaigns. Come learn how the role of media affects the consumer's everyday life!

### Marketing Dynamics Career Preparation

Credit: 3.0

772032

TDC 772031

- Marketing Dynamics Career Preparation I (MKTDYN)  
(Year One) *This course will meet the locally required technology credit for graduation.*
- Practicum in Marketing Dynamics (PRACMKTG)  
(Year Two)

Credit: 3.0

772132

Grade Placement: 11-12

Prerequisite: Application (must be 16 years old)

Site: CHS, LVHS

Technical Dual Credit (11-12 only)

Students can get credit while earning money and learning on the job and in the classroom. This course requires students to **work a minimum of 15 hours per week at an approved marketing job**. Students will gain knowledge in marketing basics including promotion, purchasing, distribution, financing, and selling. Students will also learn resume writing, interviewing, communication, and workplace skills.

## TRANSPORTATION, DISTRIBUTION, and LOGISTICS CLUSTER

### Small Engine Technology (SMENGTEC)

Credit: 1.0

732532

Grade Placement: 9-12

Prerequisite: None

Site: CFC, LVHS

Students will have the opportunity in this hand-on course to explore safety practices, shop equipment and tools, small engines, automotive engines, and diesel engines. Learn how they operate, how to work on them, and what they are used for! This foundation course provides basic instruction in the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls.

### Advanced Small Engine Technology (ADVSMENG)

Credit: 2.0

732632

Grade Placement: 10-12

Prerequisite: Small Engine Technology

Site: LVHS

Students will have the opportunity to receive advanced training in the function, diagnosis and service of the systems and components of all types of small engines such as lawn mowers and motorcycles. Students will have advanced training in learn repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls.

### Automotive Technology I (AUTOTECH)

Credit: 2.0

732032

Grade Placement: 10-12

Prerequisite: None

Site: WTTT (CHS, LVHS)

Technical Dual Credit (11-12 only)

Take advantage of a new state of the art facility at the West Texas Training Center in the laboratory course designed to provide job-specific training for entry level employment in automotive engine repair and service career fields. Instruction emphasizes use of all data programs, service and repair of

basic components of an automobile including fuel systems, engine emission control, power train chassis, electrical brakes, and heating/air conditioning systems. Along with laboratory exercises, students will be responsible for chassis work including daily worksheets, job sheets, and written essays. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Automotive Technology II (ADVAUTOT)**

**Credit: 2.0**

732132

**Grade Placement: 11-12**

**Prerequisite: Auto Tech I**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

This course is a continuation of Automotive Technology I. Students will receive introductory instruction into automotive green technologies and hybrids. Leadership and competition opportunities will be continued through SkillsUSA. **This course is taught at West Texas Training Center.**

**Transportation will be provided from CHS and LVHS.**

**Collision Repair and Refinishing (COLLISRR)**

**Credit: 2.0**

731132

TDC 731131

**Grade Placement: 10-12**

**Prerequisite: None**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

Take advantage of a new state of the art facility at West Texas Training Center in this rigorous classroom/ laboratory course designed to provide industry established and I-CAR certified training in the advancing field of auto body repair and refinishing. Instruction emphasizes safety, shop procedures, vehicle construction, basic metal repair, welding, estimating costs, and preparation for/and application of primer and paints. Instruction includes comprehensive classroom theories followed by hands-on application in lab settings. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

**Advanced Collision Repair and Refinishing (ADVCOLLIS)**

**Credit: 2.0**

731232

TDC 731231

**Grade Placement: 11-12**

**Prerequisite: Collision Repair and Refinishing**

**Site: WTTC (CHS, LVHS)**

**Technical Dual Credit (11-12 only)**

This course is a continuation of Collision Repair and Refinishing. Students will complete advanced methods of collision damage repair including estimating costs, structural analysis and repair, mechanical and electrical components, advanced sheet metal and part replacement, advanced refinishing, frame repair, and steering and suspension. Students will continue in leadership training, professional standards and career opportunities awareness. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**



# Section D

## *Courses Serving Students with Disabilities*

### ADDITIONAL COURSES SERVING STUDENTS WITH DISABILITIES

The following list contains course offerings which include state developed courses with modified or alternative achievement standards based on the Texas Essential Knowledge and Skills Statements, as well as courses that meet specific needs related to the student's disability. In most cases these courses are taught by special education teachers, but in some cases may be taught by general education teachers in collaboration with special education teachers. . Modification in content is determined by the student's ARD committee in order to meet the needs of an individual student who is identified as having a disability as specified in the Individuals with Disability Education Improvement Act. Placement and course selections for each student are reviewed at least once annually. The levels of support for special education students in the general education settings are external support, minimum support, and maximum support.

**External Support:** Student is tracked by a special education teacher; no direct instruction is provided; special education teacher may provide modified materials, information and ideas for successful classroom instruction.

**Minimum Support:** Special education teacher or paraprofessional coming into the class 2-3 times a week to the extent necessary to meet student needs (at least ½ period) providing teacher assistance in affirming that all student are receiving required accommodations and modifications.

**Maximum Support:** Two credentialed teacher partners fully sharing the instruction, planning together, in class together the entire period OR to a lesser degree, a credentialed teacher and a paraprofessional supporting the class daily, sharing the support responsibilities but not fully responsible for the class.

#### ENGLISH/ LANGUAGE ARTS

**English I Modified (ENG 1 03220105) Credit: 1.0**

ENG1MOD

**Grade Placement: 9/ARD Committee Approval**

**Prerequisite: None**

**Site: CFC, CHS, LVHS**

English I Modified is a state-approved course that addresses enrolled grade level knowledge and skills statements. It provides a year-long integrated study of reading, writing, listening, and speaking skills with students practicing all forms of writing including: describing, reporting, and persuading. Improved grammar usage, spelling, and vocabulary are stressed along with an emphasis on organizing logical arguments with clearly expressed thesis and evidence. English I modified students read in multiple genres from world literature including selected stories, dramas, novels, and poetry. Independent reading outside of class time will be encouraged for post secondary goals. This course curriculum is based on modified state standards and presentations of materials are adapted to the students' needs based on their disability.

**English I Alternate (ENG 1 03220107) Credit: 1.0**

ENG1ALT

**Grade Placement: 9/ARD Committee Approval**

**Prerequisite: None**

**Site: CFC, CHS, LVHS**

English I Alternate is a state-approved course that addresses enrolled grade level knowledge and skills statements through prerequisite skills. It provides a year-long integrated study of reading, writing, listening, and speaking skills with students practicing all forms of writing including: describing, reporting, and persuading. Improved grammar usage, spelling, and vocabulary are stressed along with an emphasis on organizing logical arguments with clearly expressed thesis and evidence. English I alternate students read in multiple genres from world literature, including selected stories, dramas, novels, and poetry. Independent reading outside of class time will be encouraged for post secondary goals. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**English II Modified (ENG 2 03220205)**

**Credit: 1.0**

ENG2MOD

**Grade Placement: 10/ARD Committee Approval**

**Prerequisite: English I Course (determined by ARD committee)**

**Site: CHS, LVHS**

English II Modified is a state-approved course that addresses enrolled grade level knowledge and skills statements. This course provides a year-long integrated study of reading and writing skills with special emphasis on preparing for the STAAR Modified reading and writing test. Emphasis is placed on writing techniques concentrating on persuasive writing and a research writing component. A thematic study of world literature is included. Independent reading outside of class time will be encouraged for post secondary goals. This course curriculum is based on modified state standards and presentations of materials are adapted to the students' needs based on their disability.

**English II Alternate (ENG 2 03220207) Credit: 1.0 ENG2ALT**

**Grade Placement: 11/ARD Committee Approval**

**Prerequisite: English II Course (determined by ARD committee)**

**Site: CHS, LVHS**

English II Alternate is a state-approved course that addresses enrolled grade level knowledge and skills statements through the prerequisites. This course provides a year-long integrated study of reading and writing skills with special emphasis on preparing for the STAAR Alternate reading and writing test. Emphasis is placed on writing techniques concentrating on persuasive writing and a research writing component. A thematic study of world literature is included. Independent reading outside of class time will be encouraged for post secondary goals. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**English III Modified (ENG 3 03220305) Credit: 1.0 ENG3MOD**

**Grade Placement: 11/ARD Committee Approval**

**Prerequisite: English II Course (determined by ARD committee)**

**Site: CHS, LVHS**

English III Modified is a state-approved course that is a survey of American literature from the beginning of America literature through contemporary times. The survey includes representative writers and their contributions to the literary heritage of the United States through a variety of genres. The course also integrates writing skills and grammatical skills with the study of literature and the research process. Independent reading outside of class time will be encouraged for post secondary goals. This course curriculum is based on modified state standards and presentations of materials are adapted to the students' needs based on their disability.

**English III Alternate (ENG 3 03220307) Credit: 1.0 ENG3ALT**

**Grade Placement: 11/ARD Committee Approval**

**Prerequisite: English II Course (determined by ARD committee)**

**Site: CHS, LVHS**

English III Alternate is a state-approved course that is a survey of American literature from the beginning of America literature through contemporary times. The survey includes representative writers and their contributions to the literary heritage of the United States through a variety of genres. The course also integrates writing skills and grammatical skills with the study of literature and the research process. Independent reading outside of class time will be encouraged for post secondary goals. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**English IV Modified (ENG 4 84000405) Credit: 1.0 ENG4MOD**

**Grade Placement: 12/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

English IV Modified is a local course that contains many of the student expectations that are included in the English IV course. This course provides a survey of literature which traces the development of the English language and our global heritage by reading representative selection from British and World writers. It also includes development of skills in composition and research. Additional skills using both oral and visual learning includes grammar, punctuation, and spelling for improving writing and speech. Independent reading outside of class time is encouraged. This course curriculum is based on modified state standards and presentations of materials are adapted to the students' needs based on their disability.

**English IV Alternate (ENG 4 84000407) Credit: 1.0 ENG4ALT**

**Grade Placement: 12/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

English IV Alternate is a local course that contains many of the student expectations that are included in the English IV course. This course provides a survey of literature which traces the development of the English language and our global heritage by reading representative selection from British and World writers. It also includes development of skills in composition and research. Additional skills using both oral and visual learning includes grammar, punctuation, and spelling for improving writing and speech. Independent reading outside of class time is encouraged. This course curriculum is based on alternate state standards and presentations of materials are adapted to the students' needs based on their disability.

**Reading Improvement I, II, III (RDIM I, 2, 3 84000700, 84000800, 84000900) Credit: 1.0 RDIM1, RDIM2, RDIM3**

**Grade Placement: ARD Committee Approval**

**Prerequisite: Taken in order**

**Site: CFC, CHS, LVHS**

These modified reading elective courses are for students who need to improve comprehension and/or reading levels. Reading Improvement I, II, and III will help students improve skills needed for success in academic achievement as well as for reading enjoyment.

**Communication Applications (Speech) Modified (COMMAPP 84000405) Credit: 1.0 COMAPPMOD**

**Grade Placement: ARD Committee Approval**

**Prerequisite: None**

**Site: CFC, CHS, LVHS**

**Communication Applications (Speech) Alternate (COMMAPP 84000407) Credit: 1.0 COMAPPALT**

**Grade Placement: ARD Committee Approval**

**Prerequisite: None**

**Site: CFC, CHS, LVHS**



Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

Be prepared for careers in the global economy that require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. This course blends written, oral, and graphic communication in a career-based environment. Student will have the opportunity to expand their abilities to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research. ***This course will meet the required speech credit for graduation.***

## MATHEMATICS

Communications 1-8 (COMM1-8 85000410—85000417) Credit: 1.0 190135 to 190835

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CFC, CHS, LVHS

Communications 1-8 are courses that can be counted as an elective credit and include the alternative achievement standards as defined by the Links to Texas Essential Knowledge and Skills (TEKS) as well as other skills related to expressive and receptive communication. Communications courses will assist students in developing areas of expressive, receptive, written, and/or symbolic representations of language either directly or through assistive devices. Students will integrate oral, written, and/or symbolic language in order to understand and express ideas, wants, needs, and inquiries. In real life contexts, students will use environmental cues to develop and improve interpersonal skills and social appropriateness.

Algebra I Modified (ALG 1 03100505) Credit: 1.0

ALG1MOD

Grade Placement: 9/ARD Committee Approval

Prerequisite: None

Site: CFC, CHS, LVHS

Algebra Modified is a state-approved course that provides the foundation concepts for Algebra 2, Geometry, and all high school mathematics. It establishes concepts in the areas of number operations, quantitative reasoning, algebraic thinking, and symbolic reasoning. An emphasis is placed on function concepts, the relationship between equations, and the use of these to model real world applications. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

Algebra I Alternate (ALG 1 03100707) Credit: 1.0

ALG1ALT

Grade Placement: 9/ARD Committee Approval

Prerequisite: None

Site: CFC, CHS, LVHS

Algebra Alternate is a state-approved course that provides the foundation concepts for Algebra 2, Geometry, and all high school mathematics. It establishes concepts in the areas of number operations, quantitative reasoning, algebraic thinking, and symbolic reasoning. An emphasis is placed on function concepts, the relationship between equations, and the use of these to model real world applications. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

Geometry I Modified (GEOM 3100705) Credit: 1.0

GEOMMOD

Grade Placement: 0/ARD Committee Approval

Prerequisite: Algebra I

Site: CHS, LVHS

Geometry Modified is a state-approved course that consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Connections are made between geometric concepts and solving real world problems by using a variety of representations (concrete, pictorial, algebraic, and coordinate), tools, technology, applications and modeling, logical reasoning, justification, and proof. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

Geometry Alternate (GEOM 03100707) Credit: 1.0

GEOMALT

Grade Placement: 10/ARD Committee Approval

Prerequisite: Algebra I

Site: CHS, LVHS

Geometry Alternate is a state-approved course that consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Connections are made between geometric concepts and solving real world problems by using a variety of representations (concrete, pictorial, algebraic, and coordinate), tools, technology, applications and modeling, logical reasoning, justification, and proof. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**Algebra-Geometry Applications Modified (MTHMOD 84100705) Credit: 1.0 ALGGEOMOD****Grade Placement: 11/ARD Committee Approval****Prerequisite: Algebra & Geometry****Site: CHS, LVHS**

Algebra-Geometry Applications Modified (*Mathematical Models with Applications*) is an elective course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Algebra-Geometry Applications course with modified achievement standards to meet the individual learning requirements of students. In this course students continue to build on the Algebra I and Geometry foundations as they expand their understanding through other mathematical experiences. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability

**Algebra-Geometry Applications Alternate (MTHMOD 84100707) Credit: 1.0 ALGGEOALT****Grade Placement: 11/ARD Committee Approval****Prerequisite: Algebra & Geometry****Site: CHS, LVHS**

Algebra-Geometry Applications Alternate (*Mathematical Models with Applications*) is an elective course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Algebra-Geometry Applications course with alternate achievement standards to meet the individual learning requirements of students. In this course students continue to build on the Algebra I and Geometry foundations as they expand their understanding through other mathematical experiences. This course curriculum is based on alternate state standards and presentation of materials is adapted to the students' needs based on their disability

**Real Life Mathematics 1-8 (RLMATH 84100200--84100208) Credit: 1.0 290135 to 290835****Grade Placement: ARD Committee Approval****Prerequisite: Taken in order****Site: CHS, LVHS**

Real Life Mathematics 1-8 are elective courses that address the alternative achievement standards as defined by the Links to TEKS for the enrolled grade level course. The focus of these courses is specifically the student's post secondary goals. The course will address math skills related their application in natural contexts such as domestic, vocational, or day activity settings.

**SCIENCE****Biology Modified (BIO 03010205)****Credit: 1.0****BIOMOD****Grade Placement: 9/ARD Committee Approval****Prerequisite: None****Site: CFC, CHS, LVHS**

Biology Modified is a state-approved course that is the study of living things and how they are related to each other and to their environment. It includes the study of cellular structure, cell physiology, and classification of living organisms, genetics, and change over time, anatomy, physiology, and ecology. Laboratory work will be done 40% of the time or as established by the ARD Committee. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

**Biology Alternate (BIO 03010207)****Credit: 1.0****BIOALT****Grade Placement: 9/ARD Committee Approval****Prerequisite: None****Site: CFC, CHS, LVHS**

Biology Alternate is a state-approved course that is the study of living things and how they are related to each other and to their environment. It includes the study of cellular structure, cell physiology, classification of living organisms, genetics, change over time, anatomy, physiology, and ecology. Laboratory work will be done 40% of the time or as established by the ARD Committee. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**Environmental Systems Modified (ENVIRSYS 84800305)****Credit: 1.0****33093\_****Grade Placement: ARD Committee Approval****Prerequisite: Biology****Site: CHS, LVHS**

Environmental Systems Modified is an elective course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Environmental Systems course with modified achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

**Environmental Systems Alternate (ENVIRSYS 84800307)****Credit: 1.0****33093\_****Grade Placement: ARD Committee Approval****Prerequisite: Biology****Site: CHS, LVHS**

Environmental Systems Alternate is an elective course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Environmental Systems course with alternate achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

**Integrated Physics and Chemistry Modified (IPC 84800205)****Credit: 1.0**

IPCMOD

**Grade Placement: ARD Committee Approval****Prerequisite: Biology****Site: CHS, LVHS**

Integrated Physics and Chemistry Modified is an elective course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Integrated Physics and Chemistry course with modified achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

**Integrated Physics and Chemistry Alternate (IPC 84800207)****Credit: 1.0**

IPCALT

**Grade Placement: ARD Committee Approval****Prerequisite: Biology****Site: CHS, LVHS**

Integrated Physics and Chemistry Alternate is an elective course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Integrated Physics and Chemistry course with alternate achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

**Real Life Science 1-8 (REALSCI 84800135--848835)****Credit: 1.0**

390135 to 390835

**Grade Placement: ARD Committee Approval****Prerequisite: Taken in order****Site: CHS, LVHS**

Real Life Science are elective courses that address the alternative achievement standards as defined by the Links to Texas Essential Knowledge and Skills (TEKS) for the enrolled grade level course (e.g. 9<sup>th</sup> – IPC, 10<sup>th</sup> – Biology, etc.) and specifically address post secondary school goals.

**SOCIAL STUDIES****World Geography Studies Modified (W GEO 03320105)****Credit: 1.0**

WGEMOD

**Grade Placement: 9/ARD Committee Approval****Prerequisite: None****Site: CFC, CHS, LVHS**

World Geography Modified is a state-approved course that is the study of countries and cultures of the earth. This course examines the interrelationship of the physical environment and the people who live in them. There is also an emphasis on reading, writing, and social studies. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

**World Geography Studies Alternate (W GEO 03320107)****Credit: 1.0**

WGEOALT

**Grade Placement: 9/ARD Committee Approval****Prerequisite: None****Site: CFC, CHS, LVHS**

World Geography Alternate is a state-approved course that is the study of countries and cultures of the earth. This course examines the interrelationship of the physical environment and the people who live in them. There is also an emphasis on reading, writing, and social studies. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**World History Studies Modified (W HIST 03340405)****Credit: 1.0**

WHISTMOD

**Grade Placement: 10/ARD Committee Approval****Prerequisite: None****Site: CHS, LVHS**

World History Modified is a state-approved course that includes the geography, history, and culture of western and non-western countries. Sufficient depth is given to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

**World History Studies Alternate (W HIST 03340407)****Credit: 1.0**

WHISTALT

**Grade Placement: 10/ARD Committee Approval****Prerequisite: None****Site: CHS, LVHS**

World History Alternate is a state-approved course that includes the geography, history, and culture of western and non-western countries. Sufficient depth is given to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

**United States History Studies Since 1877 Modified (US HIST 033401105) Credit: 1.0** USHISTMOD

**Grade Placement: 11/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

US History Modified is a state-approved course that provides students the opportunity to understand some of the social, economic, and political forces that have shaped American society, as well as to understand the historical basis for many current problems in the United States. There is an emphasis on post-reconstruction events, issues, and problems which have their roots in the past. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

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**United States History Studies Since 1877 Alternate (US HIST 03340107) Credit: 1.0** USHISTALT

**Grade Placement: 11/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

US History Alternate is a state-approved course that provides students the opportunity to understand some of the social, economic, and political forces that have shaped American society, as well as to understand the historical basis for many current problems in the United States. There is an emphasis on post-reconstruction events, issues, and problems which have their roots in the past. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

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**Economics Modified (ECO-FE 84400305) Credit: 0.5** ECOMOD

**Grade Placement: 12/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

Economics Modified is a local course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Economics course with modified achievement standards. Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

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**Economics Alternate (ECO-FE 84400307) Credit: 0.5** ECOALT

**Grade Placement: 12/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

Economics Alternate is a local course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Economics course with alternate achievement standards. Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability. Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

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**Government Modified (GOVT 84400405) Credit: 0.5** GOVMOD

**Grade Placement: 12/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

Government Modified is a local course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Government course with modified achievement standards. United States Government introduces students to the effects of history and political theories on the development of American political behavior and institutions. Topics include the structure and functions of government, political processes, and the role of citizens in a democracy at national, state, and local levels. . This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

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**Government Alternate (GOVT 84400407) Credit: 0.5** GOVALT

**Grade Placement: 12/ARD Committee Approval**

**Prerequisite: None**

**Site: CHS, LVHS**

Government Alternate is a local course based on the Texas Essential Knowledge and Skills (TEKS) of the general education Government course with alternate achievement standards. United States Government introduces students to the effects of history and political theories on the development of American political behavior and institutions. Topics include the structure and functions of government, political processes, and the role of citizens in a democracy at national, state, and local levels. . Such extensive student adaptations enable the student to access the content and demonstrate their skills to the best of their ability.

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**Citizenship 1-8 (ACMCT 84400135--84400835) Credit: 1.0** 490135 to 490835

**Grade Placement: ARD Committee Approval**

**Prerequisite: Taken in order**

**Site: CFC, CHS, LVHS**

The Citizenship courses are elective courses that address alternative achievement standards as defined by the Essence Statements of Texas Essential Knowledge and Skills (TEKS) as well as those defined by the Links to TEKS for the enrolled grade level (i.e. 9<sup>th</sup>-World Geography, 10<sup>th</sup>-World History, 11<sup>th</sup>-US History, 12<sup>th</sup>-Govt./Eco.) The courses also specifically address secondary school goals. Citizenship explores the rights, privileges, and responsibilities of students within their school, community, and employment settings. Concepts include voting, laws, consequences of unlawful behavior, honesty, integrity, community volunteerism, and rules and regulations. Students are instructed on how to be productive and safe in a variety of community situations. Students will become familiar with the basic concepts of personal responsibility related to being productive, contributing members of society. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

## **STUDY SKILLS**

**Study Skills 1-8 (STUSK 88000XXX)**

**Credit: 0.5** 95003\_ to 95073\_

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

Basic Study Skills courses are designed to assist students with strategies that will, when applied consistently, aid the students' successes in the classroom. Students will be introduced to skills associated with test-taking techniques, analysis of key words, highlighting, note taking outlining, study tips, use of time, and ways to stage study sessions for optimal results. Organizational skills are accented with emphasis on practical ways to develop organized approaches to studying, completing assignments, addressing homework, and facilitating increased self-responsibility for classroom activities. Students will use research to assess information and learn how their learning styles impact the acquisition of knowledge. Learning to apply these strategies in a systemic manner is the focus of the courses.

## **Fine Art**

**Art Alternate (ART 84500100)**

**Credit: 1.0**

ARTALT

**Grade Placement:** per ARD Committee Approval

**Prerequisite:** None

**Site:** CFC, CHS, LVHS

Art Alternate is a foundations course that focuses on the fundamental elements of basic Art. It will allow students to expand their knowledge and skills in areas of such as drawing, painting, and crafts.

## **HEALTH**

**Health Modified (HLTH 84300105)**

**Credit: 0.5**

HLTHMOD

**Grade Placement:** per ARD Committee Approval

**Prerequisite:** None

**Site:** CFC, CHS, LVHS

Health Modified is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Health course with modified achievement standards. This Health course provides health information in such a way that it influences people to change so that they take positive action about their health. Its goal is to help people live long, zestful, and productive lives.

**Personal Health/Hygiene 1-8 (APHH 84300107--84300807)**

**Credit: 0.5**

502135 to 502835

**Grade Placement:** per ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CHS, LVHS

The personal health/hygiene course relates individual health and hygiene behaviors to issues of wellness, disease prevention, interpersonal skill enhancement, and basic employability standards. Students will examine the concepts of human growth and development, emergency and first aid, diet, exercise, and daily hygiene practices as each relates to a healthy lifestyle, job performance, and/or age appropriate environment. Students will define the possible consequences of failing to adhere to these health and hygiene practices. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

## **PHYSICAL EDUCATION**

**Basic Physical Education (BPE 84200501)**

**Credit: 0.5**

52093\_

**Grade Placement:** ARD Committee Approval

**Prerequisite:** None

**Site:** CFC, CHS, LVHS

Basic Physical Education, based on the TEKS of the general Physical Education course, is modified to meet the individual learning requirements of students who may need activities or settings beyond what can be modified in the general education setting. The courses include Individual Sports, Foundations of Physical Fitness, and Team Sports. The focus of the course includes the development of social skills and/or functional skills, which enables the student's participation with normally developing peers.

**Adapted Physical Education 1-8 (ADPE 84200511--84200518)**

**Credit: 0.5** 52213\_ to 52283\_

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

Adapted Physical Education involves adapting, modifying, and changing a physical activity so it is appropriate for the person with a disability. It is a specially designed program of motor activities for the individual student. The motor activities focus on development of fundamental motor skills which lead to the acquisition of physical fitness, enabling the student to participate to the maximum extent possible in aquatics, dance, body management, group games, and sports.

## TRANSITION SKILLS/CAREER PREPARATION

**CTED Business Information Management (BIM1 13011400) Credit: 1.0**

75103\_

**Grade Placement:** ARD Committee Approval

**Prerequisite:** None

**Site:** CHS, LVHS

This class is an introduction to Basic Business Computer Information Systems, based on the Texas Essential Knowledge and Skills (TEKS) of the general education Business Computer Information Systems course, is modified to meet the individual learning requirements of students. Students will develop skills for success in the workplace. Students will use the computer lab and updated software packages to develop technology skills with application to personal or business situations focusing on word processing, spread-sheets, data bases, desktop publishing, presentation management, networking, telecommunications, operating systems, and emerging technologies.

***This course can fulfill the required graduation credit of Technology.***

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**Community Skills 1-8 (ACOMSK 85000135--85000835) Credit: 1.0**

979135-979835

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

Community Skills courses introduce the student to the interactive relationship between the student and the community such as involvement through public service, voluntary organizations, and a variety of community activities in which the student may participate. The ability to communicate and access community businesses, services, and resources including emergency services is developed through the use of locally available plans, practical experiences and development of individual interpersonal communication skills. Community-based instructions focuses on transportation, directionality, local landmarks, use of legal aid and other information related to access to the community. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

**Recreation/Leisure 1-8 (ARECL 85000105--85000805) Credit: 1.0**

529135 to 529835

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

Recreation/Leisure courses outline the benefits of planned home, school, and community activities that develop the entire person by recognizing a variety of individual interests, hobbies, and abilities. Students will explore activities that foster physical and interpersonal development (e.g. the ability to share with others). They will develop strategies for managing and budgeting time and the overall appropriate scheduling of time within independent living. Students will develop leisure activities that foster continued personal growth and utilize community resources (e.g. library, community learning centers, employment opportunities, and commercial facilities, etc.). As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

**Personal/Social Skills 1-8 (APSS 84900110--84900180) Credit: 1.0**

97813\_ to 93883\_

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

The personal/social skills courses emphasize interpersonal skill development as a prerequisite to meaningful employment. Particular attention is placed on the skills of greeting, responding to authority, interpersonal appropriateness, problem-solving, and conflict resolution within a situational context. Use of appropriate techniques is monitored through a variety of instructional settings, including home, school, job, and other settings available in the community. Skills of verbal communication, appropriate physical contact and body language, expression of anger or disagreement, reporting inappropriate behaviors of others, and the ability to develop trust and work cooperatively are introduced and frequently reinforced. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

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**Activities of Daily Living 1-8 (AADL 84900210, 220, 230, 240, 250, 260, 270, 280) Credit: 1.0**

Credit: 1.0

977135 to 977835

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

The Activities of Daily Living courses integrate the domestic, recreation, leisure, school, and community domains. Students investigate through activity-based sessions and a variety of activities associated with the daily living experience including organizing a daily routine and schedule. Students will study areas of cooking, safety, leisure, chores, duties, responsibilities, budget, time management, first aid, communication, health care, transportation, telephone skills, and appropriate recreation activities. Students will develop strategies to respond to potential emergencies that may appear in the process of daily living. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

**Occupational Preparation 1-8 (AOCPRP 84900310--84900380) Credit: 1.0**

Credit: 1.0

968135 to 968835

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

**Site:** CFC, CHS, LVHS

Occupational Preparation courses prepare students to enter the job market through a study of employment issues including recognizing skills that define particular jobs, the applications and interview processes, identifying attributes that enhance employability, ways to locate available jobs, using community services/resources to aid employment, and maintaining a successful job experience. Issues that are introduced to the student include safety, understanding job responsibilities, time requirements and management, relationships, task commitment, accepting feedback from persons in positions of authority, leaving a job appropriately, organizational skills, performance and evaluation, conduct, working with customers, and acceptance of job requirements. Students explore a variety of jobs. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

**Occupational Investigation 1-2 (BOCINV 84900410, 84900420)**      **Credit: 1-2**      967135 to 967435

**Grade Placement: VAC/ARD Committee Approval**

**Prerequisite: Taken in order**

**Site: CHS, LVHS**

Occupational Investigation courses include achieving proficiency in decision-making and problem solving as an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, career interest/information, and or Community Based Vocational Instruction to set and achieve realistic career and education goals. Students will examine the rights and responsibilities of employees and employers including safety issues and guidelines, "comp" time versus overtime, reasonable work hours, benefits and withholding (taxes, social security), social skill development, job search and descriptions, and availability to work. Portfolio development will be reviewed and updated regularly. This course is taught and coordinated by the Vocational Adjustment Coordinator.

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**Vocational Experience 1-4 (BVOCEX 84900310, 84900320, 84900330, 84900340)** **Credit: 1+**      960135 to 960835

**Grade Placement: VAC/ARD Committee Approval**

**Prerequisite: Taken in order**

**Site: CHS, LVHS**

Vocational Experience programs are developed to assist students in making a smooth transition from academic pursuits to employment. Students will examine the relationship between what is learned in the classroom and those skills that are applied on the job. Learning to apply personal skills through successful employment will be emphasized. Self-discipline is explored in the context of interpersonal skill development and self-awareness. Portfolio development will be reviewed, updated regularly, and finalized for the student's use in post-high school employment searches. This course is taught and coordinated by the Vocational Adjustment Coordinator.

**19+ Program 1-2 (19+PROG 84900XXX)**      **Credit: 1-2**      96PROG

**Grade Placement: VAC/ARD Committee Approval**

**Prerequisite: Application Process**

**Site: CHS, LVHS**

19+ Program is a two year program that promotes relationship building in natural environments with age appropriate peers. Activities in this course emphasize strategies that prepare the student for participation in the community, including government, social, recreational, leisure, shopping, banking, transportation, related services, employment and other opportunities. The program for individual students will be developed using a person-centered approach.

**CTED Hospitality Services (HOSPSRVS 13022800)**      **Credit: 1.0**      710835

**Grade Placement: 9-12**

**Prerequisite: ARD Committee Approval**

**Site: CHS**

Students will explore career opportunities in the hospitality industry. Students will investigate restaurant servers, housekeeping, prep cook, and food handler essentials. **This course is designed for those students who need the extra training prior to the practicum).**

**CTED Practicum in Hospitality Services (PRACHOSP 13022900)**      **Credit: 2.0**      710935

**Grade Placement: 11-12**

**Prerequisite: Hospitality Services and/or ARD Committee Approval**

**Site: CHS**

This course is a practicum of Hospitality Services. Enhanced training provides for hands-on skills for restaurant servers, housekeeping, prep cook, and food handler essentials. Students will need to be able to work independently. **This course is designed for students who are ready for the practicum and may not need to take the prerequisite CTED Hospitality Services.**

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**CTED Building Maintenance Technology (BLDGMAN 13005400)**      **Credit: 2.0**      Resource: 711034      Self-Contained: 711035

**Grade Placement: 9-12**

**Prerequisite: ARD Committee Approval**

**Site: CHS**

**CTED Advanced Building Maintenance Technology (ADBUILD 13005500)**      **Credit: 2.0**      Resource: 711134      Self-Contained: 711135

**Grade Placement: 10-12**

**Prerequisite: ARD Committee Approval**

**Site: CHS**

These courses are foundational courses designed to provide training in the building services industries. Instruction includes carpet care, floor care, cleaning and disinfection, residential electrical and residential plumbing. Students will receive training in entrepreneurship and safety. Leadership and competition opportunities will be provided by participating in SkillsUSA.





# Section E

## *Educational Planning For Life: Finding the Right Key for Unlocking Your Future*

Consult this section for information about

- College Timeline Checklist
- Helpful Hints for a Visit to a College Campus
- Tests for College-Bound Students
- College Credit and Placement Tests
- Vocational-Technical or Business School
- Military Service
- Overview of the State Migrant Education Program

### College Timeline Checklist

The following timeline lists only a few things to do at each grade level as you prepare for college. For more complete information, consult your guidance counselor.

#### **8<sup>th</sup> Grade**

- Take Career Interest and College Readiness Test.
- Develop your 4-year Texas Achievement Plan.
- Pre-register for high school courses.
- Develop good study habits.
- Participate in a variety of extracurricular activities.
- Participate in community service activities.

#### **9<sup>th</sup> Grade Freshman Year**

- Review your high school program of studies with your school counselor and parents.
- Check course selections and determine if you are in the correct courses.
- Begin researching your career choices and the educational requirements of each possible career option.
- Begin keeping a good record of your accomplishments, honors, and awards, as well as activities in which you participate.
- Develop good study habits.
- Participate in a variety of extracurricular activities.
- Participate in community service activities.
- Take PSAT

#### **10<sup>th</sup> Grade Sophomore Year**

##### **AUGUST**

- Check credits to make sure you are on schedule for graduation.
- Check with your guidance counselor to make sure your courses meet college entrance requirements.
- Student athletes should check NCAA requirements [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

##### **SEPTEMBER**

- Register to take the PSAT. Consider participating in a PSAT preparation program.
- Register for PLAN Test

##### **OCTOBER**

- Review for the PSAT. Study the PSAT/NMSQT bulletin and old tests.
- Be sure to check out the computer software and printed aids available for study. PSAT is only offered once a year during the month of October.
- Take PLAN

##### **DECEMBER/JANUARY**

- Study your PSAT/PLAN score report. Be sure to compare items missed with the correct responses.

## **THROUGHOUT THE YEAR**

- Be sure to take the appropriate courses.
- Maintain good grades.
- Gather and review information about colleges.
- Investigate costs of various college programs.
- Continue to review all career choices and options.
- Participate in community service activities.
- Start developing a resume.
- Update your record book of activities for the year

## **11<sup>th</sup> Grade Junior Year**

### **AUGUST**

- Check credits to make sure you are on schedule for graduation.
- Check with your guidance counselor to make sure your courses meet college entrance requirements.

### **SEPTEMBER**

- Register to take the PSAT.
- Consider participation in a PSAT preparation program.

### **OCTOBER**

- Take the PSAT for National Merit Scholar recognition.

### **OCTOBER/NOVEMBER**

- Attend the Concho Valley College Night.
- Take the ASVAB test.

### **DECEMBER**

- Review college information entrance requirements.
- Review financial aid and scholarships information available in the counseling center.

<http://central.saisd.org/>

<http://lakeview.saisd.org/>

### **JANUARY/FEBRUARY**

- If you plan to apply for a ROTC scholarship or admission to a service academy, write for application packets.
- Sign up for and take the SAT/ACT test preparation course before taking the SAT/ACT.
- Register for the SAT, ACT, and achievement tests.
- Student athletes should check NCAA requirements. [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

### **FEBRUARY/MARCH**

- Plan a program of study for your senior year with your counselor.
- Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing).
- Take as many academic courses as possible.
- Participate in community service activities.

### **MAY/JUNE**

- Participate in the district's SAT/ACT preparation program.
- Take SAT/ACT. Take SAT II Achievement test(s).
- Update your record book of activities for your junior year.

### **SUMMER (Before Senior Year)**

- Student athletes should register with the NCAA Clearinghouse.
- Select the top five to ten colleges you feel best meet your needs.
- Try to trim your list to five or six colleges by August.
- Make sure to include a "sure bet", two or three "good prospects," and a "dream school".
- Be sure to contact your top college choices for applications and scholarships.
- Plan college visits and arrange for interviews if required. (Try to see college campuses while classes are in session and students are on campus.)
- Request catalogs, applications, financial aid information, and specific information about your proposed major area of study.
- Take an approved TSI assessment unless exempted based on TAKS, SAT, or ACT scores. [www.utexas.edu/academic/tsi/](http://www.utexas.edu/academic/tsi/)
- If you are a student athlete, be sure to check the current NCAA eligibility criteria.

**NCAA (National Collegiate Athletic Association Eligibility Regulations.)** [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## **12<sup>th</sup> Grade Senior Year**

### **AUGUST**

- Research scholarships and loan possibilities.
- Check your credits. Be sure you have all of the required courses and credits for graduation.
- Make any adjustments needed in your schedule to meet the requirements of the particular course of study you have selected or the particular college you wish to attend.

## **SEPTEMBER**

- Meet with your guidance counselor to review your records.
- Match your records with the entrance requirements of the colleges you are considering.
- Submit to the counselor a list of your activities and awards.
- Begin to talk with teachers and other people who know you well and whom you will ask to write letters of recommendation for you.
- Prepare a resume to assist any person from whom you will request a letter of recommendation.
- Update all information throughout the year.
- Choose a minimum of three colleges to which you will apply.
- Your selection should include at least one that you feel will definitely accept you.
- Send for application materials and financial aid information if you have not already done so.
- Check college catalogs for deadline dates for application for admissions, housing, financial aid, required entrance exam (SAT I/ACT), and acceptable financial aid form (FFS or FAFSA).
- Register for an approved TSI assessment unless you are exempt. <http://www.utexas.edu/academic/tsi/>
- If you are a candidate for early decision, file your application in time to meet that deadline. Also, be sure to check the LAST acceptable test date for an early decision candidate.
- Register to take the appropriate test (SAT or ACT).
- Consider participating in the SAT or ACT prep course.
- Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Call or write ahead for an appointment. Meet with college representatives when they visit your high school.

## **OCTOBER**

- Distribute application and recommendation forms to guidance counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous recommendations—**always allow at least two weeks** for them to complete recommendations.)
- Arrange sending of transcript and recommendations to colleges.
- Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, and punctuation, etc.
- Meet application deadlines for early decision (usually November 1), for housing, scholarships, or financial aid.
- Take/retake the SAT I or ACT if necessary. Find out the SAT II requirements of your college choices. If required, register to take SAT II test on a date when you will **NOT** be taking the SAT. **YOU ARE NOT PERMITTED TO TAKE THE SAT AND SAT II ON THE SAME DATE.**

## **NOVEMBER**

- Continue to study hard because your GPA still counts until the end of your **fifth** six weeks.
- Complete college applications for admissions.
- Follow up on letter of recommendation. Request transcripts as needed. Copy **ALL** forms before you mail them. Be sure to check and comply with deadlines.

## **DECEMBER**

- Look back over your time line to be sure you have completed each step in the college admissions process. Your application(s) should be mailed before January. Request that SAT I or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These forms are available in the guidance office.
- Expect notification of early decision acceptance or deferral by December 15. If you are not accepted, file your other applications **IMMEDIATELY**.
- Ask your parents to begin gathering their financial information.
- Take the SAT II that is required by the colleges of your choice.
- If you are a student athlete, be sure to check the current NCAA eligibility criteria.

**NCAA (National Collegiate Athletic Association Eligibility Regulations.)** [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## **JANUARY**

- Complete financial aid forms (FAFSA and/or FFS) and mail as soon after January 31 as possible. Mail any supplemental financial forms required by the colleges of your choice.
- Continue to research scholarships and loans.
- Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

## **FEBRUARY/MARCH**

- Keep your grades up...finish strong...remember that you will be accepted to college **“PENDING THE SUCCESSFUL COMPLETION OF YOUR 12<sup>TH</sup> GRADE COURSE WORK.”**

## **APRIL**

- Look for acceptance notices in the mail. April 15 is the most popular date for colleges to notify students. Let your guidance counselor know what has happened, and keep your counselor informed as college acknowledgments come in as to the need for any follow up.
- Carefully choose your college, and write the college a letter of acceptance.
- Write other colleges to decline their acceptances.
- If you are wait-listed and wish to be kept in consideration, be sure to advise the college.
- If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.
- Finalize plans for housing, financial aid, and/or scholarships.
- Make any deposits required by the institution you plan to attend. May 1 is the generally accepted nationwide deadline for deposits for fall term. Check the college catalogs for deadlines.
- If applicable, register to take Advanced Placement Test(s).

## **MAY**

- Make your final choice of college or university if you have not already done so, and complete all details concerning college admissions.
- Notify your guidance counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, musical, **AND FINANCIAL AID.**)
- Request that a final transcript be sent to the college of your choice.
- Take Advanced Placement Test(s) as previously decided.

## **SPRING BEFORE COLLEGE FRESHMAN YEAR**

- When you receive your Advance Placement test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so
- Participate in the orientation program of the college you will attend. This may occur in the spring or may take place just prior to the fall term.
- Update your record book for your senior year including all scholarships earned.
- Check on opportunities to pre-register for fall term classes and explore all campus resources.

## **Helpful Hints for a Visit to a College Campus**

### **Sample Letters for College Inquiries:**

Pick a paragraph (or combination of paragraphs) that meets your needs.

- Paragraph A—"Information Request" letter.
- Paragraph B—"Campus Visit" letter.
- Paragraph C—"Financial Aid" letter.

Street Address  
City, State Zip Code

Date

Office of Admissions  
Name of College  
Street Address  
City, State Zip Code

To Whom It May Concern:

I am a student at \_\_\_\_\_ High School and will graduate in \_\_\_\_\_, 20\_\_\_\_\_.  
(Month)

- A. Please send me an application for admission and information about your college, a general information bulletin, college costs, and program descriptions. I am considering \_\_\_\_\_ as my major.
- B. I am interested in visiting your campus, taking a campus tour, and meeting with an Admissions Counselor. Since I am considering \_\_\_\_\_ as my major, I would also like to meet with someone from that department, if possible. Please advise me of a date and time that would be convenient.
- C. My parents and I would like to investigate college costs and possible sources of financial aid. Please send information about what it costs, how and when to apply for financial aid, and what forms are necessary.

For your information, I plan to enroll in college the \_\_\_\_\_ term, 20\_\_\_\_\_.

Thank you.

Sincerely,  
Name

## Tests for College-Bound Students

### **PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)**

The PSAT/NMSQT, a short form of the Scholastic Aptitude Test (SAT), measures verbal and mathematical reasoning abilities. It serves dual purposes:

- Familiarizes students with the SAT, and
- Allows college-bound juniors to compete for National Merit Scholarships.

The test is offered only in October and should be taken by all college-bound juniors. Sophomores are encouraged to take the test for practice, and selected ninth grade students may make special arrangements to take the test.

To make the best possible use of PSAT/NMSQT results, review the "Report of Student Answers" to determine how you performed on each type of question. Noting the kinds of mistakes you made can help you identify your areas of weakness and assist you in planning SAT preparation.

Even though only juniors can qualify for the NMSQT, it is strongly suggested that freshman and sophomores as well as juniors take the PSAT.

### **PLAN (Practice ACT)**

The PLAN, a short form of the American College Testing Program, measures your academic skills and abilities in English, math, and science reasoning. The test is offered once each fall. **This test is designed to assist students in preparing for the ACT test.** A personalized report will accompany the test results with information that will assist with identifying your strengths and weaknesses. **It is strongly suggested that all sophomore students take this test.**

## College Admission Tests

Different colleges require different admission tests. To find out which tests are required, you should check the catalog of any college to which you plan to apply. Most colleges require the score of the Scholastic Aptitude Test (SAT I) or the American College Testing program (ACT). Application forms for the tests are available in the high school guidance offices. It is your responsibility to have the scores (from the testing agency) sent directly to the colleges of your choice.

### **SAT I (Scholastic Aptitude Test)**

Many colleges require SAT I scores as part of their admissions requirement. The SAT I covers three areas:

- Critical Reading
- Mathematics
- Test of Standard Written English

The admission score varies among the colleges. If you are applying to a military academy, you **MUST** take the SAT I in your junior year. The SAT I is given seven times a year.

**It is recommended that students take the SAT near the end of their junior year or early in their senior year.**

### **ACT (American College Testing Program)**

Many colleges require ACT scores as a part of their admissions requirement. The ACT assessment covers four subject areas:

- English
- Mathematics
- Reading
- Natural Science
- Writing (Optional) Need to take is determined by your college choice

The scores are reported for each subject area plus a composite score. The composite score ranges from 1-36 with 18 being average. The admission score varies among the colleges. The ACT is offered five times a year.

**It is recommended that students take the ACT near the end of their junior year or early in the senior year.**

### **Texas Success Initiative (TSI) (TSI information is subject to change pending decisions from THECB)**

The Texas Success Initiative is a state-legislated program designed to improve student success in college. There are two components of the program:

- (1) An assessment to diagnose students' basic skills in reading, mathematics, and writing, and
- (2) Developmental instruction, to strengthen academic skills that need improvement.

The **TSI** requires students to be assessed in reading, writing and math skills prior to enrolling in college, and to be advised based on the results of that assessment. Each institution determines what to do with students who do not pass one or more parts of the test. Institutions have the flexibility to determine the best path for individual students to take to become college ready and to demonstrate that they are indeed ready for college-level courses.

The TSI assessments consist of the ASSET, the ACCUPLACER, the COMPASS, and the THEA.

You must take an approved TSI assessment test prior to enrolling in any Texas public college or university unless you are exempt. **It is possible to be considered TSI exempt in one of the following ways:**

- Composite score 23 or higher on the **ACT** with a score of 19 or higher on math and/or English tests.
- Combined score 1070 or higher on the **SAT** with a score of 500 or higher on the critical reading and/or math sections.
- Score at least a 2200 on the math section and a 2200 with a writing sub score of 3 on the ELA section of the Exit Level **TAKS** exam.
- Beginning with the Class of 2015 (9<sup>th</sup> grade students entering in 2011-2012) students transitioned to the **STAAR EOC** assessments. For a student who has graduated under the Recommended High School Program or the Distinguished Achievement Program and who has met Level III: Advanced Academic Performance on the STAAR Algebra II and the English III assessments, TEC 51.3062(g-1) provides an exemption from TSI requirements in that corresponding content area.

**NOTE:** TAKS/STAAR scores are valid for three years from the date of testing.  
SAT and ACT scores are valid for five years from the date of testing.

**NOTE:** Scores from the SAT, ACT, TAKS, and STAAR are on file in the high school counseling centers. If you **DO NOT** meet exemption requirements, plan to register for the TSI assessment if attending a Texas public college or university!

## College Credit and Placement Tests

### **SAT II (Subject Tests)** <http://www.collegeboard.com>

The more selective colleges usually require the scores of two or more College Board Achievement tests as part of the admissions process. These tests are one-hour multiple-choice tests that measure the student's knowledge of a particular subject and his/her ability to apply that knowledge. The SAT II is used by some colleges for placement. These tests are offered in several subject areas. You should take the appropriate test at the completion of that course. Any student considering taking the SAT II tests should schedule a planning session with the counselor.

### **AP (Advanced Placement) Examinations** <http://www.collegeboard.com>

Advanced Placement Examinations are based upon college-level courses taught in high school. They may enable the student to receive college credit, advanced placement, or both. Scores are reported on a five-point scale, with five being the highest score. A score of three or better is acceptable for advanced placement and college credit by most colleges and meets criterion for an advanced measure on the Distinguished Plan. By exempting several freshman-level courses in this way, a student may realize substantial savings in college costs. AP teachers and counselors will advise students about the Advance Placement courses and AP examinations.

### **CLEP (College Level Examination Program)** <http://www.collegeboard.com/highered/clep/>

CLEP provides an opportunity for individuals who have acquired certain knowledge outside the traditional classroom to earn college credit. The scores range from 200-800. Some colleges give credit for scores above 500, enabling students to skip certain courses. Before participating in the program, you should check the policy of the prospective college regarding the granting of CLEP credit, and consult your high school counselor.

## Vocational-Technical or Business School

Students desiring to pursue post high school education at a vocational-technical or business school will want to contact several such schools, acquire details of admission and courses of study, and visit some of the classrooms and laboratories. Many of these schools have open door admission policies. Post high school training may be an option for you.

- ✓ Make a list of the schools that offer the occupational program in which you are interested. These schools vary considerably in quality of programs and costs of attendance; therefore, information should be acquired from counselors and employers about the success of graduates from these schools.
- ✓ To obtain specific admission policies, consult the school's website for information about vocational-technical schools that offer the program in which you are interested.
- ✓ Check the school's catalog or website to make sure you have met all entrance requirements.
- ✓ Write or visit the school to obtain the necessary application forms.
- ✓ Complete application forms correctly. Enclose a check to cover the application fee (if required). Make checks payable to the institution. Include a self-addressed, stamped envelope.
- ✓ If at all possible, visit the selected school. Visit the specific training area and talk with the instructor.
- ✓ Vocational-technical schools in Texas may require an admissions test of some kind.

## Military Service

Students who are interested in entering a branch of the military service will want to contact one or more recruiting officers in order to determine the enlistment program that best meets their personal interests. A variety of programs are available through each branch of military service. If you are considering entry into the military service, take the Armed Services Vocational Assessment Battery (ASVAB) during your junior or senior year of high school.

## Overview of the State Migrant Education Program

All students face challenges in their journey towards academic success, but some individual students and some groups of students face a greater number and/or severity of challenges. When trying to obtain an education, migrant students often face multiple and significant difficulties such as economics, health, interrupted schooling, and cultural differences.

### Identifying the population

A migratory child is a child who accompanies a parent, spouse or guardian who is involved in a migratory activity such as agriculture, dairy, or fishing. This means that within a 36 month cycle, the primary purpose for family is to obtain temporary or seasonal employment in migratory work.

### Goal

The goal of the migrant education program is to provide migratory children with the opportunity to meet the same challenging state content and performance standards that the state has established for all children. The Migrant Education Program must give priority for services to migrant students:

- Who are failing, or most at risk of failing to meet the state's academic standards
- Whose education has been interrupted during the regular school year

Progress toward this goal is measured by examining how well migrant students:

- Make passing grades in all their subjects and courses.
- Perform at or above grade level in terms of their reading, writing, math, science, and social studies knowledge and skills (TEKS).
- Pass state-mandated assessments such as the TAKS.
- Graduate from high school.
- Enroll in post secondary education.

The Texas Migrant Education Program is a supplementary program that provides instructional and support services assistance **above and beyond minimum foundation programs**. These focus on the following:

- Migrant Services Coordination (All Levels)
- Identification and Recruitment (Ages 3-21)
- Early Childhood Education (Age 3 through Grade 2)
- Graduation Enhancement (Grades 7-12)
- Parental Involvement (Age 3 through Grade 12)
- Secondary Credit Exchange and Accrual (Grades 9-12)
- New Generation System for Migrant Student Record Transfer (Ages 3-21)





# Section F

## *District Standards and Supplemental Information*

Consult this section for information about

- College entrance examination dates
- Tutorials
- Conditions for Dropping a Class
- The Grading System in San Angelo
- Exemptions
- Grade Average and Rank in Class
- Official Rank Guidelines
- School Attendance Zone Plan for High School
- NCAA (National collegiate Athletic Association Eligibility Regulations)

### Schedule of College Entrance Examination

**Scholastic Aptitude Test (SAT I)** – All SAT I tests are given at Central High School and/or Lakeview. Students may pick up a registration packet at Central or Lake View High School Counseling Centers.

Central HS Code: 446-115      Lake View HS Code: 446-110

#### Test Dates

Posted in the counseling center on your campus, or  
Visit the site [www.collegeboard.com](http://www.collegeboard.com)

**PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)**

#### Test Dates

October 2014  
October 2014

#### Location

Central High School  
Lake View High School

#### Registration

Registration information  
available from Counseling Centers

**American College Test (ACT)** – All ACT tests are given at Central High School and/or Lake View High School. Students may pick up a registration packet from Counseling Centers

Central HS Code: 446-115      Lake View HS Code: 446-110

#### Test Dates

Posted in the counseling center on your campus, or  
Visit the site [www.actstudent.org](http://www.actstudent.org)

#### **PLAN (Pre-ACT)**

October 2014  
October 2014

Central High School  
Lake View High School

Registration information  
available from Counseling Centers

**Advanced Placement Test** – All tests are given at Central High School and/or Lake View High School

#### Test Dates

First two weeks in May, 2015

## Tutorials

Tutorial sessions (no fee charged) are conducted by teachers on each campus as described in the individual course syllabus. Students who need extra help with their studies or who are unable to achieve satisfactorily should avail themselves of this opportunity. Parents should encourage students to attend tutorial sessions when the need exists.

## Conditions for Dropping a Class

Students must meet the following conditions if dropping a class:  
(Freshmen are expected to be enrolled in a full day's schedule)

- Students must be enrolled in a required number of graded classes. For detailed information, contact your school counselor. Audited courses, correspondence courses, electronic courses not scheduled in the school day, and teacher aide periods are not considered graded classes. See school counselor for detailed information.
- Class change request forms must be filled out and the appropriate teacher, parent, and student signatures must be acquired prior to the schedule change.
- No course will be dropped after the tenth (10<sup>th</sup>) week in each semester.

## Method of Marking Grades

Teachers will evaluate student academic performances. Upon early indication of a student's unsatisfactory performance, the parents should be notified of the student's deficiency. Three-week progress reports will be sent home for all students.

Report cards will be sent to parents each six (6) weeks. Semester grades will be computed as follows:

- Add all three (3) six weeks grades twice together with final exam grade once and divide by seven (7).

The graduating classes of 2013 and 2014 will receive credits and grade points by semester averages. Each semester of work failed (below 70) in a required course must be repeated or have an overall average of seventy (70) for the year in that course to receive full credit.

State law requires 90% attendance rule to receive credit.

## Exemptions

- For purposes of this document the five core subject areas are English, Mathematics, Science, Social Studies, and Foreign Language.
- Courses taken in the five core academic subject areas may not be counted as elective courses in determining eligibility for exemption from semester exams.
- Teacher records are the final record in determining averages and attendance.
- A student may take a semester exam to improve his or her semester average. Students should also understand the semester exam may lower their semester average.

**The following criteria will be utilized:**

Grade	Criteria	Fall Semester Exemptions	Spring Semester Exemptions
9	80+ average in subject,  No more than 3 absences per semester in subject	Elective courses	Core courses Elective courses
10	80+ average in subject,  No more than 3 absences per semester in subject	Elective courses	Core courses Elective courses
11,12	80+ average in subject,  No more than 3 absences per semester in subject	Elective courses	Core Courses Elective courses

Approved 1/2012

## Grade Average and Rank in Class EIC (Local)

RANK IN CLASS	The following guidelines shall be used in the District to determine grade point averages for ranking graduates:
GRADE WEIGHTING BEGINNING WITH THE CLASS OF 2007	<p>Effective with the class of 2007, students shall have ten points added to each semester grade of local advanced and pre-advanced placement courses and 15 points added to each semester grade of advanced placement courses and college-level dual credit courses that are equivalent to high school advanced placement courses.</p> <p>Credit shall be awarded for dual credit courses if the course includes all TEKS required for high school course credit. No weighted value for dual credit courses shall be allowed unless the high schools offer an equivalent course at the advanced placement level.</p>
BEGINNING WITH THE CLASS OF 2015	<p>Effective with the class of 2015, students shall have five points added to each semester grade of pre-advanced placement courses, and ten points added to each semester of advanced placement courses and college-level dual credit courses in the core subjects of English, mathematics, science, social studies, and foreign languages.</p> <p>All other courses shall be considered grade-level courses and shall not receive the benefit of the weighted grade averages.</p> <p>The resulting weighted grade values shall be added together and the sum divided by the number of semester grade entries.</p>
TRANSFER STUDENTS	Weighted courses used in determining the GPA/class rank that are listed on the transcript of a transferring student must have been offered as part of academic program of the respective Ninth Grade Education Planning Guide that applies to the particular graduating class of the receiving District high school.
INCLUSIONS	<p>The following grades shall be used in calculating the numerical grade average and rank in class, and in determining the honor graduates:</p> <ol style="list-style-type: none"> <li>1. Semester grades earned for high school credit during grade 8;</li> <li>2. Semester grades earned during grades 9, 10, and 11;</li> <li>3. The first semester of the 12th grade; and</li> <li>4. The average of the fourth and fifth six-week grades of the 12th grade.</li> </ol> <p>Physical education and physical education equivalent courses shall be used in the calculation of GPA/class rank.</p> <p>Beginning with students who enter grade 9 in the 2011-2012 school year, class rank shall be calculated using only the grades earned in the required core subjects of English, mathematics (including AP Computer Science), science, social studies, and foreign languages according to the following:</p> <ol style="list-style-type: none"> <li>1. Semester grades earned for high school credit during grade 8;</li> <li>2. Semester grades earned during grades 9, 10, and 11; and</li> <li>3. The first semester of the 12th grade.</li> </ol>

EXCLUSIONS Driver's education, correspondence, credit by exam, and audited courses shall be excluded from computations of rank in class.

## TIES

In case of a tie in class rank, the following procedure shall be followed to determine the ranking. These criteria are listed in order of importance; the campus principal shall apply them sequentially to the extent necessary to identify the student with the highest class rank:

1. The student with the most advanced placement/dual credit courses
2. The student with the highest numerical grade average of all advanced placement/dual credit courses taken

## TOP TEN PERCENT

All students whose cumulative grade point averages comprise the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for the local procedure for determining valedictorian and salutatorian shall not apply to the procedure for determining the top ten percent as indicated under Early Graduates.

## EARLY GRADUATES

A student who completes high school requirements in fewer than four years shall be eligible to be ranked in the top ten percent of the class with which he or she actually graduates for purposes of automatic admission noted above, but shall not be eligible to be selected valedictorian, salutatorian, or top ten high ranking graduate for District honors.

## SELECTION OF VALEDICTORIAN, SALUTATORIAN, AND OTHER HIGH-RANKING GRADUATES

The selection of valedictorian, salutatorian, and other high-ranking honor graduates to be recognized during graduation activities and ceremonies is not an essential component of education and therefore not a right similar to the right to receive an education. In order to be selected as valedictorian, salutatorian, or a top ten high-ranking honor graduate, the student shall meet the academic requirements, have attained the appropriate rank in class (first through tenth place), and must be enrolled in the same high school in the District for all of the last two years in high school.

Revised 11/2010

**For students who entered grade 9 in 2011-2012 and beyond, class rank shall be calculated as follows: All courses taken for high school credit in English, Mathematics (including AP Computer Science), Science, Social Studies, and Foreign Language will be used in the calculation of class rank. This includes semester grades earned for high school credit during grades 8, 9, 10, 11, and the first semester of grade 12.**

## Official Rank Guidelines as of 2009-2010 and Beyond

***Rank will be posted prior to the start of school and 14 calendar days after each semester.***

### SENIORS

- Includes early graduates, who will be reclassified as seniors second semester
- Carver – Graduates are ranked with home campus
- Summer School and PAYS Graduates – Students will be included in overall count but rank will be done (placed) by hand

### JUNIORS

- Includes all students enrolled on the last day of class
- Carver students are ranked with home campus
- PAYS students will be included in overall count but rank will be done (placed) by hand

### OTHER

- Students withdrawn prior to last day of school year – Ranked as of “withdrawal date”...not included in final ranking of school year
- Student's official classification will be determined immediately after summer school
- Night school students will not be ranked in the official rank

## School Attendance Zone Plan for High School

- The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to San Angelo ISD. Specific information relating to school attendance zone may be obtained at each campus or at the San Angelo ISD Administration Building or at <http://busroute.saisd.org/edulog/webquery/>.
- Students shall attend the high school as determined by the attendance zone in which the legal guardian resides.
- If the student moves within the district to a new attendance zone, the pre-registration at the previous school does not guarantee enrollment into the same courses at the new school of attendance.
- Power of Attorney is not sufficient to establish a student's residence attendance zone.
- Transfer request forms are available in the Director of Pupil Services office.
- Transfer request documentation must be resubmitted yearly. No transfer for the 2014-2015 school year will be reviewed prior to May 1, 2014.

## Guide for College-Bound Student Athletes National Collegiate Athletic Association Eligibility Regulations

### NCAA CLEARINGHOUSE

The NCAA Initial-Eligibility Clearinghouse is an organization that works with the National Collegiate Athletic Association, NCAA, to determine a student's eligibility for athletics participation in his or her first year of college enrollment. Students who want to participate in college sports during their first year of enrollment in college must register with the clearinghouse. For more information, see [http://eligibilitycenter.org/ECWR2/NCAA\\_EMS/NCAA.html](http://eligibilitycenter.org/ECWR2/NCAA_EMS/NCAA.html)

#### Grade 11

Register with the eligibility center. Make sure you are still on course to meet core-course requirements (verify that you have the correct number of core courses. After your junior year, have the registrar send a copy of your transcript to the NCAA. When taking the ACT or SAT, request test scores be sent to the eligibility center (the code is "9999"). Begin your amateurism questionnaire.

#### Grade 12

Complete amateurism questionnaire and sign the final authorization signature on-line on or after April 2 if you are expecting to enroll in college in the fall semester. Have the registrar send your final transcript with proof of graduation to the eligibility center.

Everything is done on-line at: [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

### BE PROACTIVE

1. Make an appointment with your counselor to see if you are "on track"
2. Call NCAA Customer Service Line if you have questions (877-262-1492)
3. Visit the website regularly to check on your eligibility status.
4. Ask perspective colleges about athletic and academic programs.



# Section G

## *Connecting Education and Careers*

Consult this section for information about

- Preparing a Personalized Education Plan
- Achieve Texas
- Career Clusters

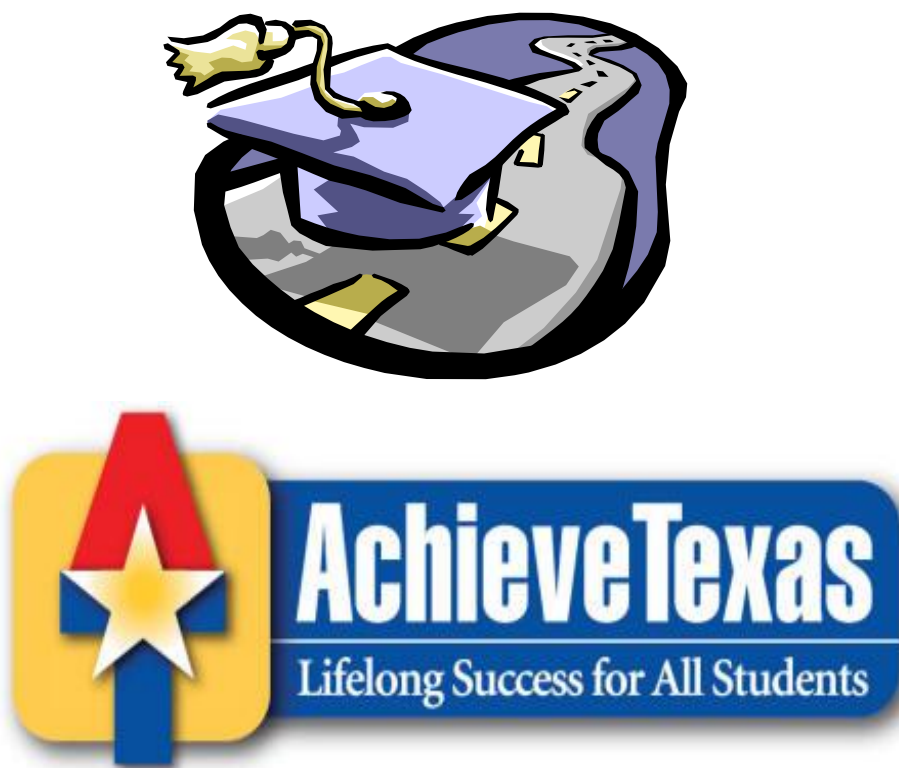
### **Preparing a Personalized Education Plan** **The Texas Achievement Plan—TAP**

Labor market analysts predict that jobs in the twenty-first century will require both high academic and technical skills. Labor market reports depict new job titles and work areas being added every year due primarily to ever changing technology. In order to prepare for such a highly competitive job market, students need to begin thinking early about what types of occupations they might want to pursue after high school. Planning a rigorous high school program will give students more opportunities for success and provide them with a competitive advantage over their peers when entering the job market.

Perhaps the most important decision students make is the course they choose to follow after graduating from high school. What will they do? Where will they go? Who will support them? Will they continue their education? Will they work *and* go to school? If they go to school, what will their major be? These are all very important questions. In order to answer them, students (with the help of parents, teachers, counselors, and other career professionals) need to explore their interests and make informed decisions about their futures.

Students' interests and aptitudes are very important indicators of the type of career they decide to pursue; and as they acquire new knowledge and experience, they will discover the career area best suited for their personality. To assist students in planning wisely, a set of career areas has been included in this course catalog to help students choose a general path to follow in high school. After selecting the appropriate option under the high school programs of the State Board of Education (Recommended, Distinguished Achievement, IEP), students need to consider the elective courses they will need to take.

A description of the career area, typical college majors, career opportunities by educational requirements, related high school courses, and suggested high school activities are included in each of the seven career areas: Agriculture Science & Technology; Art, Communication & Media Business and Marketing; Health Science; Management & Service; Industrial & Engineering Technology Careers; and Personal & Protective Services. Once students determine a career area of interest, they should pay special attention to the electives they choose when developing their four-year plan. Students should select elective courses identified in the **Related High School Courses** section of their career interest area.



### What is Achieve Texas?

**AchieveTexas** is a new education initiative designed to prepare all students for a lifetime of success. It allows ALL students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

**AchieveTexas** is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative ([www.careerclusters.org](http://www.careerclusters.org)) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway models have been developed for each of the Career Clusters. These models represent a recommended sequence of coursework based on a student’s interest or career goal.

A detailed brochure of each of the 81 career pathway models established in the 16 Career Clusters can be viewed and printed at [www.careerclusters.org](http://www.careerclusters.org) or [www.achievetexas.org](http://www.achievetexas.org). Each brochure will highlight core courses and career-related electives in high school that will help prepare students for career goals. The models are based upon the Recommended High School Graduation Plan and can easily be adapted for the Distinguished Achievement High School Graduation Plan. The career pathway models also highlight examples of extended learning experiences that can enhance a student’s knowledge and skills for their specific career goals. A student can also find examples of curricular activities, such as participation in career and technical student organizations like Business Professionals of America or Skills USA, work-based learning experiences and extracurricular activities. The models also indicate industry licensures/certifications and on-the-job training experiences that may be available while still in high school as well as various levels of postsecondary education and examples of career options available to students once they have completed that level of education and training.



## Focusing Education on the Future

### The 16 Career Clusters

Career Clusters provide a way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as knowledge and skills structures and brochures are available for each of the sixteen clusters listed below at [www.careerclusters.org](http://www.careerclusters.org), as well as more examples of postsecondary majors and career choices.

	<p>Focuses on careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Example postsecondary majors include Environmental Science, Wildlife Management, Agriculture Business and Management and Natural Resources Management. Career opportunities include Agriculture Extension Agent, Fish &amp; Game Warden, Plant Nursery Manager, and Landscape Architect.</p>
	<p>Focuses on careers in designing, planning, managing, building and maintaining the built environment. Example postsecondary majors include Architecture, Engineering, Interior Design, Urban Planning, Drafting and CAD, or Consumer Economics. Career opportunities could include Civil Engineer, Building Inspector, Landscape Designer, Architect, Interior Designer, or an Urban Planner.</p>
	<p>Focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Example postsecondary majors include Graphics Arts, Advertising, Art Education, Journalism, Web Design/Development, or Radio, Television &amp; Film. Career opportunities include Graphic Designer, Camera Operator, Illustrator, Network Systems Analyst, Public Relations Director, or an Art Gallery Manager.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Possible postsecondary majors include Accounting, Financial Management, Public Administration, Banking and Finance, Marketing, or Human Resource Management. Career opportunities might include Accountant, Risk Manager, Stockbroker, Real Estate Appraiser, or a Credit Analyst.</p>

	<p>Focuses on careers in planning, managing and providing education and training services, and related learning support services. Example postsecondary majors include Child Development, Family and Consumer Sciences, Multidisciplinary Studies, Early Childhood Education, Guidance and Counseling, or a Subject Specific Degree with Teacher Certification. Example career opportunities could include Elementary or Secondary Teacher, Curriculum Specialist, School Counselor, or a Child Care Administrator.</p>
	<p>Focuses on careers in planning, services for financial and investment planning, banking, insurance, and business financial management. Example postsecondary majors might include Accounting, Finance, Economics, Management, Computer Information Systems, or Business Administration. Example career opportunities could include Loan Officer, Accountant, Actuarial Analyst, Bank Examiner, or an Internal Revenue Agent.</p>
	<p>Focuses on careers in executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels. Example postsecondary majors include Government, Political Science, Criminal Justice, Law Enforcement, Law, Homeland Security, or History. Example career opportunities could include State Government, Lobbyist, Military Service, Consular Officer, or a position in Municipal Administration.</p>
	<p>Focuses on careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Example postsecondary majors include Medical Technology, Histology, Healthcare Management, Social Work, Chemistry, Biology, Biomedical Engineering, or Food and Nutrition. Example career opportunities could include Forensic Scientist, Paramedic, Social Worker, Healthcare Administrator, Registered Nurse, Physician Assistant, or a Radiographer.</p>
	<p>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. Example postsecondary majors could include Hospitality Administration, Hotel and Restaurant Management, Tourism Management, Business Administration/Management, or Science, History, Archaeology (or other museum specialty). Example career opportunities include Culinary Arts Instructor, Caterer, Food and Beverage Manager, Independent Chef/Owner, Convention Services Manager, or Museum Technician.</p>
	<p>Human Services careers prepare individuals for employment in career pathways that relate to families and human needs. Example postsecondary majors include Child Psychology, Sociology, Dietetics, Family and Consumer Sciences, Early Childhood Education, Gerontology Counseling Services, Management, Business Administration, Marketing, Health and Wellness Promotion, or Public Relations. Example career opportunities include Fashion Consultant, Social Service Worker, Adult Educator, Dietitian, Child Care Administrator, Personal Financial Advisor, Retail/Wholesale Buyer, or a Sales Manager.</p>

	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. Example postsecondary majors include Management Information Systems, Computer Programming, Telecommunications, Natural Resource Management or Visual Arts Studies. Example career opportunities include Database Manager, Multimedia Specialist, Geologist, or a Graphic Designer.</p>
	<p>Focuses on careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. Example postsecondary majors include Criminal Justice, Government, Social Work, Public Administration, Sociology, Business, or Law. Example career opportunities include Correctional Officer, Probation Officer, Department of Homeland Security, Private Law Practice, or Information Security.</p>
	<p>Focuses on careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Example postsecondary majors include Engineering Technology, Technology Management, Design Technology, or Industrial Technology. Example career opportunities include Safety Manager, Automation Technician, Electromechanical Technician, or a Quality Assurance Manager.</p>
	<p>Focuses on careers in planning, managing, and performing marketing activities to reach organizational objectives. Example postsecondary majors include Purchasing, Business Administration, General Management, Linguistics, Consumer Science and Merchandising, Electronic Commerce, Advertising, International Marketing, or Communications. Example career opportunities include Marketing Manager, Transportation Engineer, Promotions Manager, Public Relations Manager, Statistician, or a Commercial Designer.</p>
	<p>Focuses on careers in planning, managing, and 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. Example postsecondary majors include Aerospace, Chemical Engineering, Chemistry, Physical Science, Mathematics, or Electrical Engineering. Example career opportunities include Engineer, Engineering Technologist, Biologist, Mathematician, Chemist, or a Statistician.</p>
	<p>Focuses on careers in 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. Example postsecondary majors include Industrial Management, Business, Engineering, Environmental Science, or International Business. Example career opportunities include Industrial Engineer, Occupational Safety and Health Administration, Logistician, Air Traffic Controller, or an Aviation Inspector.</p>