

High School Course Catalog

2021-2022



Spring Branch Independent School District

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Table of Contents

General Information

Academic Program Categories	1
Credit Requirements and GPA.....	3
Programs That Can Help Students Earn College Credit in High School.....	4
Advanced Placement	5
International Baccalaureate	8
Special Education Accommodations in AAC (formerly Pre-AP), AP, and IB courses	9
Dual Credit/Dual Enrollment	10
Other Learning Opportunities: Original Credit and Credit Recovery	14
Testing Information	18
Grade Level Information	20
Planning for Your Future: Helpful Web Sites	27
SBISD Technical Certifications.....	29

Graduation Requirements

Foundation Graduation Plan Overview.....	31
Endorsement Pathways.....	32

Course Descriptions

English Language Arts	37
Mathematics	45
Science.....	49
Social Studies	54
Languages Other Than English (LOTE).....	61
Fine Arts	65
Health, Health Fitness, and Athletics.....	73
Enrichment and Support Courses	78
Career & Technical Education Courses	80
Science, Technology, Engineering, and Mathematics (STEM) Endorsement.....	80
Business and Industry Endorsement	84
Public Services Endorsement.....	97
Career Development.....	103
Guthrie Internships.....	104

Academic Program Categories

Academic Program Categories include:

- Grade Level
- Advanced Academic Courses (AAC)
(formerly Pre-AP)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Credit/Dual Enrollment
- English for Speakers of Other Languages (ESOL)
- Gifted & Talented
- Sheltered Instruction
- Special Education
- Virtual Learning

Grade Level

These courses meet the requirements as set forth by the Texas Education Agency as academic Grade Level courses. Each course has a set of Texas Essential Knowledge and Skills (TEKS) that students must learn in the course. Enrollment in programs other than Grade Level requires special consideration.

Advanced Academic Courses (AAC) (formerly Pre-AP)

The purpose of the AAC Initiative is to engage ninth and tenth grade students in active, high-level learning, thereby ensuring that the students develop the skills, habits of mind, and concepts needed to succeed in college-level courses. Rigorous curriculum and instruction challenge the students to expand their knowledge and skills in preparation for the college-level environment of AP courses. Advanced Academic courses require more homework and a faster-paced learning environment, but provide greater opportunity to explore a subject in greater depth, with greater rigor. SBISD is committed to expanded access in challenging courses as it seeks to prepare every student for post-secondary success. Weighted grades are awarded for AAC courses in the four core subject areas. (Language Arts, Math, Science and Social Studies). Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

AP—Advanced Placement

AP courses are college-level courses based on College Board curriculum. They are fast-paced and require more academic dedication and homework than Grade Level courses. They are rigorous and challenging, and build high-level critical thinking skills in specific content areas, culminating in a College Board AP exam. Weighted grades are awarded for AP courses in the four core subject areas (Language Arts, Math, Science, and Social Studies). Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

IB—International Baccalaureate

The International Baccalaureate® (IB) is a non-profit educational foundation offering four highly-respected programmes of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly-globalizing world. Schools must be authorized by the IB organization to offer any of the programmes. IB courses are offered exclusively in SBISD at the Westchester Academy for International Studies. Weighted grades are awarded for IB courses in the four core subject areas (Language Arts, Mathematics, Science, and Social Studies).

DC/DE—Dual Credit/Dual Enrollment

A student may enroll in academic and/or technical courses for college credit while simultaneously earning high school credit in 11th and 12th grade. These are rigorous college-level courses which require more homework than Grade Level classes. The student must meet qualifications (see page 9 for additional details). Grades for these courses appear on both the student's high school transcript and college transcript. Weighted grades are awarded for DC/DE courses in the four core subject areas (Language Arts, Mathematics, Science, and Social Studies).

English for Speakers of Other Languages (ESOL)

This program is designed to meet the needs of English Learners (ELs). ELs receive intensive instruction in English from certified English as Second Language (ESL) teachers trained in recognizing and addressing language differences. This program is an integral part of the total school program and is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) as required by the state. Placement in these classes is determined by the Language Proficiency Assessment Committee (LPAC).

GENERAL INFORMATION

Sheltered Instruction

Sheltered instruction occurs in general education content-specific classes offered to English Learners (ELs) for state credit in high school. A sheltered content class incorporates second language acquisition strategies and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in sheltered instruction. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on modifying the instructional pacing and methods and accommodating materials for instruction.

Gifted and Talented (GT)

Students identified as “gifted and talented” through the district selection process generally take AAC & AP courses with teachers who have been trained to differentiate instruction to meet the needs of this population. Differentiation includes providing for GT students’ preferences for abstract learning, in-depth research and complex content. Students may be referred for the GT program by contacting the counselor’s office. The secondary GT identification process takes place in the spring for services to begin the following school year. Students may be identified to receive GT services in Language Arts/Social Studies, Mathematics/Science, or in all four core subject areas.

Special Education

For eligible students, course placement is determined by the Admission, Review and Dismissal (ARD) Committee, given consideration of present levels of performance and individual program goals.

Virtual Learning

Virtual learning options exist for both original credit and credit recovery classes. These classes can be taken during or after the regular school day, and during summer school.

Additional information about SBISD instructional programs can be found at:

Secondary Grading Expectations [Grading Expectations - Spring Branch Independent School District](#)

Secondary Student Handbook [Handbooks - Spring Branch Independent School District](#)

Credit Requirements and GPA

Credit requirements for graduation must all be **state-approved**. The calculation of a high school student's grade point average for rank in class is based on grade points assigned as follows:

LEVEL	A	B	C	D	F
Numeric Grade	90-100	80-89	75-79	70-74	69 & below
Advanced (H, P, Q, I, D)*	7	6	5	4	0
Grade Level	6	5	4	3	0
Basic/Functional	4	3	2	1	0

* **H = Advanced Academic Courses**

P = Advanced Placement

Q = Pre-Advanced Placement

I = International Baccalaureate

D = Dual Credit (effective for students entering high school beginning in 2014-2015)

Weighted grade points (H/P/Q/I/D) may be awarded for only one course in each of the four core curricular areas (English, Mathematics, Science, and Social Studies) per year in grades 9-12. If a student exhausts all advanced courses in a subject prior to 12th grade, accommodations will be made to ensure 4 weighted courses are available.

Grade Point Average (GPA)

- Is determined by dividing the total grade points by the number of semester courses.
- Both grades, the failing grade and the retake grade, for courses repeated to regain credit are included in calculating the GPA.
- Only courses taken in high school during the regular school day will be counted for GPA purposes. This means such courses as original credit summer school courses, correspondence courses, and on-line courses not taken during the school day will count for credit but not for GPA. The only exception is for courses that have to be repeated due to failure, which are included in GPA regardless of setting.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

Class Rank and Grade Point Average (GPA) are calculated using the semester averages from ninth, tenth, eleventh, and first semester of the twelfth grade.

Grade Level Classification in High School

The number of credits required for classification purposes follows University Interscholastic League (UIL) guidelines. All students entering high school from middle school will be classified as 9th graders for the first year regardless of the number of high school credits earned in middle school or through credit by examination.

The following chart indicates the number of credits required for each grade level in high school.

9th Grade	0 state credits
10th Grade	5 state credits
11th Grade	11 state credits
12th Grade	17 state credits

In addition to the above, all students classified as seniors must be able to fulfill graduation requirements by the end of the school year (defined as August 1–July 31) in which they are classified as seniors, including summer graduation.

Graduation Ceremony

In order to participate in the graduation ceremony, each student must have met **all** graduation requirements, including passing all required courses and mastery of appropriate state assessments or approved alternate assignments.

Programs That Can Help Students Earn College Credit in High School

AP/Dual Credit/Dual Enrollment/IB

Knowing the difference between Advanced Placement, International Baccalaureate, Dual Credit, and Dual Enrollment courses will assist you in planning for both high school and college courses.

	Advanced Placement (AP)	Dual Credit (DC)	UT OnRamps Dual Enrollment (DE)	International Baccalaureate (IB)
Description	The AP program allows students to take college-level courses and to earn college credit or placement while still in high school.	Dual credit allows students to earn high school and college credit simultaneously by successfully completing Houston Community College Courses.	Dual Enrollment allows students to earn high school while potentially earning college credit while still in high school.	IB courses allow students to learn and practice globally minded thinking skills while participating in college level courses.
College Credit	College credit is awarded by individual universities based on the score of the AP Exam taken at the end of the course. Number of credit hours varies based on the course and the exam score.	High school and college credit is awarded when the student passes the course. Students can earn 3-college credit hours/course upon successful completion of course.	Students receive high school credit when they successfully complete the course. Students may elect to accept the 3 college credit hours if they qualify for and pass the college portion of the course.	College credit varies based on the scores received on each exam. Number of credit hours varies based on the course and the exam score. In addition, students who earn the full IB Diploma are awarded 24 college credits at Texas schools.
Teachers/Instructors	High school teachers trained by the College Board in their content areas.	Taught by college instructors and/or high school teachers who serve as adjunct HCC professors	A high school instructor teaches the high school course, and a college instructor of record leads the distance college course.	High school teachers trained by the IB teach IB courses in their content areas.
College/University Credit Acceptance	Accepted throughout the nation but check with individual college/ university for their AP exam score acceptance policy. Public Texas universities are required to award credit.	Guaranteed acceptance at Texas public institutions. Check with the individual college/university for academic requirements.	Guaranteed acceptance at any Texas public institution, and many private universities. Check with your individual college/university for academic requirements.	Accepted throughout the nation but check with individual college/ university for their IB exam score acceptance policy. Public Texas universities are required to award credit.
Location	AP courses are taught in the high school.	Dual credit courses are taught at the high school, or at the HCC campus.	UT OnRamps Dual Enrollment course are taught on the high school campus.	IB courses are taught in the high school.
Eligibility	Any student with appropriate pre-requisites may take AP courses.	Students must meet College Readiness Standards via the PSAT, SAT, ACT, or via a STAAR EOC waiver.	Open to students show high achievement, self-discipline, and who wish to experience college-level coursework	Any student with appropriate pre-requisites may take IB courses.
Cost	The course itself is free, but student pay for the AP exam. There are exam fee reductions for students with financial need.	Dual credit tuition fees are currently paid by SBISD.	OnRamps tuition fees are currently paid by SBISD.	The course itself is free, but students pay for the IB exam fees. There are exam fee reductions for students with financial need.
Textbooks	Textbooks are provided by SBISD.	Students are responsible for purchasing textbooks. <i>Some students may qualify for scholarship</i>	All OnRamps materials are accessed through Canvas, an online learning platform.	Textbooks and resources and provided by the school.
Impact on High School GPA	Core AP courses are weighted.	Core dual credit classes are weighted.	Core dual enrollment classes are weighted.	Core IB courses are weighted.
Testing	Students take the AP exam at the end of their course to try to earn college credit.	College credit is earned upon successful completion of the course.	Students may accept college credit upon successful completion of the course.	Students create IB assessments throughout their two year program. They sit for additional exams in May of their senior year. Passing scores on the suite of assessments allow students to earn college credit.

Advanced Placement

The College Board offers a series of exams called Advanced Placement Exams which may allow a student to earn college credit. Each college has its own criteria for awarding credit, so students should check their preferred colleges' catalogs and web sites.

Spring Branch ISD high schools offer both Advanced Academic Courses (AAC) (formerly Pre-AP) and AP courses to prepare students for the AP exams. The work level is more difficult and demanding than in Grade Level courses because they are designed to provide students with a college-level experience in high school. AAC and AP courses are awarded extra grade points, one per core subject area, with a maximum of four per year.

The following guidelines provide a profile of a student who typically experiences success in AAC/AP courses:

- Successful completion of prerequisite coursework.
- Current or previous successful performance in related area/course.
- 85th percentile or higher on the most recent standardized achievement test or other district-identified testing measure.
- Teacher recommendation.
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework.

Careful consideration should be made before enrolling in a AAC or AP course.

- Curriculum alignment and required reading vary between Grade Level and AAC/AP courses.
- If there is not an opening in a Grade Level class the same period, students may have schedule changes that affect other classes and experience teacher changes.
- The opportunities for a student to choose to exit a AAC/AP class are limited to the 1st formal grading period (six weeks or nine weeks) of the course. AAC and most AP courses are designed as full year courses. Students who enroll in these courses are required to complete both semesters of the course, unless they exit due to a grade of "D" or "F" (below 75) at the end of the first formal grading period or the end of the semester. Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus and office aide.
- Each campus will establish guidelines for when and how students can request to drop AAC/AP classes within the first formal grading period.
- Students should consider choosing to exit a AAC/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.
- If the student's grade in a AAC/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the AAC/AP course unless otherwise recommended by the building principal. Reassignment from an AAC/AP course to a Grade Level course will be recommended by campus personnel.
- For courses for which there are no grade level equivalents, students must have at least a "C" average to remain in the course at end of the 1st six weeks. The parent/guardian of a student with a "D" average who wishes the student to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.

GENERAL INFORMATION

- At any time when a student moves from grade level to AAC (formerly Pre-AP)/AP, grades will follow to the new class without conversion. These courses include:

Art: Studio Art AP, AP Art History

Foreign Language: Courses levels IV-VI

Mathematics: Statistics AP, Calculus AB, BC, Computer Science AP

Science: Environmental Science AP, Physics C, Biology AP, Chemistry AP Social

Studies: Euro History AP, Psychology AP (2nd semester only), U.S. History AP, Human Geography AP

GENERAL INFORMATION

Spring Branch Independent School District

AAC (formerly Pre-AP)/AP PARENT/STUDENT CONTRACT

This completed, signed contract must be submitted with your course selection form if you are choosing to enroll in Advanced Academic (AAC) or Advanced Placement (AP) classes.

Student Name:

School:

Parent Name:

Grade Level:

School Year:

Please mark each AAC/AP class in which you would like to be enrolled:

☐ English ☐ Math ☐ Science ☐ Social Studies ☐ Elective(s)

The purpose of the AAC/AP entrance and exit guidelines is to provide information to parents and students and to facilitate students' success in academically challenging courses. While AAC/AP courses are open to any student wishing to enroll, parents and students should consider the profile of students who typically experience success in AAC/AP courses. **The decision to enroll in AAC/AP courses ultimately rests with the parents and the students.** AAC/AP classes in Spring Branch Independent School District stimulate and challenge students to perform at an advanced academic level. Therefore, AAC/AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

Entrance Guidelines regarding AAC/AP Courses

We encourage students who are interested in the AAC/AP courses to enroll. The following guidelines provide a profile of a student who typically experiences success in AAC and AP courses.

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- 85th percentile or above on the most recent standardized achievement test or other district identified testing measure
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework

Exit Information regarding AAC/AP Courses

- The opportunities for a student to choose to exit an AAC/AP class are limited to the 1st formal grading period (six weeks or nine weeks) of the course. AAC and most AP courses are designed as full year courses. Students who enroll in these courses are required to complete both semesters of the course, unless they exit due to a grade of "D" or "F" (below 75) at the end of the first formal grading period or the end of the semester. Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus and office aide.
- Each campus will establish guidelines for when and how students can request to drop Pre-AP/AP classes within the first formal grading period.
- Students should consider choosing to exit an AAC/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.
- If the student's grade in an AAC/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the AAC/AP course unless otherwise recommended by the building principal. Reassignment from an AAC/AP course to a Grade Level course will be recommended by campus personnel.
- For courses for which there are no Grade Level equivalents, students must have at least a "C" average to remain in the course at end of the 1st six weeks. The parent/guardian of a student with a "D" average who wishes the student to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.

Spring Branch ISD takes pride in offering a strong curriculum in all courses. If a schedule change to a Grade Level class occurs, the student will continue to experience quality learning opportunities designed to effectively prepare him or her for high school and college curriculum.

I understand the entrance and exit guidelines pertaining to participation in AAC/AP courses in SBISD.

Student's Signature

Parent's Signature

Date

GENERAL INFORMATION

Distrito Escolar Independiente de Spring Branch

CONTRATO AAC (antes Pre-AP)/AP DE PADRES/ESTUDIANTES

Este contrato llenado y firmado deberá ser sometido con la forma del curso que hayas seleccionado si optas por inscribirte en las clases de Nivel Pre-Avanzado (AAC) ó Nivel Avanzado (AP).

Firma del Estudiante:

Escuela:

Firma del Padre:

Grado:

Año Escolar:

Favor de seleccionar cada clase de AAC/AP en la cual deseas registrarte:

☐ Inglés ☐ Matemáticas ☐ Ciencias ☐ Estudios Sociales ☐ Electiva(s)

El objeto de las reglas de entrada y salida del AAC/AP es para proveer información a los padres y a los estudiantes y para facilitar el éxito del estudiante en cursos académicos avanzados. Los cursos AAC/AP se ofrecen a cualquier estudiante que desee tomarlos, pero se recomienda que los padres y los estudiantes se fijen en el perfil de los estudiantes quienes típicamente tienen éxito en los cursos de AAC/AP. **La decisión de matricularse en los cursos AAC/AP al final es la responsabilidad de los padres y de los estudiantes.** Las clases AAC/AP en el Distrito Escolar Independiente de Spring Branch estimulan y retan a los estudiantes a un nivel académico avanzado. Por lo tanto, AAC/AP requiere que los estudiantes se comprometan a asignaturas de lectura y escritura analíticas más independientes dentro y fuera del salón de clases.

Reglas de Admisión a los Cursos AAC/AP

Animamos a los estudiantes que estén interesados en los cursos AAC/AP que se matriculen. Las siguientes guías proveen un perfil del estudiante que típicamente obtiene éxito en los cursos AAC/AP.

- Éxito en terminar los trabajos de clase pre-requeridos
- Presente o previo éxito en el desarrollo de cursos relacionados
- Obtener resultados iguales o más altos que el 85 por ciento más alto en el más reciente examen estándar de rendimiento escolar u otro examen identificado como medida en el distrito
- Recomendación del maestro(a)
- Se deben de considerar con cautela otras obligaciones como actividades extraescolares, empleo, servicio a la comunidad, actividades religiosas y tareas escolares

Información de Salida respecto a los Cursos AAC/AP

- Las oportunidades para que un estudiante pueda salir de una clase de AAC se limitan al final del primer período formal de calificaciones (seis o nueve semanas) del curso. Los cursos de AAC y la mayoría de cursos AP están diseñados como cursos de año completo. Será requerido que los estudiantes inscrito en estos cursos cumplan los dos semestres del curso, a menos que se habrán salido del programa por haber recibido un "D" o "F" en sus calificaciones (bajo de 75) al final del primer período formal de calificaciones o al final del semestre. Para dejar un curso con un grado de 75 o mayor requiere la aprobación del principal de la escuela y sólo se considerará después de repaso de atenuantes. En los casos en que los estudiantes son sacados del curso por bajas calificaciones o circunstancias atenuantes, las opciones de cursos de reemplazo se limitan a aquellas en las que hay espacio disponible y excluyen el curso fuera del campus y el asistente de oficina.
- Cada escuela establecerá pautas para cuándo y cómo los estudiantes pueden solicitar abandonar las clases AAC/AP, dentro del primer periodo de calificación formal.
- Los estudiantes deben de considerar salir de un curso AAC/AP si no mantienen cuando menos una "C" de promedio. Esta decisión requiere la aprobación del padre.
- Si al final de cualquier período formal de calificaciones (seis o nueve semanas) la calificación del estudiante en un curso Pre-AP/AP baja a menos de 70 (reprobando), se le dará de baja al estudiante del curso AAC/AP a menos que el director de la escuela tome otra decisión. El personal del plantel recomendará que el estudiante se reasigne de un curso AAC/AP a un curso a Nivel de Grado.
- Para cursos que no tienen equivalente de grado, el alumno debe tener un promedio de por lo menos una "C" para permanecer en el curso al final de las primeras 6 semanas. El padre de un alumno que tiene un promedio de "D" y gustaría permanecer en el curso debe firmar un documento donde dice que entienden que el alumno no tendrá la oportunidad de salir del curso hasta el fin del semestre.

Spring Branch ISD se enorgullece en ofrecer un curso de estudios sólido en todas las materias. Si un cambio de horario a clases de Nivel de Grado ocurre, el estudiante continuará con las oportunidades de enseñanza de calidad diseñadas para prepararlo efectivamente para el curso de estudios de la preparatoria y la universidad.

Me doy por enterado de las reglas de admisión y de salida referente a la participación en los cursos AAC/AP en SB/SD.

Firma del Estudiante

Firma del Padre

Fecha

Programs That Can Help Students Earn College Credit in High School

International Baccalaureate

The IB Diploma Programme (DP), IB Career-related Programme (CP), and Middle Years Programme (MYP) are offered at Westchester Academy of International Studies. They are demanding, rigorous programs of study that hold students to international standards. Major colleges and universities around the world readily accept the IB Diploma Programme. In some cases, students have earned enough college credits through the two-year schedule of courses to begin post-secondary studies as sophomores. All public universities in Texas award a minimum of 24 college hours for the IB Diploma. Each university has specific policies concerning awarding credit for IB courses, so please consult your prospective university for more details.

IB Courses are offered at two levels: Higher Level (HL) and Standard Level (SL). Both levels explore coursework in great depth and detail while providing a rigorous, broad and balanced curriculum. These courses are taught over a two-year period. In the fall of their senior year, students will declare the level for each class and take the subject-specific exams in May of their senior year. This distinction allows students to select classes which allow them to pursue areas of strength and interest while challenging them to “stretch” in areas that are more challenging. The end result is a well-rounded student with greater preparation for college coursework.

To earn the IB Diploma (DP):

- A student must successfully complete one course from each of six curriculum areas.
- Students must take a combination of either 3 Higher Level and 3 Standard Level courses or 4 Higher Level and 2 Standard Level courses.
- Students complete an Internal Assessment criteria for each of their courses during the course and sit for an External Assessment exam at the end of their 12th grade year.
- Students must accumulate 24 points for the IB diploma, with 12 points required at Higher Level.
- A final requirement is the completion of the following IB-specific coursework: Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service (CAS).

To earn the IB Career-related Programme Diploma (CP):

- A student must successfully complete a minimum of 2 IB courses (either Higher Level or Standard Level or a combo), sit for the exam, and earn a score of 3 or higher.
- Students must complete Internal Assessment criteria during the course and sit for an External Assessment exam at the end of their 12th grade year.
- A final requirement is the completion of the following IB CP-specific coursework: Personal and Professional Skills course, the Reflective Project, the Language Development Portfolio, and the Service Learning Portfolio.

If a student does not want to pursue either the IB Diploma or the IB Career-related Diploma, he/she may pursue completion of IB Certificates in selected classes. For example, a student may elect to take only IB English HL, IB History of the Americas HL, and IB Visual Arts HL. These three IB courses would be subject to the same testing and assessment which would result in IB Certificates, possibly earning college credit.

International Baccalaureate Middle Years Programme (IB MYP)—WAIS is an authorized school for the IB Middle Years Programme. IB Middle Years Programme schools share a common philosophy—a commitment to high quality, challenging, international education that WAIS believes is important for their students.

Programs That Can Help Students Earn College Credit in High School

Special Education/504 Accommodations in AAC (formerly Pre-AP), Advanced Placement (AP), and International Baccalaureate (IB) Courses

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in AAC, AP, or IB courses. While AAC/AP/IB courses are open to any student wishing to enroll, including special education and Section 504 students, counselors, parents, ARD or Section 504 Committees should be aware that these are high level academic classes and accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in AAC/AP/IB courses:

1. Special Education or Section 504 students must have equal opportunity to participate in AAC, AP, or IB courses in accordance with these guidelines.
2. While ARD Committees may wish to consider AAC, AP, or IB courses in connection with transition plans for students who will be attending college, ARD Committees and 504 Committees are not required to place students in AAC, AP, or IB classes unless they can be reasonably expected to be successful with the allowable accommodations described in these guidelines. If a parent chooses to enroll their student in a AAC, AP, or IB course, the ARD/504 Committee shall recommend accommodations in accordance with these guidelines.
3. Accommodations for Special Education and 504 students may not alter the content or academic standards of the AAC, AP, or IB course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimal auditory distractions
 - Encouragement for classroom participation
 - Large print, Braille/peer to read aloud
 - Behavior intervention plan
 - Assistive technology as defined by the committee
 - Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:
 - Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement
 - Any reduction of content or standards of the course
 - Reduced mastery

If the ARD Committee or Section 504 Committee does not believe that a student will be successful in a AAC, AP, or IB course, even with the allowable accommodations indicated above, it should notify the parents or the student, as appropriate, of its concerns and document them in the record of the ARD Committee or 504 meeting during which the matter is discussed. While the decision to enroll in a AAC/AP/IB class is ultimately to be made by the parent or student, the ARD or 504 Committee may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

Dual Credit/Dual Enrollment

A student may enroll in academic and/or technical courses for college credit before graduating from high school. Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. ***There is no limit on the number of credits a student may earn in this manner.*** Students may take up to two courses per semester unless limit is waived by the principal. The benefits of this program include:

- Earning 24-30 college hours while in high school
- Reducing time in college
- Preparation for a smooth transition to a college environment
- Less structured learning environment
- Substantial saving on college tuition

Dual Credit— Requirements

To qualify, a student must meet eligibility requirements:

- Submit scores from the Texas Success Initiative (TSI) or show exemption by way of SAT, ACT, PSAT, or STAAR End-of-Course (EOC) scores. Exemption scores are:
 - SAT:** Administered after March 5, 2016:
Evidence-Based Reading & Writing – 480+;
Mathematics – 530+
 - ACT:** English — 19 Mathematics — 19 Composite — 23
 - PSAT:** Reading & Writing – 460; Mathematics - 510
 - STAAR:** English II EOC — 4000+
- Students who do not meet exemptions for TSI will have to take the TSI assessment for placement in college level courses.

Some advanced coursework will require additional testing by IHE as a prerequisite.

Dual Credit—On Campus & Early College Program

Students may take Dual Credit courses if offered on their home campus or on the college campus as part of the SBISD Early College Program.

- Enroll online at Houston Community College through Apply Texas:
https://www.applytexas.org/adappc/gen/c_start.WBX
- Complete required paperwork – see your counselor
- If taking courses at the HCC Campus, students must submit an up-to-date meningitis vaccination record
- Purchase required textbooks – scholarships may be available

Dual Credit—Off Campus

Under special arrangements students may apply for high school credit for college coursework if the course is comparable to an approved course. The student obtains a list of essential elements of the course and takes it to the college department chair or professor, who checks those elements included in the college course.

GENERAL INFORMATION

TO APPLY TO SBISD for permission, a student will submit to the principal:

1. Written letter of application signed by student and parents/guardians requesting permission to satisfy high school course requirement with a college course;
2. List of essential elements as marked by college course professor;
3. A list of textbook(s) used in college course;
4. Course syllabus or any other available descriptive information;
5. Dates on which the course begins and ends.

Students may take Dual Credit courses if offered on their home campus or on the IHE campus as part of the SBISD Early College Program. Textbook scholarships may be available. Check with your counselor for details.

Dual Credit—Early College Program

SBISD also has a districtwide Early College Program in which students take college courses at HCC Northwest College at Spring Branch or, if attending Stratford High School, take HCC college courses at the high school campus. Please see your high school counselor for more information.

TO RECEIVE CREDIT for the course from SBISD, a student must provide a college transcript showing the numerical grade assigned. No credit will be granted for a failing grade. The grade assigned on the transcript will become the grade recorded on the student's high school transcript, but will not be used to determine class rank.

Dual Credit GPA Points

Weighted Grade Points will be given for grades earned in dual credit English, mathematics, science, and social studies.

Dual Credit Fees

SBISD dual credit students take their coursework free of charge. Students are still required to purchase textbooks and materials for their dual credit courses. Scholarships may be available on an individual basis.

Changing from Early College Program (ECP) Course

If the student withdraws from a dual credit or dual enrollment course before the end of the first high school grading period that semester, he/she should be placed in a similar class if at all possible. When a student transfers into a similar class, the student will be given an opportunity to complete assignments deemed appropriate by the receiving teacher to allow the student to earn a 70 for that reporting period. If the student withdraws and does not take another class, no grade will be posted to the transcript since the student did not complete the coursework for that semester. His/her college record will reflect the withdrawal.

If the student withdraws from a Dual Credit/Dual Enrollment course after the end of the first high school grading period, he/she will be required to restart the course. Online options may be available; otherwise, the student will restart the course during the next semester it is available. In this situation, no grade will be posted on the student's transcript. His/her college record will reflect the withdrawal. Students in this situation will be scheduled into study hall. Neither off-campus nor office aide will be options. Students participating in HCC Dual Credit may not drop the course after the official HCC drop date without having a failing grade appear on their HCC transcript.

HCC Dual Credit Courses

2021-2022

SBISD Course	SBISD Course Number	College Course	Early College Program	Weight	Campus-Based	College Credits
English III	EL13D A/B	ENG 1301/1302	AOC, MHS, NHS, SWHS, SHS, WAIS	Yes	SHS	3/3
English IV	EL14D A/B	ENG 1301/1302		Yes	MHS, SHS	3/3
	EL24D A/B	ENG 2322/2323				
US History	SS12D A/B	HIS 1301/1302		Yes	SHS	3/3
Government	SS217D	GOVT 2305		Yes		3
SS Topics	SS218D	GOVT 2306				3
Economics	SS227D	ECO 2301		Yes		3
Psychology	SST31D	PSYCH 2301				3
Sociology	SST32D	SOC 1301				3
Communications Applications DC	ELA51D	Speech 1311				3
Public Speaking	ELA51D	Speech 1315				3
Biotechnology I	CST11 A/B	BIO 1308/1309		Yes	MHS, SHS	3/3
College Transition	AD501D	EDUC 1300				3

Options available on a case-by-case basis.

Dual Enrollment

University of Texas OnRamps

Another option through which high school students can earn college credit is the OnRamps dual enrollment program through the University of Texas at Austin. OnRamps is an innovative dual-enrollment program that is coordinated through the University of Texas dedicated to preparing students for postsecondary success.

- Each course is taught using a hybrid delivery.
- Students meet university-level college readiness standards and have the opportunity to earn UT-Austin credit from a UT faculty member and high school credit from their local teacher.
 - * The high school grade includes all homework, projects, and tests assigned during the course.
 - * The college grade includes only those tests and projects included in the University's college course.
- All coursework credits earned can be applied to the Texas Common Core which are guaranteed to transfer to any Texas Public Institution.

The OnRamps student:

- Shows signs of maturity and responsibility
- Is self-disciplined
- Completes work on time or before work is due
- Has access and ability to utilize a computer
- Is able and willing to work independently
- Is able and willing to work collaboratively

OnRamps Courses 2021-2022

OnRamps Course	High School Short Description	High School Course Number	Weight	Campuses Offering 2019-2020	College Credit Awarded
English	ENG III DE	EL13E A/B	Yes	MHS, SHS	3 hours credit Fall and 3 hours credit Spring
English (same college class as Juniors; only for seniors who did not do Dual Credit/Enrollment English as juniors)	ENG IV DE	EL14E A/B	Yes	MHS	3 hours credit Fall and 3 hours credit Spring
U.S. History	US HIST DE	SS11E A/B	Yes	MHS, SHS, NBHS, SWHS	3 hours credit Fall and 3 hours credit Spring
Chemistry	Chemistry DE	SC216 A/B	Yes	SHS	Full year course. 4 hours credit award in Spring
Computer Science	COMP SCI 1 DE	TA31E A/B	No	SWHS	Full year course. 3 hours credit award in Spring
Statistics	STATISTICS DE	MT51E A/B	Yes	SWHS	
PreCalculus	PRE CAL DE	MT40E A/B	Yes	SWHS, NBHS	
Geo Science	EARTH & SP DE	SC81E A/B	Yes	SHS	
College Algebra	Algebra II DE	MT23EA/B	Yes	SHS	

DE = Dual Enrollment; all these courses are "D" course type

Other Learning Opportunities: Original Credit and Credit Recovery

We understand that students occasionally need opportunities to earn credit outside of the traditional classroom. Original and credit recovery options available to SBISD students are described below:

Virtual High School Courses

SBISD offers online courses for original credit and credit recovery. These courses are available

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide-range of courses through our partnership with APEX Learning. Most virtual courses are taught by SBISD teachers using APEX content and assessments developed specifically to meet Texas standards. Original credit courses offered during the school day must meet a minimum student enrollment number for the course to be provided.

Students interested in taking virtual courses in 2021-2022 will complete a virtual registration form during course selection. Additional opportunities to register for virtual classes will be available through the beginning of the fall semester.

Language Arts	Mathematics	Science
English I A/B English II A/B English III A/B English IV A/B AP English Language* AP English Literature* Creative Writing Media Literacy	Algebra I Geometry Algebra II PreCalculus Statistics AP Calculus AB* AP Statistics* Financial Mathematics	Biology IPC Chemistry Physics Environmental Systems AP Biology* AP Chemistry* AP Environmental Science* Earth and Space Science
Social Studies	Languages	Electives
World History World Geography U.S. History AP U.S. History* Economics U.S. Government AP Government* AP Macroeconomics* AP Microeconomics* AP Psychology* Multicultural Studies Psychology Personal Financial Literacy	Spanish I Spanish 2 Spanish 3 AP Spanish Language* French 1 French 2 Mandarin Chinese 1 Mandarin Chinese 2 German 1 German 2 Latin 1 Latin 2	Introduction to Business and Marketing Business Applications Principles of Business, Marketing, and Finance Principles of Health Science Principles of Information Technology Business Law Accounting Art Appreciation Health Foundations of Personal Fitness

**Original Credit Only*

Other courses may be available on request through our 3rd party providers, TxVSN and Fuel Education (a division of K12). These courses are tuition-based courses. Please consult your counselor if you are looking for a course not on this list.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

To explore further, please contact your counselor; or email learning@springbranchisd.com. [[Board Policies EHDE \(LEGAL\), \(LOCAL\); EHDD \(LEGAL\), \(LOCAL\)](#)]

Correspondence Courses

[Board Policy EHDE \(LOCAL\)](#): A student may earn a maximum of 1.5 high school graduation credits, or local credits, per semester through correspondence or virtual courses during any one school year. Students shall seek approval from the campus principal or designee to take additional correspondence or virtual coursework for credit during the summer months. Final culminating assessments for correspondence and virtual courses must be taken on District premises in the presence of a District administrator or designee. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

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

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. Correspondence courses, taken outside the normal course load as established by the home campus, are not included in the calculation of class rank or grade point average. Those courses taken within the normal course load are counted in the Grade Point Average and included in the calculation of class rank.
3. There is no limit to the number of correspondence courses allowed for repeat courses.
4. Any other exceptions based on STAAR End-of-Course-tested courses and/or graduation requirements must be approved by the principal.

Retake

Upon request, high school students may be allowed to repeat courses during summer school or the regular school year for which graduation credits have been earned previously.

The following guidelines shall apply:

1. These students shall be required to meet the same standards and course requirements established for the class.
2. Entries on a student's permanent record and transcript shall be made to indicate the following information about the repeated course:
 - a. Course title (with notation that the course had been passed previously); and
 - b. The numerical grade earned.

Grade points shall only be awarded for repetition of courses completed previously if a grade of 85 or less was first earned. Grade points earned previously for a repeated course shall remain a part of the record and shall also be used in computation of class rank.

Graduation credit may be awarded only once for passing the same course.

Credit by Examination (CBE)

CBE is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn state-approved credit per year. Students who receive original credit through examination for courses in which there is an associated STAAR End-of-Course exam are exempt from the associated STAAR End-of-Course exam. The credit awarded through examination serves as the credit for the exam to meet graduation requirements.

- **No prior instruction**—The student must score 80% or above on an approved criterion-referenced examination. SBISD administers these exams four times each year. Dates of these exams are set and advertised on the District website and at the campus. Applications will be available at the student's home school.
- **Prior instruction**—Includes:
 - * Courses studied in an independent homeschool program with documented curriculum and grades
 - * Courses taken at an accredited private school for which grades are not available
 - * Courses taken outside Texas for which the TEKS are not fully aligned

The student must score 75% or higher on a scale of 100. All exams are developed by a district-approved vendor. There is no fee for this process.

A student who has excessive absences or who has failed a course may not be permitted to earn or regain course credit through credit by examination unless so determined by the building principal, prior to testing.

Credit Recovery

Students who have failed classes needed for graduation have several options to recover the lost credits.

Retake Classes during the Regular School Day

Students have the option of retaking failed courses during the regular school day if sufficient room exists in their schedule. Students should work with the counselor to determine if this option is feasible.

Virtual Learning

Students can recover credit through self-paced virtual courses. These courses, provided by APEX learning, allow students to test out of curriculum and only focus on areas they still need to master. In many cases, computer lab time for these courses can be scheduled into the student's regular school day.

SBISD offers online courses for original credit and credit recovery. These courses are available:

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide-range of courses through its partnership with APEX Learning. Most virtual courses are taught by SBISD teachers using APEX content and assessments developed specifically to meet Texas standards. Original credit courses offered during the school day must meet a minimum student enrollment number for the course to make.

Summer School

Students may earn original credit or regain credits lost through summer school programs. For coursework or credit to be accepted, a student **must** receive permission from the home school principal or designee to attend any summer school program. A maximum of two credit units may be earned during summer school. (Fee requirement)

Extended Day

Some campuses may offer extended day opportunities. Students should check with their counselor for information regarding courses offered.

Houston Community College (HCC) Adult High School

Students may earn recovery credit by attendance at night or during the weekends at one of the HCC campuses. For coursework or credit to be accepted, a student **must** receive permission from the home school counselor or designee to attend. A maximum of two credit units may be earned at HCC. (Fee requirement)

Academy of Choice (AOC)

Academy of Choice provides programming for students who need opportunities to accelerate their learning in order to get back on track for a timely graduation. 9th and 10th grade students from any SBISD high school who have fallen behind on credits can attend classes in a smaller learning environment at Academy of Choice (AOC).

At AOC, students benefit from smaller class sizes, individualized academic support, and a dedicated mentor. AOC classes are offered on a nine-week accelerated semester delivered in four block classes per day, so students can earn credit in nine weeks opposed to the traditional eighteen-week semester. Students at AOC also have an opportunity to attend a special summer session at no cost in June to earn even more credits.

Students who attend classes at AOC have commented that they feel less overwhelmed due to smaller classes and increased support and more connected to their teachers and peers due to the small class size. 9th and 10th grade students who are interested in attending classes at Academy of Choice should speak with their counselor for more information.

Testing Information

STAAR End-of-Course (EOC) Assessments

EOC assessments are required for graduation in the following courses: English I, English II, Algebra I, Biology, and U.S. History. These assessments are taken in the spring semester of the year the course is first taken. If unsuccessful, students have additional opportunities to pass.

Armed Services Vocational Aptitude Battery Test

Students in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test at their campus and consult with a military recruiter. Please contact your campus counselor for schedule and information about this opportunity.

College Pathway/Entrance/Placement Exams

School Day Administrations

The Spring Branch ISD T-2-4 Initiative has as its goal to increase the number of students completing a technical certificate, military training, two-year degree, or four-year degree. This commitment to post-secondary readiness includes numerous opportunities for students to participate in college pathway assessments on campus during the school year, beginning in 8th grade.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT (known as the PSAT) is scheduled in October. It is administered at no charge to freshmen, sophomores, and juniors during the school day. In SBISD, the 11th grade administration of the test is also the qualifying exam for the National Merit Scholarship Program, the National Hispanic Recognition Program, and the National Scholarship Service for African-American Students. It covers critical reading, writing, and math skills, and is a valuable predictor for success in higher-level courses, for future SAT scores, and for success in college. Many scholarship and college applications ask for junior year PSAT scores. SBISD students in grades 9-11 take the PSAT as a predictor of future performance and as a guide to prepare for future administrations.

Home schooled 11th grade students in Spring Branch ISD may participate in the Saturday administration of the PSAT/NMSQT offered by the district.

SAT Reasoning Test (College Entrance Exam)

The SAT Reasoning Test is one of two college entrance exams required by most colleges and universities. The SAT tests verbal and mathematics reasoning skills, and writing ability. Scores range from 200 to 800 on each section. A score of 500 on each section is generally in the top 50%. The SAT is given on Saturdays about 7 times a year. Registration with the College Board is required about six weeks in advance.

<http://www.collegeboard.com/student/testing/sat/reg.html>

Advanced Placement (AP) Exams

The College Board AP exams are given once a year, in May, during the school day. Each three-hour exam covers college level content in a specific course. The tests consist of both multiple choice and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or better. Registration takes place in the fall (late September through early November) through the College Board AP Classroom student platform. Questions about registration can be directed to the campus Advanced Placement Coordinator.

Texas Success Initiative Assessment (TSI) Placement Testing

The State of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking any courses that count towards a college degree. Students may be exempt from TSI with specified scores on the SAT, ACT, or PSAT. Students are encouraged to check with the state college/university for specific placement testing requirements. Meeting TSI standards is also required for any dual credit classes.

GENERAL INFORMATION

International Baccalaureate (IB) Exams

IB Exams are given once a year in May of the student's senior year, during the school day. Each IB Exam is course-specific and college level. The exams consist of short answer, essay, document based questions, and stimulus response (multiple choice occurs on Paper 1 of the Science exams). Music, Theater, and Visual Arts exams require students to choose work that demonstrates growth proficiency in their field of art. Scores range from 1-7 with many public colleges awarding credit for scores of 4 or higher. Registration with the IB Coordinator takes place in October/early November of the senior year.

Saturday Administrations

Registration deadlines for the college entrance/placement tests are approximately six weeks prior to the test date. Although registration information is available in the counselor's office, registration is the **responsibility of the student**. To be admitted to the test site for Saturday administrations, students must present identification: drivers license, student ID (with picture), or a description of the student signed by a counselor. Fee waiver information for qualifying students may be obtained from the counselor.

ACT (College Entrance Exam)

The ACT is one of two college entrance exams required by most colleges and universities. The ACT tests skills in English, math, science, and reading. There is also a 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Those scores are combined into a composite score which also ranges from 1 to 36. A score above 20 is generally in the top 50%. The ACT is administered on Saturdays about 6 times a year. Registration with ACT is required about six weeks in advance. <http://www.actstudent.org>

SAT Subject Tests (College Entrance Exams)

The SAT Subject Tests are one-hour multiple-choice tests. They provide the opportunity for students to demonstrate mastery of specific subjects in the areas of English, history, mathematics, science, and languages. Some colleges and universities require specific exams for admission or placement, and some award credit for high scores. Scores range from 200 to 800, with credit consideration typically given for scores above 560. Students should register for these tests after completing the highest level courses in the subject areas. The SAT Subject Tests are given on Saturdays about 7 times a year. Up to three exams may be taken on the same day, but the SAT Reasoning Test may not be taken on the same day. Registration with the College Board is required about six weeks in advance. <http://www.collegeboard.com/student/testing/sat/reg.html>

Grade Level Information

Please refer to grade-level guides on the SBISD website under “looking ahead - Colleges + Career” for more detailed information. <https://www.springbranchisd.com/studentsfamilies/grade-level-guides>

NINTH GRADE—Class of 2025

Testing: STAAR End-of-Course exams; PSAT in October

Ninth Grade Timeline

- Take the most challenging classes you can handle. Ask for help, attend tutorials, and join study groups. Grades earned now directly impact your Grade Point Average (GPA). View GPA calculation procedures.
- Read for pleasure. Good readers make good thinkers.
- Get to know your advisors, teachers, principals, and counselors.
- Complete the Strengths Explorer assessment in Naviance, which helps identify talents and skills.
- In Naviance, start researching colleges and universities through “SuperMatch College Search”.
- Learn the difference between Dual Credit/Dual Enrollment, AP, IB, and courses you can receive college credit in junior year.
- Meet with your counselor to review the 4-year plan. Consider Endorsement options, future career goals, and post-secondary education plans.
- Do your best on the PSAT and review your results. This gives access to valuable information about college readiness.
- Become involved in extracurricular activities and clubs, as well as volunteer and community service opportunities outside the school. Participation helps develop communication, leadership, teamwork, and other great skills.
- Consider attending SBISD’s College Night and local college fairs to begin exploring colleges and universities.
- Begin building your resume in Naviance to keep track of volunteer activities, awards, etc. Colleges may ask for a resume or at least a list of activities since 9th grade.
- Research and apply to summer programs and internships that focus on career interest or particular subject areas.
- Schedule at least one official campus tour or information session at a college, university, or technical program during school breaks.
- Plan a productive summer: working, volunteering, attending camp, taking classes, etc.
- Take a serious look at your ability to pay for college and start researching financial aid options for college/university.

TENTH GRADE—Class of 2024

Testing: STAAR End-of-Course exams; PSAT in October

Tenth Grade Timeline

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Grades are one of the top things universities consider. View GPA calculation procedures.
- Get to know your new teachers. These teachers may be a good source for writing letters of recommendation.
- Set appropriate goals and a plan to accomplish those goals.
- Read for pleasure. Good readers make good thinkers.
- Do your best on the PSAT and review your results. This gives access to valuable information about college readiness.
- Take the “Career Interest Profiler” located in Naviance and review your results to consider possible career pathways.
- Meet with your counselor to discuss your college, career, and/or military readiness options.
- Check out Endorsement elective courses and plan for courses for which you can receive college credit your junior year.
- Update your four-year academic plan based on the courses you have completed and what courses you need/want to take.

GENERAL INFORMATION

- Narrow down extracurricular, volunteering, and community service activities to what interests you the most and stick with it. Decide what leadership roles you would like to consider.
- Consider attending SBISD's College Night and local college fairs to begin exploring colleges and universities.
- Start a savings account.
- Begin exploring college and university admissions requirements.
- Continue building your resume in Naviance.
- If you are considering Dual Credit courses, do your best on the Texas Success Initiative Test (TSI); check with a counselor.
- If you are considering the military, contact your counselor about military academies or ROTC scholarships.
- Research and apply to summer programs and internships that focus on career interest or particular subject areas.
- Plan when you should take the SAT or ACT.
- Schedule at least one official campus tour or information session at a college, university, or technical program during school breaks.
- Plan a productive summer: working, volunteering, attending camp, taking classes, etc.
- Take a serious look at your ability to pay for college and start researching financial aid and scholarship opportunities for college/university.

ELEVENTH GRADE—CLASS OF 2023

Testing: Required: STAAR End-of-Course exams; PSAT/NMSQT in October

Strongly Recommended: ACT in spring (necessary for college application process for fall of senior year); SAT retest in summer

Eleventh Grade Timeline

August

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Cumulative GPA by the end of junior year is the most important because it will be what colleges and universities look at during the admission review. View GPA calculation procedures.
- Get to know your new teachers. These teachers may be a good source for writing letters of recommendation.
- Meet with your counselor to determine what classes you should take to put yourself in a good position for college, career, and/or military readiness options. Check with your counselor to determine when to schedule your junior conference.
- Take on leadership opportunities in your extracurricular activities and stay involved.
- Check with your counselor to determine when the ASVAB test will be offered at your school.

September

- Start attending local college fairs and college rep visits at your school to begin exploring colleges and universities.
- Utilize Supermatch and College Search in Naviance to research colleges/universities and begin creating a prospective college list under the Colleges I'm Thinking About tab.
- Check to see when AP Exam registration will take place.

October

- Take the PSAT/NMSQT. NMSQT stands for National Merit Scholarship Qualifying Test. This test qualifies students for the National Merit Scholarship.
- Attend SBISD's College Night to continue exploring colleges and universities and start asking specific questions about deadlines, admissions, and scholarships.
- Register for your AP exams.

November

- Update your working resume.
- Create a list of your accomplishments.
- Review your high school T24 plan and make sure you are meeting your high school graduation requirements.
- Request materials from schools that interest you and visit their websites.
- Arrange official campus visits during breaks and long weekends.

GENERAL INFORMATION

December

- Compute your GPA if you have not done so already. View GPA calculation procedures.
- Read at least one book not related to classwork during the winter break.
- Make a list of teachers, counselors, and coaches you will ask to write a letter of recommendation. Some colleges/universities and scholarship applications require letters of recommendation.
- Start thinking about financial aid. Have a conversation with your parents or guardians about how much they can afford.
- Organize your spring SAT and/or ACT testing schedule. SBISD will offer the school day SAT in April, but consider taking the ACT as well and both more than once.

January

- Continue adding to your resume. Colleges will ask for a resume or at least a list of activities since 9th grade.
- Take a practice SAT and/or ACT to experience what it's like to take a test from beginning to end and to access areas in which you need to improve.
- Encourage your parents to file prior year Federal Income Tax return. The FAFSA is based on parent income taxes from the junior year.

February

- Ask for verification of community service and keep in your portfolio/folder.
- Research to see if universities of interest require SAT Subject tests.
- Start looking for scholarship opportunities, ask your counselor for resources.
- Meet with your counselor to decide on courses for your senior year. Consider Dual Credit, Dual Enrollment, or AP coursework.

March

- Do your best on the school day SAT. Take advantage of this opportunity to take the SAT at no charge.
- Research and apply to summer college programs or internships.
- Reach out to recommendation writers to confirm they will write you a letter. Provide them with your resume, brag sheet, essays, or any other information that they can use to better write your letter. Inform them they will receive a formal request via Naviance in May.
- Begin writing your personal essay for college applications and scholarships.

April

- Meet with your counselor to review the course selection and to check the progress of your 4-year plan.
- Remind parents the deadline to file prior year Federal Income Tax returns is April 15. Most parents are required to file in order to provide that information on the FASFA/TASFA.
- Inform your parents they will need to complete a brag sheet for you. Teachers and counselors require one for a letter of recommendation.

May

- Register to take both the ACT and/or SAT during the summer. Remember to select the colleges to receive your scores during registration.
- Study and take as many AP Exams as possible.
- Request Letters of Recommendation from the people you spoke to in March through Naviance.
- Check out websites for information about applications for financial aid, admissions requirements, and deadlines.
- Check for satellite offices for major universities and become acquainted with the local representatives.
- If you haven't done so already, visit at least one college, university, or technical program.

Summer

- Take the ACT and/or the SAT.
- Visit colleges and universities you are interested in. Take advantage of the virtual tours and admission presentations options.
- Explore career opportunities using Naviance and begin to narrow down majors.
- Get a calendar and keep track of post-secondary planning activities (application deadlines, local meet & greets, etc.).
- Update your resume and log of volunteer activities in Naviance.

GENERAL INFORMATION

- Check your portfolio and make sure you have your records in order with SAT and/or ACT scores, essays, resume, the record of your volunteer work, and record of your employment (if applicable).
- Prepare your college application carefully either at AppyTexas.org, or CommonApp.org. Follow the instructions, and **PAY CLOSE ATTENTION TO DEADLINES!**
- Have a productive summer: working, reading for pleasure volunteering, attending camp, taking classes, etc.

TWELFTH GRADE—CLASS OF 2022

It is **critical** that you and your parent/guardian carefully review the requirements for graduation and your transcript to ensure the proper classes are selected to meet graduation requirements. The counselor will work diligently with you to select the proper classes, but remember, your graduation is ultimately your responsibility. Opportunities to retake classes failed during the senior year are usually offered outside the school day.

Testing: Remember—all graduation requirements, including passing all parts of STAAR*, must be met before you can take part in the graduation ceremony.

Required: STAAR End-of-Course exams **Recommended:** SAT, ACT, Texas Success Initiative (TSI) assessment, AP, IB, SAT Subject Tests, if appropriate



By senior year, you need to have post-graduation plans and you need to make sure your selections adequately prepare you for your future plans.

- **College**—APPLY EARLY. Choose 3 to 5 schools: one dream school that may seem like a stretch, one sure thing, and several choices in between. Make sure you meet the admission requirements and are registered for the proper entrance exams. Do not wait until just before the deadline or you may be too late.
- **Technical school**—check with several to make sure they have the kind of training you are seeking. Compare their job placement rates and financial aid opportunities to determine which is your best choice.
- **Military**—talk to recruiters for several branches of the service. See which one offers you the best opportunities. Make an appointment to take the ASVAB and keep in touch with the recruiter of the branch you select.
- **Work**—make sure you have adequate job skills for a career with a future, not just a temporary job. See if the benefits plan offers incentives for further education.

Twelfth Grade Timeline

August

- Decide on a clear T24 plan. Whether the plan is to work full time, get training such as a vocational-technical school, Career College, or two or four-year college, or enlist in the military.
- Meet with your counselor early to discuss your plans, transcript requests, fee waivers, and letters of recommendation (2-week notice).
- Make sure that you have the required classes for your graduation plan and the college or university that you are planning to attend.
- Finalize your Colleges I'm Applying To list in Naviance - Consider choosing at least one "back up plan school" (a school that is guaranteed admissions, close to home, inexpensive). Choose several "target schools" (a school whose requirements match a student's academics). Choose at least one school that is a "reach school" (a school that is above student's academics, is highly selective, far from home, or expensive).
- Request Letters of Recommendation in Naviance.
- Update and add to your resume. Be sure to include all of your volunteer work and extracurricular activities.

GENERAL INFORMATION

- Request a fee waiver to take the SAT or ACT if you are on free or reduced lunch.
- Continue to work on your college applications. Link your Common App in your Naviance account. Request transcripts for each application in Naviance.
- Be sure to ask your registrar, counselor, and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (transcript, letters of recommendation, etc.) utilizing Naviance.
- If you are having difficulty paying for college application fees see your counselor about getting a fee waiver
- Visit local colleges, universities, or technical schools. Try to go while classes are in session for a real feel for the culture.

September

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Although colleges and universities make a decision based on junior year GPA, senior year grades still matter. Some schools ask for a mid (senior) year transcript.
- Keep a calendar with important deadlines posted for easy visibility.
- Research school-specific deadlines for scholarships, financial aid, honors, or other school-specific programs. Be sure you are applying for academic scholarships for the schools on your college list.
- Register for and take SAT and ACT, and SAT Subject Tests, or any other exams required for admission to the colleges to which you are applying if you have not done so.
- If you will be applying for financial aid with the FAFSA, set up an FSA ID (one of your parents will need one too). Start gathering information to complete the FAFSA. It opens on October 1st.
- Check to see if you will need to fill out a CSS/Financial Aid Profile for the Common App.
- Find out when college reps will be coming to your school. Attend visits with schools on your list throughout the semester.

October

- Complete your FAFSA or TASFA. Beginning with the class of 2022, all students will be required to complete either FAFSA or TASFA.
- Attend SBISD's College Night and meet the college representatives who may be reviewing your application for admission.
- Check that you are scheduled to graduate at the end of the year.
- Finalize portfolios, audition tapes, or other evidence of talent if required by admissions.
- Follow up with teachers or counselors who will be writing letters of recommendation for you.
- Register for your AP exams.

November

- Work on getting all applications or materials submitted before the deadline.
- Males need to complete their Selective Service registration, which is required by males age 18-25 to receive financial aid. See your counselor for details.
- Verify that the college admissions office has all your paperwork.

December

- Finalize admissions applications.
- Watch for messages from colleges or universities.
- Research deadlines for housing, orientation, or other school-specific programs for schools on your college lists.

GENERAL INFORMATION

- Check for other scholarship opportunities in the counselor's office, websites, etc.: complete and submit application forms before the deadline.

January

- Stay active in activities and continue doing well in classes. Depending on your T24 plan, schools may ask for a mid-year transcript or mid-year report.
- Keep an eye out for scholarships. Check the Scholarship section in Naviance consistently. Many scholarships have deadlines around this month and the next couple of months.

February

- Visit the school or technical programs you are interested in or visit with the military recruiter for the branch you are considering.
- Check on deadlines for programs you are applying to.
- Double-check with financial aid offices to make sure all paperwork has been received.
- Check AP Examination dates.

March

- Continue attending college sessions hosted at your school.
- Continue to apply for scholarships.
- You should receive acceptance letters and financial aid offers by mid-March to April. Compare award letters and the cost of attendance to help in decision-making. Report all awarded scholarships to your counselor even if you do not plan on accepting them.
- Complete your housing application for the school you will be attending if applicable.

April

- You should receive acceptance letters and financial aid offers by mid-March to April. Compare award letters and the cost of attendance to help in decision-making.
- Review your FAFSA Student Aid Report (SAR).
- Review the financial aid packages offered by different universities. Remember that you have a choice regarding what you will accept and what you will decline. Work with your parents through this process. Be ready to commit by May.
- Report your scholarship awards to your counselor for recognition during the awards night.

May

- Whether you are attending a 4-year, 2-year, technical school, or the military, confirm your decision. Many schools require a formal acceptance of your spot, a deposit, or registration for orientation. If it's the military, you may need to ensure you are on track for enlistment.
- Communicate with other schools or programs that you are not planning to attend.
- Complete the senior Exit Survey in Naviance.
- You must submit the name address where your final school transcript should be sent, this includes 2-year and 4-year colleges, universities, and military enlistment.
- Students who take AP exams should select their college/university to receive their scores.
- Review your financial aid package; determine if you will need additional monies for college.

Summer

Post-Secondary Students

- Ensure your final transcript was sent to the school you plan on attending.
- Check your financial aid status, provide any missing documents, sign any required forms, accept or decline financial aid awards.
- Submit your shot records to their school.
- If you are attending school in-state ensure your TSI (Accuplacer) scores are sent to your school.

GENERAL INFORMATION

- Attend summer orientation.
- Meet with a college academic advisor to know what classes to sign up for.
- Register for Fall classes.
- Ensure you understand payment deadlines and consequences. Classes are automatically dropped when tuition bills are unpaid at the deadline.
- If you plan on living on campus, ensure housing is reserved and any missing documents have been submitted.

Military Students

- Meet with the family to create a plan for handling bills, collecting mail, and dealing with bank accounts in your absence.
- Maintain your physical fitness to prepare for boot camp/basic training.
- Maintain contact with your recruiter to ensure knowledge of departure date, packing list, and prohibited items.

Planning for Your Future: Helpful Web Sites

Check out these websites...

TEST REGISTRATION AND PREPARATION

http://www.collegeboard.org/	Register for the SAT I and SAT II. Do college and financial aid searches.
www.act.org	Online registration for ACT.
www.Schmoop.com	Log in to Schmoop with your SBISD Google credentials
www.khanacademy.org/sat	Free SAT preparation through a college readiness partnership with College Board and Khan Academy

INTEREST INVENTORIES AND CAREER INFORMATION

texascareercheck.com	Students can search for careers, salaries, and expenses.
texasrealitycheck.com	Texas Reality Check will show you how much money you will need to afford the lifestyle you want
texasoncourse.org	Resources by grade level for students and families

COLLEGE SEARCHES AND APPLICATIONS

www.commonapp.org	Common application for over 200 private colleges and universities with complete instructions for applying online.
www.applytexas.org	The Application for Freshman Admission to Texas Public Colleges. Most colleges prefer this application and for it to be completed and submitted online.
www.coalitionforcollegeaccess.org	The Coalition is a diverse group of more than 140 distinguished colleges and universities committed to making college a reality for all high school students through free online planning tools that help students prepare for and apply to college.
www.zeemee.com	Allows you to create a list of schools that meet your preferences for size, geography, areas of study, and student body. Link to the home pages of many universities and email the colleges' admissions offices for more information.
www.bigfuture.collegeboard.org	Search for colleges using your defined criteria.
www.nces.ed.gov/ipeds	Search for a school by name, location, program, degree offerings, or a combination of criteria.
www.collegeforalltexans.com	Here is everything a Texan needs to know about preparing for, applying for, and paying for college or technical school.
https://collegescorecard.ed.gov	Find the college that's the best friend for you!
https://www.naviance.com	Helps students be better prepared for attending college and preparing for a career. Naviance Family Connection includes scholarship directory.

GENERAL INFORMATION

FINANCIAL AID AND SCHOLARSHIPS

www.fafsa.ed.gov

The Free Application for Federal Student Aid. Title IV codes. This is the one application for need- and non-need-based aid, such as grants and loans.

raise.me

As early as freshman year students can begin earning “micro-scholarships” to pay for their higher education for high school accomplishments like taking certain classes, earning certain grades, and participating in certain activities.

myredkite.com

Red Kite Matching Engine searches through \$20 billion in scholarships to find opportunities that best fit a student’s profile and allows students to compare costs between college and universities and track the scholarship and loan applications.

cssprofile.collegeboard.org/

The College Board utilizes CSS/Financial Aid Profile to award aid using similar information as is required on FAFSA.

fsaid.ed.gov

At this site you can create your FAFSA ID number.

www.studentaid.ed.gov

Federal student financial aid information from the U.S. Department of Education. Includes texts of Funding Your Education, and Student Guide, which is a comprehensive description of the federal student aid programs.

collegeforalltexas.com

Texas Application for State Aid (TASFA) awards eligible non-citizens and DACA students state financial aid.

SELECTIVE SERVICE

sss.gov

All males 18-25 must register for the selective service. Register online at this site.

HELPFUL WEBSITES

TEA Understanding Credentials in Texas: Certificates & Certifications:

<https://reportcenter.highered.texas.gov/reports/data/understanding-credentials-in-texas-certificates-certifications/>

This handout aims to clarify the important differences between the terms certificate and certification. Mistakenly, these two terms often are used interchangeably across higher education, K-12 and workforce sectors.

Texas Workforce Commission: <https://www.twc.texas.gov/>

Texas Workforce Commission (TWC) is the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas. TWC strengthens the Texas economy by providing the workforce development component of the Governor's economic development strategy. Texas boasts an incredibly skilled workforce ready to attract enterprise to the Lone Star State. By focusing on the needs of employers, TWC gives Texas the competitive edge necessary to draw business here.

Skyward Family Access, a password-protected site, provides both parents and students access to course grades, homework, attendance, and other data. Visit www.springbranchisd.com, click on “Students and Families,” and locate Naviance.

SBISD Technical Certifications

Endorsement	Cluster	Pathway	Certification
Business and Industry	Agriculture, Food and Natural Resources	Animal Science	Certified Veterinary Assistant Level 1 (Must complete a 400-hour internship before graduation)
		Plant Science	Texas State Florists' Association High School Floral Design Certification, Texas Hunter Education Certification
	Architecture and Construction	Architectural Design	Autodesk AutoCad Certified User, Autodesk REVIT Architecture Certified User
		Construction Technology	OSHA General 10 Hour Certification, NCCER Core Certification, NCCER Carpentry I Certification
		Electrical Technician	OSHA General 30 Hour Certification, Electrical Technology Commercial Level 1 Certificate, NCCER Core Certification, NCCER Electrical Level 1, Scissor Lift Operator Certification, Red Cross First Aid/CPR
	Arts, Audio/Video, Technology & Communications	3D Animation	Autodesk Maya Certified User
		Commercial Photography	Adobe Photoshop Certified Associate
		Filmmaking	Apple Final Cut Pro
		Graphic Design	Adobe Illustrator and InDesign Certified Associate
		Design & Multimedia Arts	Adobe Certified Associate Certificates
	Business, Marketing and Finance	General Business	Microsoft Office Specialist and Expert
		Entrepreneurship	Microsoft Office Specialist and Expert, Entrepreneurship and Small Business
		Finance	Microsoft Office Specialist and Expert, QuickBooks Certified User
	Hospitality and Tourism	Culinary Arts	ServSafe Food Handler, ServSafe Food Manager
	Information Technology	Information Technology Support and Services	CompTIA A+ Certification
	Manufacturing	Welding	American Welding Society D1.1 and D9.1 Welding, NCCER Core Certification

GENERAL INFORMATION

Endorsement	Cluster	Pathway	Certification
Public Services	Naval JROTC	NJROTC	Potential Advanced Pay Grade Upon Enlistment After Completing 2+ Years; First Aid/CPR/AED Certification
	Education and Training	Education and Training	Texas Educational Aide I Certificate
	Health Science	Healthcare Practitioner	AHA Heartsaver CPR, AHA Basic Life Support (BLS) OSHA 10 hour certification,
		Patient Care Technician	AHA Heartsaver CPR, AHA Basic Life Support (BLS) OSHA 10 hour certification, Certified Patient Care Technician, Certified EKG Technician, Phlebotomy Technician
		Pharmacy Technician	AHA Heartsaver CPR, AHA Basic Life Support (BLS) OSHA 10 hour certification, Certified Pharmacy Technician (CPhT), National Sterile Products (IV) Certification
	Human Services	Cosmetology	TDLR Cosmetology Operators License
	Law, Public Safety, Corrections & Security	Law and Criminal Justice	Non-Commissioned Security Officer Level II
STEM	Science, Technology, Engineering and Math	Cybersecurity	CompTIA A+, Networking+, Security+
		Engineering	OSHA 30
		Programming and Software Development	MTA: Introduction to Programming using Python, MTA Introduction to Programming Java or Java Script

Graduation Program – Overview

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high school beginning in the 2014-2015 school year.

The program contains:

- A 22-credit Foundation Plan which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses

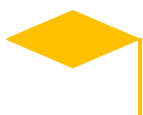
Foundation Plan (22 credits)

English (4 credits)	English I	English II	English III	An advanced English course
Mathematics (3 credits)	Algebra I	Geometry	An advanced math course	
Science (3 credits)	Biology	Integrated Physics & Chemistry or an advanced science	An advanced science course	
Social Studies (3 credits)	W. History or W. Geography	U.S. History	U.S. Government (.5 credit)	Economics (.5 credit)
Languages other than English (2 credits)	2 credits in the same language	or 2 credits from Computer Science I, II, or III		
Physical Education (1 credit)	Fine Arts (1 credit)	Electives (5 credits)		

Foundation Plan with Endorsements (26 credits)

Spring Branch ISD encourages every student to graduate with at least one endorsement.*

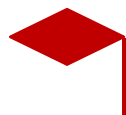
Select an endorsement below to view specific graduation requirements:



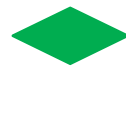
[STEM](#)



[Business/Industry](#)



[Public Services](#)



[Arts/Humanities](#)



[Multidisciplinary](#)

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement	Performance Acknowledgments
• Foundation Program requirements	• dual credit course
• 4 credits in mathematics including Algebra II	• bilingualism and biliteracy
• 4 credits in science	• PSAT, ACT's PLAN, SAT, or ACT
• at least 1 endorsement	• Advanced Placement or International Baccalaureate exam
	• earning a nationally or internationally recognized business or industry certification or license

* A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at anytime.

* A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Science, Technology, Engineering, and Mathematics (STEM) Endorsement 26 Credits

In order to earn a Science, Technology, Engineering, and Mathematics (STEM) Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit requirements to earn a minimum of 26 total credits.

General Course Requirements

18 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 3 credits Mathematics – Algebra I, Geometry, and Algebra II
- 4 credits Science – Biology, Chemistry, Physics, and one advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

1-6 credits (depending upon pathway selected)

Select one of the options below.

Computer Science	4 credits
Mathematics	2 additional advanced mathematics credits beyond Algebra II
Science	1 additional advanced science
Career & Technical Education	Engineering

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Business & Industry Endorsement 26 Credits

In order to earn a Business & Industry Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

4-6 credits (depending upon pathway selected)

Select one of the options below.

Language Arts Electives	4 ELA elective credits with 3 levels in the same area
Career & Technical Education	Agriculture, Food & Natural Resources
	Architecture & Construction
	Arts, A/V Technology & Communications
	Business, Finance, & Marketing
	Hospitality & Tourism
	Information Technology
	Manufacturing

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

GRADUATION REQUIREMENTS

Public Services Endorsement 26 Credits

In order to earn a Public Services Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

4-6 credits (depending upon pathway selected)

Select one of the options below.

Navy Junior Reserve Officers Training Corps (NJROTC)	4 credits
Career & Technical Education	Education & Training
	Health Science
	Human Services
	Law, Public Safety, Corrections & Security

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Arts & Humanities Endorsement

26 Credits

In order to earn an Arts & Humanities Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

2-3 credits (depending upon pathway selected)

Select one of the options below.

English Electives	3 credits beyond English IV
Fine Arts	3 additional credits beyond the one required credit
Languages Other Than English (LOTE)	2 additional credits beyond the two required credits
Social Studies	2 additional credits beyond the three required credits

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

GRADUATION REQUIREMENTS

Multidisciplinary Endorsement 26 Credits

In order to earn a Multidisciplinary Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

4 credits English – ELA I, II, III, & English IV

4 credits Mathematics – Algebra I, Geometry, and two math, at least one of which is an advanced math course

4 credits Science – Biology and either Chemistry or Physics, and two additional science, at least one of which is an advanced science course

3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics

2 credits in same Language Other than English

1 credit in Physical Education

1 credit in Fine Arts

Pathway Requirements

1-4 credits (depending upon pathway selected)

Select one of the options below.

Four by Four	1 additional credit beyond the three required credits of Social Studies
Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit	May be a combination of: English Mathematics Science Social Studies Economics Languages Other than English Fine Arts

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Course Descriptions

English Language Arts

- Note:**
- Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).
 - Memorial High School, Stratford High School, Westchester Academy for International Studies, and Academy of Choice subscribe to turnitin.com, an anti-plagiarism website. The English department uses this website to identify plagiarism in students' written products.
 - Some courses may be used as a 4th English Language Arts course under Foundation Graduation Plan. These courses are designated Advanced English. Consult your IHE to ensure these courses meet their admission criteria.

<p>English I MHS, NHS, SWHS, SHS</p> <p>English I students develop and refine their literacy skills. Following writing processes, students will plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse American, British, and world literature. These teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL112 A/B Credit: 1.0</p>
<p>English I AAC (formerly Pre-AP) - MHS, NHS, SWHS, SHS, WAIS</p> <p>English I AAC is a fast-paced, rigorous Language Arts program designed to study and practice the skills needed for success in AP or IB English. Students who take this course are expected to grasp concepts quickly and be independent learners with strong reading and composition skills. On-going and extensive readings and writing assignments are aimed at developing higher-level analytical, creative, and problem solving skills, along with a sharpened awareness of one's self and his/her place in the world. Students read multiple genres, learn literary forms, and analyze literature through close reading, both in and outside the classroom. They will refine composition skills including open-ended responses. Students will also listen to, present, and interpret oral and visual representations.</p>	<p>EL111 A/B AAC Course Prerequisite: AAC Guidelines Credit: 1.0</p>
<p>English II MHS, NHS, SWHS, SHS</p> <p>English II students increase and extend their literacy skills. Following writing processes, students will craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse world literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL122 A/B Credit: 1.0</p>
<p>English II AAC (formerly Pre-AP) MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is designed for strong readers with proficient composition skills. In addition to acquiring all of the English II knowledge and skills, students will be routinely challenged by close reading and literary analysis of complex texts. The reading pace is rigorous, and much of it is completed outside of class. Writing assignments include timed writings and writings using the writing process including documented essays. A major goal of this course is to develop the student's analytic skills in reading and writing.</p>	<p>EL121 A/B AAC Course Prerequisite: AAC Guidelines Credit: 1.0</p>

English Language Arts

<p>English III MHS, NHS, SWHS, SHS</p> <p>English III students increase and extend their literacy skills. Following writing processes, students will plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse American literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL132 A/B Credit: 1.0</p>
<p>AP English III MHS, NHS, SWHS, SHS</p> <p>This course prepares students for the Advanced Placement Language and Composition Examination through rigorous analysis of texts and practice of writing in various modes. Student respond to essays, speeches, novels, short stories, and poems from a variety of periods and rhetorical contexts. This class is commensurate with college freshman English. Students are expected to sit for the national AP English Language and Composition Exam in May. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html</p>	<p>EL139 A/B AP Course Prerequisite: AP Guidelines Credit: 1.0</p>
<p>English III Dual Credit/Dual Enrollment Campus-based and Early College ENGL 1301/1302 MHS, NHS, SWHS, SHS, WAIS</p> <p>A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. The second semester (1302) is a more extensive study of the skills introduced in ENGL 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis.</p>	<p>EL13D A/B EL13E A/B Dual Credit Prerequisite: Dual Credit/ECP Criteria Credit: 1.0 (0.5 per semester)</p> <p>Check with your counselor to determine which option is available on your campus.</p>
<p>IB English III/IV SL and HL WAIS</p> <p>English III/IV IB at WAIS consists of a two-year program designed to prepare students to be successful in college. Students prepare for the IB battery of oral and written assessments as part of the language requirement for gaining an IB diploma. They view literature from the dual perspectives of readers and writers, and are exposed to a variety of texts representing different cultures and time periods. Students write in a variety of modes for different purposes. In accordance with the charter of WAIS, student exposure to world literature and thought prepares students to interact within and positively impact our global society.</p>	<p>III: EL17I A/B (SL) EL19I A/B (HL) IV: EL18I A/B (SL) EL20I A/B (HL) Credit: 2.0 Advanced English (EL18I, EL20I)</p>
<p>English IV MHS, NHS, SWHS, SHS</p> <p>English IV students increase and extend their literacy skills. Following writing processes, students plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse British literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL142 A/B Credit: 1.0 Advanced English</p>
<p>AP English IV MHS, NHS, SWHS, SHS</p> <p>This college level course prepares students for the complexity of thought required by the AP English Literature and Composition exam. The course prepares students for college-level reading, writing, and independent thinking. Students read and analyze culturally and critically important texts inside and outside of class. Students analyze style, structure, and meaning in a variety of genres and time periods with emphasis on British and world literature. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html</p>	<p>EL149 A/B AP Course Prerequisite: AP Guidelines Credit: 1.0 Advanced English</p>

English Language Arts

<p>English IV Dual Credit/Dual Enrollment ENGL 1301/1302 MHS, NHS, SWHS, SHS, WAIS</p> <p>Students are given the opportunity to earn six semester hours of college credit in English 1301 and English 1302 (Composition I and II) while also addressing the English IV standards. Students compose a variety of essays incorporating analytical thinking, appropriate strategies for purpose and audience, and correct manuscript form through rigorous revision. Each semester, two essays must be written in class under an instructor's supervision. Students will write at least 5000 words each semester. In the second semester, students will focus specifically on strategies for successful argumentation.</p>	<p>EL14D A/B EL14E A/B Prerequisite: Dual Credit Criteria Credit: 1.0 Advanced English</p>
<p>English IV Dual Credit/Early College ENGL 2322/2323* MHS, NHS, SWHS, SHS, WAIS</p> <p>A critical study of major British writers from the Anglo-Saxon period through the eighteenth century. The second semester includes a critical study of major British writers of the nineteenth and twentieth centuries. This course requires substantial reading and research. <i>*For students who have completed English 1301/1302.</i></p>	<p>EL24D A/B Dual Credit Prerequisite: ENGL 1301/1302* Credit: 1.0 (0.5 per semester) Advanced English</p>
<p>College Preparatory Reading and Writing MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is offered for students in the 12th grade as an alternative to the Texas Success Initiative (TSI) Assessment or other college readiness measures. Students who enroll in this course will follow the Student Learning Outcomes for Houston Community College (HCC) Developmental Integrated Reading and Writing. Students will also successfully write three essays: expository, persuasive, and critical analysis. College Preparatory Reading and Writing course credit at HCC will be awarded when the student scores a 3 or greater on each of the assigned essays and earns a 75 each semester. Successful completion of both semesters and all HCC course guidelines waives the TSI reading and writing assessment requirement. (HCC INRW 0420)</p>	<p>EL250 A/B Prerequisite: must be senior in high school Credit: 1.0 Advanced English</p>
<p>ESOL I: English for Speakers of Other Languages MHS, NHS, MHS, SWHS, SHS</p> <p>This class is for the non-English speaking student who needs to learn basic survival English in listening, speaking, reading, and writing. Students will learn how to carry on a conversation as well as write essays and read short stories. Meets state English requirement for eligible students.</p>	<p>EL116 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>ESOL II: English for Speakers of Other Languages MHS, NHS, MHS, SWHS, SHS</p> <p>This class is for the non-English speaking student who needs to learn basic survival English in listening, speaking, reading, and writing. Students will learn how to carry on a conversation as well as write essays and read short stories. Meets state English requirement for eligible students.</p> <p><i>*English ESOL I and ESOL II are offered for students whose primary language is a language other than English. Placement is based on an English language fluency assessment and LPAC decision. A maximum of two years of English credit through ESOL may be counted towards graduation requirements.</i></p>	<p>EL126 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>Reading I: Reading for Speakers of Other Languages MHS, NHS, SWHS, SHS</p> <p>Non-English-speaking students are offered instruction in word recognition, comprehension strategies, and vocabulary. They are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All these strategies are applied in texts that cross the subject fields.</p>	<p>EL416 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>

English Language Arts

<p>Reading I and II Sheltered: Reading for Speakers of Other Languages NHS, SHS</p> <p>ESL (ELL) students are offered instruction in word recognition, comprehension strategies, and vocabulary. They are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All strategies are applied in texts that address various content areas.</p>	<p>I: EL415 A/B II: EL425 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English I Sheltered NHS, SHS</p> <p>Students enrolled in this course will study the same skills as English I with additional support provided as needed. The emphasis is on increasing and improving students' reading, writing, listening, and speaking skills, so students may be successful in English II.</p>	<p>EL115 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English II Sheltered NHS, SHS</p> <p>Students enrolled in this course will study the same skills as English II with additional support provided as needed. The emphasis is on increasing and improving students' reading, writing, listening, and speaking skills, so students may be successful in English III.</p>	<p>EL125 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English III Sheltered SHS</p> <p>Students enrolled in this course will study the same skills as English III with additional support provided as needed. The emphasis is on increasing and improving students' reading, writing, listening, and speaking skills, so students may be successful in English IV or another 4th English option.</p>	<p>EL135 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English Language Development and Acquisition I, II MHS, NHS, SWHS, SHS</p> <p>This course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains and addresses their cognitive, linguistic, and affective needs. Co-requisite courses: ESOL I or ESOL II</p>	<p>EL106 A/B EL107 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>

Language Arts Electives

<p>Creative Writing NHS, SWHS, SHS, WAIS</p> <p>Creative writing is a course designed to allow students to write creatively in chosen genres. The first half of the course is a survey of various literary genres: fiction, cartoons, screenplays, poetry, plays. The second half is devoted to writing within a writing workshop setting, where students share their work with the class and revise. Students are able to write in whatever genre they prefer and will be encouraged to publish their work in outside publications as well as in a school publication created by members of the class.</p>	<p>EL232 A/B Credit: 1.0 FP4</p>
<p>Practical Writing Skills NHS, WAIS</p> <p>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.</p>	<p>EL212 A/B Credit: 1.0</p>
<p>Reading I, II, III NHS, SWHS, WAIS</p> <p>Reading I, II, III offer students reading instruction to navigate academic demands successfully as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.</p>	<p>I: EL412 A/B II: EL422 A/B (SWHS) III: EL432 A/B (SWHS) Credit: 0.5–3.0 Type: Elective—may be required based on test scores</p>
<p>Literary Genres SWHS, WAIS</p> <p>Students will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. They will discover how well-written literary text can serve as models for their own writing. Students will respond to oral, written, and electronic text to connect their knowledge of the world.</p>	<p>EL242 A/B Credit: 0.5 each Advanced English</p>
<p>Photojournalism MHS, SWHS, SHS</p> <p>Students enrolled in Photojournalism are expected to plan, interpret, and critique visual representations, and carefully examine their own products for publication. Students study legal and ethical considerations that impact photography. Students also refine and enhance their journalistic skills, especially caption writing and interviewing. Camera basics are also addressed. A lab fee may apply to this course. <i>Requirements: A digital camera.</i></p>	<p>ELA302 ELA302 A/B Credit: 0.5-1.0 Requirements: digital camera</p>
<p>Journalism MHS, NHS, SHS</p> <p>Provides the student with the background and fundamentals of journalism including writing each of the four journalistic styles, history and legalities of journalism, graphic design and layout, desktop publishing and computer technology and use of Adobe InDesign and Photoshop. This course is a prerequisite for anyone desiring to apply for a reporter/writer/designer/editor position on the school yearbook or newspaper staff.</p>	<p>EL322 A/B Credit: 1.0</p>
<p>Advanced Journalism— Newspaper Production I, II, III MHS, NHS, SHS, SWHS</p> <p>Available for sophomores through seniors interested in planning, financing, and implementing the writing, editing, and producing of a newspaper using current computer technology. Courses must be taken sequentially.</p>	<p>I: EL332 A/B II: EL342 A/B III: EL352 A/B Credit: 1.0 Newspaper III—Advanced English</p>

Language Arts Electives

<p>Advanced Journalism— Yearbook Production I, II, and III MHS, NHS, SWHS, SHS, WAIS</p> <p>Available for sophomores through seniors interested in planning, financing, and implementing the writing, editing, and producing of the yearbook using current computer technology. Courses must be taken sequentially.</p>	<p>I: EL362 A/B II: EL372 A/B III: EL382 A/B Credit: 1.0 Yearbook III—Advanced English</p>
<p>Independent Study Journalism MHS, SHS</p> <p>Course designed for the highly-motivated, self-directed student who wishes to study in-depth photography, computer pagination, or layout.</p>	<p>EL392 A/B Credit: 0.5 Advanced English</p>
<p>Broadcast Journalism I MHS, NHS, SHS, WAIS</p> <p>The purpose of this course is to provide opportunities for students to develop introductory skills in television production, including media skills, verbal skills, and teamwork. The content will include an overview of television; the history of mass communications with a special emphasis on media literacy; television careers; writing for television compared to other media; and learning equipment such as camera, video recorder, mixer, lighting, and character generator. Students will also produce videos to be used during announcements.</p>	<p>EL312 A/B Credit: 0.5–1.0</p>
<p>Broadcast Journalism II Broadcast Journalism III MHS, SHS, WAIS</p> <p>The purpose of this course is to provide the student with quality academic instruction in television production by building on what was learned in the Broadcast Journalism I. They will receive further training in equipment operation, reporting, and scriptwriting, as well as planning, directing, and producing video projects that include the school news program.</p>	<p>II: EL313 A/B III: EL314 A/B Prerequisite: Broadcast Journalism I Credit: 1.0 Broadcast Journalism III—Advanced English</p>
<p>Humanities SWHS</p> <p>Humanities is an interdisciplinary course in which students recognize writing as an art form. Students consume a variety of texts to understand how various authors craft compositions for various aesthetic purposes. Humanities is an engaging course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of social discourse. The course also helps students develop research skills and culminates in a research project of student choice.</p>	<p>EL262 A/B Prerequisite: English I, II, and III Credit: 1.0 Advanced English</p>
<p>Theory of Knowledge WAIS</p> <p>Theory of Knowledge is a primary tenet of the IB Diploma Programme. Students reflect on themselves as knowers in the act of knowing. They are challenged to reflect critically and become increasingly aware of the complexity of their knowledge. Students delve into the foundations of knowledge, comparing, contrasting, and connecting various ways of knowing. Eight different areas of knowledge are the subject of critical inquiry as students explore and examine the interconnected nature of knowledge.</p>	<p>I: EL271 A/B II: EL281 A/B Prerequisite: Approved by the IB Coordinator Credit: 0.5 each</p>
<p>(IBCP) Personal and Professional Skills WAIS</p> <p>Personal and Professional Skills is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. There are five themes in Personal and Professional Skills: 1. Personal development; 2. Intercultural understanding; 3. Effective communication; 4. Thinking processes; 5. Applied ethics (according to the IBCP Personal & Professional Skills Guide)</p>	<p>SS337 A/B Credit: 1.0</p>

Language Arts Electives

<p>Research and Technical Writing WAIS</p> <p>The study of technical writing allows students to develop skills necessary for writing persuasive and informative texts. Students also work on assignments that help them improve academic and research skills. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. 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 and apply criteria for effective writing, and set their own goals as writers.</p>	<p>ELA222 Credit: 0.5 -1.0 Advanced English</p>
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Speech and Debate

<p>Communication Applications SWHS</p> <p>Students will understand and employ concepts and processes in sending and receiving oral messages, evaluating, recognizing using nonverbal communication, listening, and speaking for a variety of purposes. They will develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, professional, and citizenship roles. Students must research, outline, write, prepare, and deliver a minimum of five oral presentations to the class, including informative speaking, persuasive speaking, debate, extemporaneous, and impromptu presentations. Students will prepare a resume and participate in the formal interview process.</p>	<p>ELA512 Credit: 0.5 Advanced English</p>
<p>Debate I-IV MHS, SWHS, SHS</p> <p>Students will study specific formats and forums of debate. They will learn processes of logic and critical thinking as they prepare briefs and cases. They will participate in the debate process of witness, questioner, and auditor, and they will make evaluations of arguments. They will make debate presentations in classroom and tournament situations. Students in Debate are expected to attend tournaments.</p>	<p>I: EL552 A/B; II: EL562 A/B; III: EL572 A/B; IV: EL582 A/B Credit: 1.0 each Debate III—Advanced English Debate IV—Advanced English; considered Independent Study in Speech OPTIONS: With teacher approval, a student may choose a full year that combines Communication Applications and 0.5 credit in Debate for a full year course.</p>
<p>Communications Applications DC MHS, NHS, SWHS, SHS, WAIS</p> <p>Fundamentals of Speech Communication is a survey course in the basic principles of oral communication. Includes the study of the use of the body and voice, the speaker-listener relationship, interpersonal communication, oral interpretation, perceptions, self-concept, problem solving and decision making, interviewing, conversation enhancement, and preparation and delivery of platform and non-platform speeches.</p>	<p>HCC Course: Speech 1311 ELA51D Credit: 0.5</p>
<p>Public Speaking DC MHS, NHS, SWHS, SHS, WAIS</p> <p>Public Speaking is designed to develop proficiency in public speaking situations; emphasis upon content, organization, and delivery of speeches for various occasions. SPCH 1315 enables students to examine the principles of speech making and to examine the importance of public speaking as communication so that they will be able to research, organize, and deliver material effectively.</p>	<p>HCC Course: Speech 1315 ELA52D Credit: 0.5</p>

Language Arts Electives

<p>AP Seminar</p> <p>MHS, SHS</p> <p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.</p>	<p>EL830 A/B Credit: 1</p>
<p>AP Research</p> <p>SHS</p> <p>AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills, they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense.</p>	<p>EL840 A/B Credit: 1</p>

Mathematics

Note: Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).

Algebra I MHS, NHS, SWHS, SHS, WAIS Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and other non-linear functions along with their graphs and applications. Intense preparation to meet STAAR standards is included. A strong background in Algebra I is essential for success in higher level math classes. A grade of 75 or better for the second semester is highly recommended for success in Algebra II.	OPTIONS: Grade Level: MT212 A/B AAC: MT211 A/B Credit: 1.0 Type: Required—1 st year math credit
Geometry MHS, NHS, SWHS, SHS, WAIS Geometry includes the Euclidean study of geometric figures and their relationships, and the study of measurement, area, volume, and similarity.	OPTIONS: Grade Level: MT312 A/B AAC: MT311 A/B Prerequisite: Algebra I Credit: 1.0 Type: Required—2 nd year math credit
Mathematical Models with Applications MHS, NHS, SWHS, SHS MMA is designed to develop mathematical models and connect the models to a variety of real world situations to make predictions based on collected data. Students will also learn about financial management including income management, tax preparation, and investment strategies. This course serves as a bridge to Algebra II.	MT702 A/B Prerequisite: Algebra I Credit: 1.0 Type: 3 rd year math option
Algebra II MHS, NHS, SWHS, SHS, WAIS Algebra II is the study of the number system, quadratic functions and relations along with their graphs and applications, polynomials, rational functions, systems of equations (linear and quadratic), exponential and logarithmic functions, and data handling and analyses. NOTE: A graphing calculator for home use is recommended for this course. Algebra II is required for the Distinguished Achievement Award and eligibility for Top 10%.	OPTIONS: Grade Level: MT232 A/B AAC: MT231 A/B Credit: 1.0 Type: 3 rd or 4 th year math option
PreCalculus MHS, NHS, SWHS, SHS, WAIS PreCalculus is the study of trigonometry, analytic geometry, and elementary analysis. It is the prerequisite to Calculus.	OPTIONS: Grade Level: MT402 A/B AAC: MT401 A/B (not offered at WAIS) Prerequisite: Algebra I, Geometry, Algebra II Credit: 1.0 Type: 4 th year math option

Mathematics Options

ELECTIVES

<p>Algebraic Reasoning MHS, NHS, SWHS</p> <p>This TEKS-based course will build on the skills developed in Algebra I through both an analysis lens and an application lens. Students will study algebraic patterns and structures, use number and algebraic methods relating to functions, and model data using tables, graphs, and symbols where appropriate.</p>	<p>MT602 A/B Prerequisite: Algebra I Credit: 1.0 Type: 3rd year math option</p>
<p>Advanced Quantitative Reasoning WAIS</p> <p>The course emphasizes statistics and financial applications and prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.</p>	<p>MT530 A/B Prerequisite: Algebra I, Geometry, Algebra II Credit: 1.0 Type: 4th year math option</p>
<p>College Preparatory Mathematics (HCC MT0409/MT0312) MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is offered for students in their 4th year of high school who may not be successful on the Texas Success Initiative (TSI) Assessment or other college readiness measure. Students who enroll in this course will follow the student learning outcomes for Houston Community College (HCC) developmental mathematics courses MT0409 and MT0312. Developmental mathematics credit at HCC will be awarded each semester when the student successfully completes the course. Meeting the standard for earning HCC developmental mathematics credit will waive the TSI mathematics requirement.</p>	<p>MT540 A/B Prerequisite: Algebra II Credit: 1.0 Type: 4th year math option</p>
<p>Algebra III MHS</p> <p>The goal of this class is to prepare the students to be successful in a college algebra class at the university level. A student who successfully completes this course may be able to earn college algebra credit by taking the CLEP test or the placement test offered by the college he/she plans to attend. The class reviews and expands on topics covered in Algebra I and Algebra II and introduces some Pre-Calculus topics. The course will include an extended look at the functions learned in Algebra II including polynomial, rational, exponential, and logarithmic functions. Students will also learn matrices and determinants as well as some trigonometry topics. <i>Calculator: TI-83+ or TI-84+</i></p>	<p>MT251 A/B Prerequisite: Algebra II Credit: 1.0 Type: 4th year math option</p> <p>Transcribes as Independent Study in Mathematics</p>
<p>Statistics MHS, SWHS</p> <p>This TEKS-based course builds on the Probability and Statistics TEKS from Grades 6-8 and the Data TEKS from Geometry. Students will develop an understanding of variability to become good consumers of data and be prepared to be successful in a college-level Elementary Statistics class.</p>	<p>MT511 A/B Prerequisite: Algebra I Credit: 1.0 Type: 4th year math option</p>
<p>AP Statistics MHS, NHS, SWHS, SHS, WAIS</p> <p>The study of statistics includes exploring data (observing patterns and departures from patterns), planning a study (decide what and how to measure), anticipating patterns (produce models using probability and simulation), and statistical inference (confirming models). This course prepares students for the AP Statistics exam which could award college credit. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2151.html</p>	<p>OPTIONS: AP: MT519 A/B Prerequisite: Algebra II recommended Credit: 1.0 State math credit Type: 3rd or 4th year math option</p>

Mathematics Options

<p>IB Mathematics: Applications and Interpretations HL and SL WAIS</p> <p>This is a two-year course of study, building on knowledge gained in previous math courses. This course focuses on applications and interpretation with an emphasis on statistics, calculus, modelling and use of technology, useful for describing our world and solving practical problems—appropriate for those with an interest in the applications of mathematics and how technology can support this. Technology and calculator use is encouraged throughout the course. Higher Level contains all of the topics of the Standard Level with additional topics added for HL, including mathematics statistics and discrete math. This course is aimed at students who will go on to study subjects at university such as social sciences, natural sciences, statistics, business, some economics courses, psychology and design.</p>	<p>OPTIONS:</p> <p>SL: MT52I A/B (year 1) MT52I C/D (year 2)</p> <p>HL: MT53I A/B (year 1) MT53I C/D (year 2)</p> <p>Credit: 0.5/sem</p>
<p>Geometry in Construction SWHS</p> <p>Geometry in Construction is a two-credit course, aligned to both Geometry and Principles of Construction, in which students receive both a math credit and a CTE credit. The CTE and Geometry course curricula have been aligned to complement each other to successfully blend math theory with construction applications. Learn math through action!</p>	<p>Concurrent with: MT312 A/B</p> <p>Credit: 0.5/sem</p> <p>CAC10 A/B</p> <p>Credit: 0.5/sem</p>
<p>Calculus (Grade Level) MHS, SWHS, SHS</p> <p>During the first 12 weeks, topics of Analytic Geometry will be taught. This includes: fundamental concepts of coordinate geometry, the straight line, conics, simplification of equations, algebraic curves, transcendental functions, and parametric equations. The rest of the year (24 weeks) will include topics of Calculus: limits; differentiation; applications of differentiation; integration; logarithmic, exponential, and other transcendental functions; and applications of integration. <i>Calculator: TI-83+ or TI-84+</i></p>	<p>MT412 A/B</p> <p>Prerequisite: PreCalculus</p> <p>Credit: 1.0</p> <p>Advanced math option</p> <p>Transcribes as Independent Study in Mathematics</p>
<p>AP Calculus AB MHS, NHS, SWHS, SHS</p> <p>Calculus AB is the study of functions, graphs, and limits; derivatives; and integrals. This course prepares students for the College Board Advanced Placement AB Calculus exam which could earn college credit for the first college Calculus course.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2178.html</p>	<p>OPTIONS:</p> <p>AP: MT419 A/B</p> <p>Prerequisite: PreCalculus recommended</p> <p>Credit: 1.0</p> <p>Advanced math option</p>
<p>AP Calculus BC MHS, NHS, SWHS, SHS</p> <p>Calculus BC is the study of functions, graphs, and limits; derivatives; integrals; and polynomial approximations and series. BC Calculus extends the study of Calculus AB to include preparation for the BC level AP exam which could earn credit for college calculus courses.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2118.html</p>	<p>OPTIONS:</p> <p>AP: MT429 A/B</p> <p>Prerequisite: PreCalculus recommended</p> <p>Credit: 1.0</p> <p>Advanced math option</p>
<p>Accounting 2 NHS, SHS, SWHS, WAIS</p> <p>Level 2 provides for review and further development of fundamental accounting principles with extensive use of computerized accounting programs. Study the Stock Market, Investing, and Corporate Accounting. This course meets the optional 1 credit needed to complete the Academy of Finance.</p>	<p>CFI24 A/B</p> <p>Prerequisite: Successful completion of Accounting 1</p> <p>Credit: 1.0</p> <p>Type: 3rd year math option</p>

Mathematics Options

<p>Financial Mathematics MHS, NHS, SHS, WAIS</p> <p>Students will apply critical thinking skills to analyze personal financial decisions based upon the current and projected economic factors. Math and calculations related to the real world experiences include some of the following: net pay, income taxes, calculate mortgage payment, property taxes, mortgage insurance, closing cost, and interest cost. Students will integrate career and postsecondary education planning into financial decision-making throughout the course. Financial Mathematics is a required course for Academy of Finance.</p>	<p>CFI60 A/B Prerequisite: Successful completion of Algebra I Credit: 1.0 Type: 3rd year math option</p>
<p>Applied Mathematics for Technical Professionals (TRIO) GC</p> <p>Geared solely for students in the Electrician Pre-Apprenticeship program, you can earn a high school graduation math credit brought to life in the field of electricity. The idea behind Applied Mathematics for Technical Professionals is to weave what you need to learn with your pathway so you can be a successful problem solver and use math efficiently and effectively in daily life. You will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. This includes mental math, estimation, and number sense to generate solutions and make connections and predictions. Must be taken concurrently with Electrical Technician I</p>	<p>CTPM60 Prerequisite: Successful completion of Algebra I Credit: 1.0 Type: 3rd year math option</p>

Science

Note: Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).

<p>Biology MHS, NHS, SWHS, SHS, WAIS</p> <p>Students investigate the structure and function of living organisms and the environment in which they live, using a variety of instructional strategies, including a special emphasis on laboratory experiences and real world applications.</p> <p>Please note: Dual Language students at WAIS will take this course in Spanish</p>	<p>Grade Level: SC122 A/B AAC: SC121 A/B Credit: 1.0</p>
<p>Chemistry MHS, NHS, SWHS, SHS, WAIS</p> <p>Students develop critical thinking and problem solving skills. Students conduct laboratory investigations using scientific methods. Topics include characteristics of matter, measurement, energy transformation, atomic structure, periodic table, gases, bonding, nuclear chemistry, oxidation-reduction, chemical equations and reactions, solutions and acids and bases. Students investigate how chemistry is an integral part of everyday life.</p>	<p>Grade Level: SC212 A/B AAC: SC211 A/B Prerequisite: 1 unit of high school science and Algebra I Credit: 1.0 Type: Fulfills requirement for 2nd or 3rd science credit</p>
<p>Chemistry Dual Enrollment SHS</p> <p>Students are given the opportunity to earn four semester hours of college credit in CHEM 1311/1111 while addressing the Chemistry standards. Addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics.</p>	<p>SC216 A/B Credit: 1.0 Type: Fulfills requirement for 2nd science credit</p>
<p>Integrated Physics and Chemistry (IPC) MHS, NHS, SWHS, SHS</p> <p>This course introduces the basic concepts of physics and chemistry. Students conduct experiments and improve their problem solving and critical thinking skills as they study energy and matter. Topics include sound, light, motion, forces, electricity, elements, compounds, chemical reactions, solutions, acids, and bases. This course is a good option for students who struggle in math and/or science.</p>	<p>SC112 A/B Credit: 1.0 Type: Fulfills requirement for 2nd science credit</p>
<p>Physics MHS, NHS, SWHS, SHS, WAIS</p> <p>Students learn the fundamental rules that govern the physical universe. The topics included are motion, forces, conservation laws, waves, sound, light, optics, electricity and magnetism. Students collect and analyze data as they conduct lab experiments and projects and use the information learned to draw reasonable conclusions. Students combine problem solving and critical thinking as they apply physics concepts to the study of energy.</p>	<p>Grade Level: SC312 A/B Prerequisite: Algebra I suggested Credit: 1.0 Type: Fulfills requirement for 2nd or 3rd science credit</p>

Science

<p>Advanced Animal Science GC</p> <p>Meet a class that will take you farther. This course is designed for students who want to deepen their knowledge of the livestock industry. In-depth studies animal industry, anatomy and physiology, and livestock husbandry.</p> <p>Offered spring semester only.</p>	<p>CTAG15 Prerequisite: Successful completion of Small Animal Management/ Equine Science and Veterinary Medical Applications Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Aquatic Science MHS, NHS, SWHS, SHS</p> <p>Students study aquatic ecosystems, relationships among aquatic organisms and their habitats, and dynamics of aquatic environments. Studies also include geology and social sciences of marine and freshwater environments. Students will build and maintain fresh and salt water aquaria, and participate in field studies. Costs are associated with this course.</p>	<p>SC412 A/B Prerequisite: Biology required and Chemistry suggested Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Biotechnology I MHS, SWHS</p> <p>Apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques.</p>	<p>CST12 A/B Prerequisite: Biology and Chemistry Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Biotechnology I Dual Credit Biology MHS, SHS BIOL 1308/1309</p> <p>In Advanced Biotechnology (Dual Credit), students will earn 6 hours of biology college credit through Houston Community College while addressing the Advanced Biotechnology standards. Topics include molecular biology, biological processes, cellular processes, evolution, genetics, classification and ecological interactions, and systems. Students must pay tuition/fees to HCC and purchase any required texts.</p>	<p>CST11 A/B Prerequisite: Biology and Chemistry, and meet DC/ECP eligibility criteria Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Astronomy SWHS, SHS</p> <p>Students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, seasons, gravity, spectroscopy, telescopes, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.</p>	<p>SC642 A/B Prerequisite: 2 units of science Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>AP Biology MHS, NHS, SWHS, SHS, WAIS</p> <p>The Advanced Placement course in Biology reflects the comprehensive “general biology” course given in many universities, which serves either as a terminal course or as an introduction to a major sequence of courses. The AP examination is taken in May.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2117.html</p>	<p>SC149 A/B Prerequisite: Check with Counselor—varies at each campus; AP guidelines Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>AP Chemistry MHS, NHS, SWHS, SHS</p> <p>This is an advanced college-level chemistry course that follows the College Board Advanced Placement curriculum objectives and laboratory experiences. Emphasis is on advanced chemistry concepts, critical thinking, and independent study. Students are prepared and expected to sit for the national AP Chemistry Exam at the end of the course in May.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2119.html</p>	<p>SC229 A/B Prerequisite: Biology, Algebra II, Chemistry AAC Credit: 1.0 Type: Fulfills requirement for 2nd or 3rd science credit</p>

Science

<p>Earth and Space Science NHS, SHS, WAIS</p> <p>This course is an Earth systems approach to the themes of Earth in space and time, solid Earth, and fluid Earth with three strands used throughout each of the themes: systems, energy, and relevance. Laboratory and field investigations are included in a blended learning environment.</p>	<p>SC812 A/B Prerequisite: 3 units of science, including Biology, and 3 units of mathematics Credit: 1.0 Type: Fulfills requirement for advanced science credit</p>
<p>AP Environmental Science MHS, NHS, SWHS, SHS, WAIS</p> <p>The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. This class is both laboratory-based and field-based with long-term field study sites being utilized. There is a required community service element with this course. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2128.html</p>	<p>SC479 A/B Prerequisite: Biology and 1 unit of high school physical science Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Environmental Systems MHS, NHS, SWHS, SHS, WAIS</p> <p>Students study a variety of topics that may include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and on 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. Counts as elective credit only.</p>	<p>SC472 A/B Prerequisite: Biology and physical science course (IPC or Physics) suggested Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Medical Microbiology NHS, SWHS, WAIS</p> <p>In Medical Microbiology you will identify the relationships of microorganisms to wellness and disease. You will learn how to prevent diseases by learning the chain of infection, asepsis, and standard precautions. You will get to investigate and find out the differences between pathogenic and nonpathogenic organisms and how they relate to specific diseases, causative agents, and treatment options.</p>	<p>CTHS71 Prerequisite: Successful completion of two years of science Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>Pathophysiology NHS, SWHS, WAIS</p> <p>In Pathophysiology you will learn how the disease processes affect the human systems. Emphasis is placed on prevention and treatment of diseases. You will observe the differences between normal and abnormal physiology in a lab setting.</p>	<p>CTHS72 Prerequisite: Successful completion of two years of science Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>AP Physics 1: Algebra Based MHS, NHS, SWHS, SHS</p> <p>This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2262.html</p>	<p>SC316 A/B Prerequisite: Algebra I, Geometry, Algebra II (concurrent) Credit: 1.0 Type: Fulfills requirement for 2nd or 3rd science credit</p>
<p>AP Physics 2: Algebra Based MHS, NHS, SWHS, SHS</p> <p>This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. https://apcentral.collegeboard.org/courses/ap-physics-2/course?course=ap-physics-2-algebra-based</p>	<p>SC326 A/B Prerequisite: AP Physics I or comparable course and concurrent enrollment in Pre-Calculus Credit: 1.0 Type: Fulfills requirement for 3rd or advanced science credit</p>

Science

<p>AP Physics C Mechanics MHS, SWHS, SHS</p> <p>This course expands on concepts presented in AP Physics 1 and 2 as well as introductory physics classes. The course explores topics such as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The content of the course is intended to prepare students for the AP Physics C Mechanics exam through both content preparation and a focus on investigation and student research. This course is recommended as a second year physics course for students who are interested in pursuing post-secondary studies in engineering or physical sciences. https://apcentral.collegeboard.org/courses/ap-physics-c-mechanics/course?course=ap-physics-c-mechanics</p>	<p>SCI329 SC329 A/B (SWHS)</p> <p>Prerequisite: Physics, Algebra I, Geometry, Algebra II, and Calculus (concurrent)</p> <p>Credit: 1.0</p> <p>Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>AP Physics C Electricity and Magnetism MHS, SHS</p> <p>This course expands on concepts presented in AP Physics 1 and 2 as well as introductory physics classes. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electrical circuits; magnetic fields; and electromagnetism. The content of the course is intended to prepare students for the AP Physics C Electricity and Magnetism exam through both content preparation and a focus on investigation and student research. This course is recommended as a second year physics course for students who are interested in pursuing post-secondary studies in engineering or physical sciences. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2263.html</p>	<p>SCI330</p> <p>Prerequisite: Physics C AP Mechanics</p> <p>Credit: 1.0</p> <p>Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>IB Biology Standard Level (SL) or Higher Level (HL) WAIS</p> <p>IB Biology will help students to understand the life sciences by incorporating experimental and theoretical knowledge. The course emphasizes terminology, analytical thinking, and the application of knowledge by using laboratory and bio-technology resources. The IB Biology candidate should have the necessary background in biology, chemistry, and physics to be prepared for this course. A precise and rigorous college introduction of the biological sciences content will be emphasized. The curriculum will stress scientific method, experimental activities, bio-technology, and practical investigations. The IB Biology SL course is taught over a one-year period. IB Biology HL is a two-year course which delves deeper into specific content areas such as genetic engineering, bio-ethics, and ecology. Both IB Biology SL and HL are taught over a two-year period. IB Biology HL delves deeper into specific content areas such as genetic engineering, bio-ethics, and ecology.</p>	<p>SL: SC13I A/B (year 2) HL: SC15I A/B (year 1) SC16I A/B (year 2)</p> <p>Prerequisite: Biology, Chemistry, Dual Credit Criteria</p> <p>Credit: 1.0 each</p> <p>Type: Fulfills requirement for 3rd or advanced science credit</p>
<p>IB Chemistry Standard Level (SL) or Higher Level (HL) WAIS</p> <p>Chemistry is a must for students who intend to pursue careers in almost any pure or applied science such as engineering, environmental sciences, biological sciences, medicine, textiles and the oil and gas industry. It is also an excellent subject for students intending to do arts or humanities courses at university. Interest and enthusiasm are essential attributes for students to succeed and benefit from IB chemistry. However, the course does have a high mathematics content, so you should be enrolled in the IB Mathematics course at the Pre-Calculus/Calculus level. A strong background in science is also required. This is a two-year course.</p>	<p>SL: SC26I A/B (year 1) SC27I A/B (year 2) HL: SC29I A/B (year 2)</p> <p>Prerequisite: Algebra II, Chemistry, and Biology</p> <p>Credit: 1.0 each</p> <p>Type: Fulfills requirement for 2nd or 3rd science credit</p>
<p>IB Physics Standard Level (SL) WAIS</p> <p>IB Physics seeks to explain the universe through studying and learning about the smallest particles to the vast distances between galaxies. Students develop practical skills and techniques through learning experiences and increase proficiency through the platform of mathematics and the language of physics. Students will mature interpersonal skills, technology skills, and problem-solving skills. Students will also study the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists. IB Physics SL is taught over two years.</p>	<p>SC36I A/B (year 1)</p> <p>Prerequisite: Biology and Chemistry. Algebra II recommended</p> <p>Credit: 1.0 each</p> <p>Type: Fulfills requirement for 2nd or 3rd science credit</p>

Science

Scientific Research and Design In this hands-on lab class, the students are exposed to various fields of Engineering, Forensics, and Alternative Energy. Within the class, students work in groups to complete projects, hands-on lab activities, and give presentations. They are also exposed to career scientists through guest speakers who visit Stratford and several field trips that tie in to the curriculum. This class is only for students who have applied for and been accepted into the Stratford Academy of Science and Engineering.	SHS	SC512 A/B Credit: 1.0 each Type: Fulfills requirement for 3 rd or advanced science credit
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Social Studies

Note: Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).

<p>World Geography MHS, NHS, SWHS, SHS, WAIS</p> <p>World Geography is more than just learning about continents, oceans and mountain ranges. It is a source and a framework to begin to understand global problems. In World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.</p>	<p>OPTIONS: Grade Level: SS132 A/B Sheltered: SS135 A/B Credit: 1.0</p>
<p>AP Human Geography MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is meant to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The course follows the AP Human Geography course description. When completed for one credit, this course may be used as a substitute for World Geography Studies. When completed for one-half credit, this course may be used to meet only elective course requirements. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html</p>	<p>SS139 A/B Credit: 0.5, 1.0 Type: Can substitute for W. Geography or Elective</p>
<p>World History and Geography AAC (formerly Pre-AP) (Transcripted as Special Topics) MHS, NHS, SWHS, SHS, WAIS</p> <p>This course focuses deeply on building the skills, knowledge and confidence that will propel students through high school coursework, college, careers, and civic life. The course is built on 3 enduring ideas. 1. History is an interrelated story of the world. 2. History and geography are inherently dynamic. 3. Historians and geographers are investigators. Students will focus on evaluating evidence, explaining historical and geographic relationships and incorporating evidence. The study of history starts with the Ancient Period at 600 CE and continues through the Postclassical Period. This course lays a firm foundation of analytical reading and evidence-based writing for students to be successful the next year in AP World History or AP Human Geography and then progress to AP US History.</p>	<p>SS141 A/B Credit: 1.0</p>

Social Studies

<p>World History* MHS, NHS, SWHS, SHS, WAIS</p> <p>World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.</p>	<p>OPTIONS: Grade Level: SS122 A/B AAC: SS121 A/B (not offered at MHS, SWHS) Sheltered: SS125 A/B Credit: 1.0</p>
<p>AP World History MHS, NHS, SWHS, SHS, WAIS</p> <p>AP World History is a college-level, global, thematic course designed to prepare students to take the rigorous AP World History exam. Success in the course requires extensive reading, high-level thinking, strong study skills, and self-discipline. Using six broad historical themes across five different periods emphasizing 600 CE to the present, students will study a macro history of the world. Europe will be studied in the context of its global position, and will comprise less than 20% of the course. Students will study broad trends that cross time periods and geographic regions. Themes to be explored include interactions (trade, war, diplomacy, international exchange) among major societies, impact of technology and demography, on people and the environment (population growth and decline, disease, manufacturing, migration, agriculture and weaponry), systems of social and gender structure, cultural and intellectual development, and changes in functions and structures of states. The course will culminate in students taking the AP World History exam. The course may substitute for the World History graduation requirement. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html</p>	<p>SS129 A/B Credit: 1.0</p>
<p>United States History Studies since Reconstruction (1877 to the Present) MHS, NHS, SWHS, SHS, WAIS</p> <p>In this course students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War Eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American Labor Movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.</p>	<p>OPTIONS: Grade Level: SS112 A/B AP: SS110 A/B Sheltered: SS115 A/B Credit: 1.0</p>

Social Studies

<p>AP United States History MHS, NHS, SWHS, SHS</p> <p>Advanced Placement, United States History is an open enrollment course which is rigorous and challenging. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. It is expected that all students take the AP U.S. History exam at the end of this course. Since the course covers Pre-Columbian U.S. History to the present, not just post-Reconstruction, students may not transfer between AP and TEKS-based U.S. History after the first formal grading period. If this change is deemed necessary, principal approval is required and independent work on the part of the student may be required to cover TEKS not taught in AP U.S. History while the student was in AP. A full year of either course fulfills the required U.S. History credit. However, a half credit of AP and a half credit of TEKS-based U.S. History will not be sufficient for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate. Time management, reading comprehension, critical thinking, note taking, presenting reasons and evidence, and the ability to write in an essay format are skills needed for success. https://apcentral.collegeboard.org/courses/ap-united-states-history/course?course=ap-united-states-history</p>	<p>OPTIONS: AP: SS119 A/B Dual Credit: SS12D A/B Credit: 1.0</p>
<p>United States Government MHS, NHS, SWHS, SHS, WAIS</p> <p>In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and the forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system. Students evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.</p>	<p>SST212 Credit: 0.5</p>
<p>AP United States Government and Politics MHS, NHS, SWHS, SHS</p> <p>AP U.S. Government and Politics is a one semester course designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of concepts needed to interpret politics in the United States and the analysis of specific examples. The United States government curriculum includes an intensive study of the formal and informal structures of government coupled with a focus on policy-making and implementation. This course is structured at the freshman college level and students are expected to perform at this level in a consistent manner. This course may substitute for the government requirement. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2259.html</p>	<p>SST219 Credit: 0.5</p>

Social Studies

<p>IB History of the Americas HL WAIS</p> <p>A two-year program focusing on the 19th and 20th century history of both North and South American countries. The first year will focus on the United States and Canada. Students will examine political, economic, social, and diplomatic factors that impact relations among countries in the Americas. The second year of History of the Americas will focus on events of the 20th century. Students will continue studying about the Americas. Study of the second region, Europe, will be added. Topics of study include the Interwar Years and Great Depression in the Americas and Europe. Students will compare the rule of single party leaders in both the Americas and in Europe. They will study both sides of the Cold War, led by the United States and the Soviet Union, and the effect of the Cold War on the Americas and Europe. In the 1st year, students can earn U.S. Government credit; and in the 2nd year, students can earn Economics credit. Students in the first year of this course will be prepared to take the U.S. History STAAR End of Course Exam.</p>	<p>OPTIONS: HL: SS18I A/B (year 1) HL: SS19I A/B (year 2) Credit: 1.5 each year</p>
<p>Economics, with Emphasis on the Free Enterprise System and its Benefits MHS, NHS, SWHS, SHS, WAIS</p> <p>Economics, with Emphasis on the Free Enterprise system and its Benefits presents basic principles of economics to guide students toward responsible economic citizenship and decision making. The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price. They will study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics and personal financial literacy. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. This is a one semester course.</p>	<p>SST222 Credit: 0.5</p>
<p>AP Economics MHS, NHS, SWHS, SHS</p> <p>The aim of AP Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introductory macroeconomics course. AP Macroeconomics explores consumer and government decisions and how they affect the economy as a whole. While the course is mainly macro, important micro issues such as the theory of the firm and market supply and demand are introduced in the course. This is a one semester course and can be substituted for the economics requirement. (Prepares students for the AP Exam in Macro Economics) http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2120.html</p>	<p>SST229 Credit: 0.5</p>
<p>AP Microeconomics MHS</p> <p>AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.</p>	<p>SST249 Credit: 0.5</p>

Social Studies

DUAL CREDIT ELECTIVES

These courses are arranged through the campus counselor.

United States History to 1877 ECP/DC/DE HIST 1301 MHS, NHS, SWHS, SHS, WAIS The American nation from the English colonization to the close of the Civil War through Reconstruction. (Semester one). United States History to 1877 <i>combined only with</i> United States History after 1877 fulfill the required U.S. History credit for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate.	SS12D A Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5
United States History after 1877 ECP/DC/DE HIST 1302 MHS, NHS, SWHS, SHS, WAIS The American nation from the end of the Reconstruction Era to the present. (Semester two). United States History to 1877 <i>combined only with</i> United States History after 1877 fulfill the required U.S. History credit for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate.	SS12D B Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5
Government ECP/DC GOVT 2305 NHS, SWHS, SHS, WAIS A study of the theories of American democracy and other ideologies, United States and Texas constitutions, federalism, state and local government, political economy, political socialization and public opinion, the media, interest groups, political parties, and elections.	SS217D Dual Credit Prerequisite: Completion of U.S. History and meet DC/ECP eligibility criteria Credit: 0.5
Special Topic in Social Studies – Government 2 ECP GOVT 2306 MHS, NHS, SWHS, SHS, WAIS Examines the three branches of government at both state and national levels and analyzes the role of each in the making of public policy. Selected topics on domestic and foreign policy are included.	SS218D Dual Credit Prerequisite: Completion of Government (POLS 2303) Credit: 0.5 Type: State elective
Economics ECP/DC ECON 2301 MHS, NHS, SWHS, SHS, WAIS Macroeconomics examines the fundamentals of the American economy as it relates to social welfare. Emphasis is on basic concepts and theories as they affect domestic and international markets. This course integrates behavioral social sciences to present solutions to real world problems. Macroeconomics includes measurements of GDP, fiscal and monetary policy.	SS227D Dual Credit Prerequisite: 4000 on STAAR Algebra EOC or passing TSI score Credit: 0.5
Sociology ECP/DC SOCI 1301 MHS, NHS, SWHS, SHS, WAIS A survey course which focuses on the nature of human groups in American and world societies, their social and cultural adaptations, and the impact which various social processes may have on their social organization and social change.	SS32DX Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5
Psychology ECP/DC PSYC 2301 MHS, NHS, SWHS, SHS, WAIS A survey of the basic principles underlying human behavior and mental processes. Emphasis will be placed in major areas of study in the field of psychology, such as motivation, development, thought processes, and personality.	SST3ID Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5

Social Studies Special Topics

<p>Introduction to Psychology MHS, NHS, SWHS, SHS</p> <p>Elective course designed for students to gain insight into their own behavior as well as relationships with others through the scientific study of human behavior and mental processes. Content areas covered are methodologies, socio-cultural influences, developmental processes, cognitive and biophysical perspectives. (semester course).</p>	<p>SST312 Credit: 0.5 Prerequisite: 11th or 12th grade enrollment highly recommended</p>
<p>AP Psychology MHS, NHS, SWHS, SHS</p> <p>The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. This course is equivalent to an introductory college course in psychology and students taking this course are successfully prepared to take and pass the Advanced Placement Exam in Psychology at the end of the course. Successful completion of this exam allows most students to earn college credit for Introductory Psychology at colleges and universities across the nation. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html</p>	<p>SST319 Prerequisite: 11th or 12th grade enrollment highly recommended Credit: 0.5 (1.0 on some campuses)</p>
<p>IB Psychology IB SL WAIS</p> <p>At the core of the DP Psychology course is an introduction to three different approaches to understanding behavior: biological, cognitive, and sociocultural. The knowledge, concepts, theories, and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. WAIS students will participate in 150 hours of learning that will include an experimental study based on a course topic of student choice. (IBO.org)</p>	<p>SS141 A/B Credit: 1.0</p>
<p>Sociology MHS, NHS, SWHS, SHS</p> <p>In Sociology, a one semester elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication. The course deals with cultural changes and cultural development.</p>	<p>SST322 Credit: 0.5</p>
<p>AP European History MHS, SWHS</p> <p>The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This elective course is designed to prepare students for the AP European History examination. The course is a survey of European history from the high Renaissance to the recent past. It emphasizes chronological scope as well as intellectual, political, social, economic, and cultural trends. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. College level reading and writing assignments are required. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2122.html</p>	<p>SS149 A/B Credit: 1.0</p>

Social Studies Special Topics

<p>Personal Financial Literacy MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is designed to teach students how to make responsible and informed financial decisions. It teaches students to think critically and problem solve when making decisions involving earning and spending, saving and investing, credit and borrowing, insurance, as well as post-secondary education (applying for, benefits of, and paying for). The course will cover important aspects of personal finance, such as how to understand employer compensation, the role of insurance, as well as how to manage a bank account or invest money. Students will leave equipped to manage setting personal financial goals that are realistic and encourage students to avoid poor financial decisions that can negatively impact their quality of life.</p>	<p>SST202 Credit: 0.5</p>
<p>World War II and the Holocaust SWHS</p> <p>During the semester dedicated to World War II, the students will gain an intense insight to World War II, the most destructive war in the history of the world, by examining the political, economic, and military competition that erupted. During the semester dedicated to studying the Holocaust, the students will gain an understanding of the rise of the Nazi Power as they began a campaign of violence against Jews and other groups not loyal to the Nazi government. Learning about the events of this crucial period in our nation's history will help students understand the events occurring in our nation and around the world today.</p>	<p>SS143 A/B Credit: 1.0</p>
<p>History through Film MHS, NHS, SWHS, SHS</p> <p>History through Film is an upper level elective for special topics in Social Studies offered to juniors and seniors. This will be a two-semester course for students to express their ideas without the constraints of a traditional classroom environment. Students will observe films through four different eras in world history. They will have the opportunity to apply skills learned in the social sciences to a variety of topics and issues. Students will use critical-thinking skills to locate, organize, analyze, and utilize data collected from a variety of sources. Problem solving and decision making are important elements of the course, as is the communication of information in written, oral, and visual forms.</p>	<p>SS412 A/B Credit: 1.0</p>
<p>Ethnic Studies: African American Studies SWHS</p> <p>In African American Studies, students learn about the history and cultural contributions of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.</p>	<p>SS347 A/B Credit: 1.0</p>
<p>Ethnic Studies: Mexican American Studies SWHS</p> <p>In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. As such, students have opportunities to interact with relevant film, literature, art, and other media. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.</p>	<p>SS346 A/B Credit: 1.0</p>

Languages Other Than English (LOTE)

American Sign Language I, II, III, IV	MHS, NHS, SHS, WAIS, Summer School	I: FL012 A/B II: FL022 A/B III: FL032 A/B IV: FL042 A/B Credit: 1.0 Type: Elective; meets foreign language requirement
The course offers basic instruction in understanding and producing learned signs, phrases, and sentences and recognizing the importance of communication and how it relates to the American Deaf culture.		
French I	MHS, NHS, SWHS, SHS, WAIS	FL212 A/B Credit: 1.0 Type: Elective; meets foreign language requirement
The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.		
French II	MHS, NHS, SWHS, SHS, WAIS	FL222 A/B Prerequisite: French I Credit: 1.0 Type: Elective; meets foreign language requirement
The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.		
French III AAC (Formerly Pre-AP)	MHS, NHS, SWHS, SHS, WAIS	FL231 A/B Prerequisite: French II Credit: 1.0 Type: Elective; meets foreign language requirement
These classes allow students to develop upper level skills in reading, writing, listening and speaking that prepare them for the French AP test.		
French IV AAC (formerly Pre-AP) or AP French Language & Culture	MHS, NHS, SWHS, SHS, WAIS	AAC: FL241 A/B (MHS) AP: FL249 A/B Prerequisite: French III Credit: 1.0 Type: Elective; meets foreign language requirement
This class refines and enhances skills for the AP French Language and Culture Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2152.html		
French V AP French Literature	MHS, SWHS	FL259 A/B Prerequisite: French IV Credit: 1.0 Type: Elective; meets foreign language requirement
The class continues extensive reading of authentic literature and analytical writing.		
German I	MHS	FL312 A/B Credit: 1.0 Type: Elective; meets foreign language requirement
The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of receptive and productive oral language skills.		
German II	MHS, WAIS	FL322 A/B Prerequisite: German I Credit: 1.0 Type: Elective; meets foreign language requirement
The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing at the Novice Mid to Intermediate Low Proficiency levels and increased vocabulary, grammatical structures and understanding of culture.		
German III AAC (formerly Pre-AP)	MHS, WAIS	FL331 A/B Prerequisite: German I Credit: 1.0 Type: Elective; meets foreign language requirement
This class allows students to develop skills at the Intermediate Low to Intermediate Mid Proficiency levels in reading, writing, listening and speaking that prepare them for the German AP examination in future courses.		
German IV AAC (formerly Pre-AP) or AP German Language & Culture	MHS, WAIS	AAC: FL341 A/B (MHS) AP: FL349 A/B Prerequisite: German III Credit: 1.0 Type: Elective; meets foreign language requirement
This course allows students to develop skills at the Intermediate Mid to Intermediate High Proficiency levels in reading, writing, listening and speaking that prepare them for the German AP examination. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2257.html		

Languages Other Than English (LOTE)

Italian I AAC (formerly Pre-AP) WAIS The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.	FL512 A/B Credit: 1.0 Type: Elective; meets foreign language requirement
Italian II WAIS The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL522 A/B Prerequisite: Italian I Credit: 1.0 Type: Elective; meets foreign language requirement
Italian III AAC (formerly Pre-AP) WAIS These classes allow students to develop upper level skills in reading, writing, listening and speaking that prepare them for the Italian AP test in future courses.	FL531 A/B Prerequisite: Italian II Credit: 1.0 Type: Elective; meets foreign language requirement
Italian IV AAC (formerly Pre-AP) WAIS This class refines and enhances upper level skills in reading, writing, speaking, and listening to prepare them for the AP or IB Italian exam.	FL542 A/B Prerequisite: Italian III Credit: 1.0 Type: Elective; meets foreign language requirement
Latin I NHS The course offers basic instruction in reading, writing and culture, with emphasis on active use of these language skills.	FL412 A/B Credit: 1.0 each Type: Elective; meets foreign language requirement
Latin II NHS The second level expands beginning curriculum with an emphasis on reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL422 A/B Prerequisite: Latin I Credit: 1.0 Type: Elective; meets foreign language requirement
Latin III AAC (formerly Pre-AP) NHS These classes allow students to develop upper level skills in reading, writing, and the study of Roman civilization.	FL431 A/B Prerequisite: Latin II Credit: 1.0 Type: Elective; meets foreign language requirement
Mandarin Chinese I The course offers basic instruction in reading, writing and culture, with emphasis on active use of these language skills.	FL812 A/B Credit: 1.0 Type: Elective; meets foreign language requirement

It is highly recommended that students with oral skills in Spanish take the Credit by Exam (CBE) test prior to enrolling in a Spanish class.

Spanish I MHS, NHS, SWHS, SHS, WAIS The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.	FL112 A/B Credit: 1.0 each Type: meets foreign language requirement
Spanish II MHS, NHS, SWHS, SHS, WAIS The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL122 A/B Prerequisite: Spanish I Credit: 1.0 Type: Elective; meets foreign language requirement
Spanish III AAC (formerly Pre-AP) MHS, NHS, SWHS, SHS, WAIS These classes allow pre-approved students to develop upper level skills in reading, writing, listening and speaking that prepare them for the Spanish AP test.	FL131 A/B Prerequisite: Spanish II Credit: 1.0 Type: Elective; meets foreign language requirement
Spanish III MHS, SWHS, SHS Further development of listening comprehension, speaking, reading, and writing skills, and cultural awareness. More advanced grammar.	FL132 A/B Prerequisite: Spanish II Credit: 1.0 Type: Elective; meets foreign language requirement

Languages Other Than English (LOTE)

<p>Spanish IV AAC (formerly Pre-AP) and AP Language & Culture MHS, NHS, SWHS, SHS</p> <p>This class refines and enhances skills for the AP Spanish Language and Culture Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3499.html</p>	<p>AAC: FL141 A/B AP: FL149 A/B Prerequisite: Spanish III Credit: 1.0 each Type: Elective; meets foreign language requirement</p>
<p>Spanish V AAC (formerly Pre-AP) Literature SWHS, SHS</p> <p>The class continues extensive reading of authentic literature and analytical writing.</p>	<p>FL151 A/B Credit: 1.0 Type: Elective; meets foreign language requirement</p>
<p>AP Spanish V or VI Literature MHS, SWHS, SHS</p> <p>The class continues extensive reading of authentic literature and analytical writing in preparation for the AP Literature exam. This also prepares them for the AP Language test. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3500.html</p>	<p>V: FL159 A/B VI: FL169 A/B Prerequisite: Spanish IV Credit: 1.0 each Type: Elective; meets foreign language requirement</p>
<p>Spanish for Spanish Speakers I-II NHS, SWHS, SHS</p> <p>This course is designed for Spanish Native or Heritage Speakers of Spanish who have can already listen, read, write and speak the language. Their basic skills will be strengthened with an emphasis on vocabulary, reading and writing at more advanced levels. Students receive two high school credits for the one-year class.</p>	<p>I: FL172 II: FL182 Credit: 1.0 each</p>
<p>Spanish for Spanish Speakers III-IV NHS, SWHS</p> <p>This course is designed for Spanish Native or Heritage Speakers who have successfully completed the native speakers courses I and II or that can speak and write between the intermediate-mid and intermediate-high levels. Students will expand their proficiency in the four linguistic domains through grammar review, vocabulary building, spelling and punctuation, reading and the development of advanced composition skills. At the completion of this course, students will reach an intermediate-high to advance-low level of proficiency. Additionally, students will have a deeper understanding of the language and the cultural perspectives associated with it.</p>	<p>III: FLA183 IV: FLA184 Credit: 1.0 each</p>
<p>IB French Standard Level (SL) & Higher Level (HL) WAIS</p> <p>The IB Second Language courses Standard Level offer the student an enriched study of language, literature and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development—all working to produce a lifelong learner. To achieve an appreciation and understanding of cultures, there will be interactive endeavors and a culturally rich environment where their ability to communicate effectively and accurately play an essential role. Students will be exposed to topics through thematic units and will demonstrate understanding and competence by presenting individual and group projects. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	<p>OPTIONS: IV (SL/HL): FL24I A/B V (SL/HL): FL25I A/B VI (HL) HL26I A/B</p> <p>Credit: 1.0 each Type: Elective; meets foreign language requirement</p>
<p>IB German Standard Level (SL) & Higher Level (HL) WAIS</p> <p>The IB Second Language courses Standard Level offer the student an enriched study of language, literature and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language</p>	<p>OPTIONS: IV (SL/HL): FL34I A/B V (SL/HL): FL35I A/B VI (HL): FL37I A/B Credit: 1.0 each Type: Elective; meets foreign language requirement</p>

Languages Other Than English (LOTE)

<p>learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development—all working to produce a lifelong learner. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	
<p>IB Italian Standard Level (SL) & Higher Level (HL) WAIS This class refines and enhances skills for the IB Italian Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	<p>OPTIONS: IV (SL/HL): FL54I A/B V (SL): FL55I A/B V (HL): FL57I A/B Credit: 1.0 each Type: Elective; meets foreign language requirement</p>
<p>IB Spanish Standard Level (SL) & Higher Level (HL) WAIS The IB Spanish Program offers the student an enriched study of language, literature, and culture with relevance to international societies. Students will be immersed in the four basic skills of reading, writing, speaking and listening to provide a more enriched study of language, literature and culture. The focus will emphasize a culturally rich environment with active participation in and out of the traditional school setting. Resources include technology, activities for personal enrichment career development, and other sources dealing with international societies. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	<p>OPTIONS: IV (SL/HL): FL14I A/B V (HL): FL15I A/B V (SL): FL15S A/B VI (HL): FL16I A/B VII (SL): FL17S A/B VIII (HL): FL18H A/B Credit: 1.0 each Type: Elective; meets foreign language requirement</p>

Fine Arts

Art I MHS, NHS, SWHS, SHS, WAIS This is the prerequisite and foundation course for all studio courses in art. The course explores the elements and principles of design through painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students explore art works of diverse styles, cultures and historic periods.	FA112 A/B Credit: 1.0 Type: Meets fine arts requirement Fee: \$10
Art II Drawing I MHS, NHS, SWHS, SHS This advanced art course provides students who have successfully completed Art I and opportunity to further develop concepts and processes specific to drawing. Students will explore a variety of media, artists and styles in this area. Students will maintain a portfolio and a sketchbook.	FA123 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$20
Art II Painting I NHS, SWHS This advanced art course provides students who have successfully completed Art I and opportunity to further develop concepts and processes specific to painting. Students will explore a variety of media, artists and styles in this area. Students will maintain a portfolio and a sketchbook.	FA124 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$20
Art II Drawing/Painting I AAC (formerly Pre-AP) SWHS, SHS Students will develop higher intellectual engagement, independent learning skills and rigor to produce work that will lead to a Portfolio for college. Analytical and communications skills are mastered with greater responsibility for his/her art progress and exposure to artist, styles of art, and art history.	FA121 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$20
Art II Jewelry I SWHS Jewelry is a 3-dimensional class utilizing a variety of materials and tools, predominately metals, wood, clay, and fibers. Artworks would fit into the sculpture, jewelry, ceramics, and mixed media categories.	FA120 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$30
Art II Sculpture I NHS, SWHS, SHS This advanced art course provides students who have successfully completed Art I and opportunity to further develop concepts and processes specific to sculpture. Students will explore a variety of media, artists and styles in this area. Students will maintain a portfolio in digital form and other documentation of work.	FA125 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$30
Art II Photography I MHS, SWHS Students will develop skills in photography as they explore basics of design, composition and lighting. Students will be required to maintain a portfolio. Class information distributed at the beginning of the course.	FA127 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$80 Regular (a digital SLR camera is required); \$30 Digital
Art II Digital Art and Media I NHS, SWHS, SHS This course is an introduction to digital imaging. Students will create original graphics using Adobe Creative Suite software application collection. Mastering the principles of design presentation and compositional development is central to instruction. Students will complete an electronic portfolio of digital graphics and animations that can be used for career choices or job applications.	FA128 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$20
Art II Printmaking I SWHS Students will explore monoprinting, reductive lino prints, intaglio, silkscreen and other experimental printing processes, as well as digital applications.	FA12P A/B Credit: 1.0 Prerequisite: Art I Type: Meets fine arts requirement Fee: \$20

Fine Arts

Art II Ceramics I NHS, SWHS This course is an in-depth study of ceramic concepts and will challenge the students with design problems on an advanced level. Students will develop a personal style and expand ceramic skills in wheel throwing, hand building, surface decoration and alternative firing processes.	FA126 A/B Credit: 1.0 Prerequisite: Art I Type: Meets fine arts requirement Fee: \$20
Art II WAIS Art II is an advanced art course that continues to develop the basic skills learned in Art I. Students will further explore a variety of media including drawing, painting, and ceramics. Students will conduct personal written investigations into art history and art techniques as well as reflecting on and critiquing their work and the work of others. The process of making their art work is documented in an Arts Process Journal.	FA122 A/B Prerequisite: Art I Credit: 1.0 Type: Meets fine arts requirement Fee: \$20
Art III WAIS Art III is an opportunity for students who have successfully completed their Art II class to explore and grow in the art medium of their choice. Students are encouraged to focus on either drawing, painting, or sculpture as well as explore a variety of historical art themes through their projects. Art III students are required to maintain a portfolio of their work and process.	FA132 A/B Prerequisite: Art II Credit: 1.0 Type: Meets fine arts requirement Fee: \$30
Art IV WAIS Art IV students are given the opportunity to further explore in depth both the medium and theme of their choice while working on their art work. Students may pursue their projects in either 2D or 3D media and are encouraged to expand their skill set by working with the medium throughout the year. Art IV students are required to maintain a digital portfolio of their work and process.	FA149 A/B Prerequisite: Art III Credit: 1.0 Type: Meets fine arts requirement Fee: \$30
Art III Ceramics II SWHS This course provides an in-depth study of the concepts, techniques, history and self-expression of ceramics on an advanced level. Completion of a cohesive portfolio will be maintained in digital form and through other documentation of work.	FA136 A/B Prerequisite: 2 Art Credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$20
Art III Drawing II MHS, NHS, SWHS, SHS This third-year course provides an in-depth study of the concepts, techniques, history and self-expression of drawing on an advanced level. Completion of a cohesive portfolio is required.	FA133 A/B Prerequisite: 2 Art Credits Type: Meets fine arts requirement Fee: \$30
Art III Painting II MHS, NHS, SWHS This third-year course provides an in-depth study of the concepts, techniques, history and self-expression of painting on an advanced level. Completion of a cohesive portfolio is required.	FA134 A/B Prerequisite: 2 Art Credits Type: Meets fine arts requirement Fee: \$30
Art III Sculpture II NHS, SWHS, SHS This third-year course provides an in-depth study of the concepts, techniques, history and self-expression of sculpture on an advanced level. Completion of a cohesive portfolio is required. Students will maintain a portfolio in digital form and other documentation of work.	FA135 A/B Prerequisite: 2 Art Credits Type: Meets fine arts requirement Fee: \$30
Art III Photography II MHS, SWHS This third-year course provides an in-depth study of the concepts, techniques, history and self-expression of photography on an advanced level. Completion of a cohesive portfolio is required.	FA137 A/B Prerequisite: 2 Art Credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$80 Regular (a film camera is required); \$30 Digital

Fine Arts

<p>Art III Printmaking II SWHS</p> <p>This course provides an in-depth study of the concepts, techniques, history, and self-expression of printmaking on an advanced level. Completion of a cohesive portfolio will be maintained in digital form and through other documentation of work.</p>	<p>FA131 A/B Prerequisite: 2 Art Credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$30</p>
<p>Art III Digital Art and Media II SHS, SWHS</p> <p>This course will expand students' knowledge of digital imaging and graphics. Students will explore and master various techniques in this advanced course through the development of digital works of art. Students will complete an electronic portfolio of digital graphics and animations that can be used for career choices, job applications, or for postsecondary applications.</p>	<p>FA 136 A/B Prerequisite: 2 art credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$30</p>
<p>Art III Jewelry II SWHS</p> <p>Jewelry 2 is a in depth study of jewelry concepts and will challenge the students with design problems on an advanced level. Students will develop a personal style and demonstrate effective use of selected jewelry media in solving special 3-D problems as well as, explore the social and historical context in which jewelry has been made; it's significance in today's society; the original, creative and appropriate use of materials; craftsmanship and developing design skills used in the creative process.</p>	<p>FA130 A/B Prerequisite: 2 art credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$30</p>
<p>Art IV Drawing III MHS, NHS, SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on drawing. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA143 A/B Prerequisite: 3 Art Credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$30</p>
<p>Art IV Jewelry III SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on Jewelry. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of work.</p>	<p>FA138 A/B Prerequisite: 3 Art Credits Credit: 1.0 Credit: 1.0 Type: Meets fine arts requirement Fee: \$30</p>
<p>Art IV Painting III MHS, NHS, SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on painting. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA142 A/B Prerequisite: 3 Art Credits Type: Meets fine arts requirement Fee: \$30</p>
<p>Art IV Sculpture III NHS, SWHS, SHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on sculpture. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of work.</p>	<p>FA145 A/B Prerequisite: 3 Art Credits Type: Meets fine arts requirement Fee: \$30</p>
<p>Art IV Photography III MHS, SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on photography. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA147 A/B Prerequisite: 3 Art Credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$80 Regular (a film camera is required); \$30 Digital</p>

Fine Arts

Art IV Digital Art and Media III	SWHS, SHS	FA146 A/B Prerequisite: 3 Art Credits Credit: 1.0 Type: Meets fine arts requirement Fee: \$30
AP Studio Drawing Portfolio	MHS, NHS, SWHS, SHS	FA140 A/B Prerequisite: Art I & Art II Credit: 1.0 Type: Meets fine arts requirement Fee: \$50
AP Studio 2-D Design Portfolio	MHS, NHS, SWHS, SHS	FA159 A/B Prerequisite: Art I & Art II Credit: 1.0 Type: Meets fine arts requirement Fee: \$50
AP Studio 3-D Design Portfolio	MHS, NHS, SWHS, SHS	FA169 A/B Prerequisite: Art I & Art II Credit: 1.0 Type: Meets fine arts requirement Fee: \$50
Floral Design	MHS, NHS, SWHS, SHS	CTAG26 Credit: 1.0 Type: Meets fine arts requirement
AP Art History	MHS, SWHS	FA139 A/B Credit: 1.0

Fine Arts

<p>Choral Music I-IV (full year) MHS, NHS, SWHS, SHS, WAIS</p> <p>The choral music course is designed to develop and refine music reading skills and to encourage artistic expression through choral singing. Rehearsals focus on choral techniques through proper vocal production. Theory and sight-reading techniques are also emphasized with continued development of the knowledge and skills in musicianship and performance. In order for students to gain an appreciation for different vocal styles, composers, forms, periods and cultures, students will sing literature that ranges from the Renaissance to popular. Placement into the choirs is based on ability and is determined by various performance criteria that is developed by the choral staff. This may include an audition. A student with no prior choir experience may enroll in the program and will be placed in the appropriate group by the director. Students must participate in all rehearsals, performances, and contests.</p>	<p>Options: Choral Music I: Prerequisite: None Choral Music II: Prerequisite: Choral Music I & Audition Choral Music III: Prerequisite: Choral Music I, II & Audition Choral Music IV: Prerequisite: Choral Music I, II, III & Audition Credit: 1.0</p>
<p>Music Appreciation I SWHS, WAIS</p> <p>Music in Our World is a hands-on course that provides musical understanding for personal pleasure. In this course, students will come to understand and value music in a variety of ways. Students will relate music to their lives and learn about many styles and cultures. Students will explore the different roles music takes in history and in society, and why each role is important. During the course, students will also explore their own musical heritage while keeping an open mind to explore unfamiliar ones. Each day students' are encouraged to express their own musical ideas and observations.</p>	<p>PA812 A/B Prerequisite: Credit: 1.0 each Type: Meets fine arts requirement</p>
<p>AP Music Theory (full year) MHS, SHS</p> <p>The Advanced Placement Music Theory course is an intensive, fast-paced curriculum designed to equal the freshman year of music theory at the University of Houston. The purpose of the course is to prepare the students for success on the AP Music Theory Exam and further success in college-level music studies. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2261.html</p>	<p>PA512 A/B Prerequisite: Music Director Approval Credit: 1.0 each</p>
<p>Musical Theatre I-IV NHS (I), SWHS (I-IV)</p> <p>Students will be exposed to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance.</p>	<p>I: FA632 A/B II: FA635 A/B III: FA636 A/B IV: FA637 A/B Prerequisite: Theater Arts I or Choir I Credit: 1.0 Type: Meets fine arts requirement</p>
<p>Theater Arts I MHS, NHS, SWHS, SHS, WAIS</p> <p>This is a course in the fundamentals of theater production. It is designed to acquaint the student with pantomime, improvisation, and the rudiments of acting. The course is performance based and requires classroom or onstage performance as well as memorization.</p>	<p>PA611 A/B Credit: 1.0 Type: Meets fine arts requirement</p>
<p>Theater Arts II MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is designed for the student who shows exceptional ability in drama and who wishes to take advanced drama courses. The student will communicate artistically and factually as a writer, actor, manager and critic. Students will work both individually and in teams to solve artistic problems.</p>	<p>PA612 A/B Prerequisite: Theater Arts I Credit: 1.0 Type: Meets fine arts requirement</p>
<p>Theater Arts III-IV MHS, NHS, SWHS, SHS, WAIS</p> <p>Students will develop skills to design, produce, and perform a play for theater. Students will read plays to discover the literal and metaphoric meanings of a work. Students will develop criteria to evaluate their work and the work of their classmates, as well as the professional artist.</p>	<p>III: PA613 A/B IV: PA614 A/B Credit: 1.0 each Type: Meets fine arts requirement</p>

Fine Arts

Technical Theater I, II MHS, NHS, SWHS, SHS, WAIS This course includes development and application of skills and basic theories of design in color, drawing, lighting, costuming, props, and interpretation in stage design. Teacher approval required.	I: PA621 A/B II: PA622 A/B Credit: 1.0 each Type: Meets fine arts requirement
Technical Theater III-IV MHS, NHS, SWHS, SHS, WAIS This course includes the development and application of problem solving within the context of technical theatre. Students will work to discover and explore the creative application of skills needed to enhance theatrical productions in their school as they study theories of design, color, lighting, scenery construction, costuming, properties and stage management. Students will also explore theatre history and the development of current theatre practices.	I: PA623 A/B II: PA624 A/B Credit: 1.0 each Type: Meets fine arts requirement
Varsity/Advanced Theater I MHS, NHS, SWHS, SHS This is course in the fundamentals of theater production. It is designed to acquaint the student with pantomime, improvisation, and the rudiments of acting. The course is performance based and requires classroom or onstage performance as well as memorization and after-school participation.	PA631 A/B Credit: 1.0 each Type: Meets fine arts requirement
Dance I MHS, NHS, SWHS, SHS, WAIS This is dance training for the novice, as well as progressive training for more experienced dancers. Students will learn dance skills and techniques including creative expression, improvisation, and dance appreciation. If the student wants to try out to be part of the drill team, the student must sign up for Drill Team I.	PDNC1 A/B Credit: 1.0 Type: Meets fine arts requirement
Dance I/Health Fitness-Aerobics for Dance Credit MHS, NHS, SWHS, SHS, WAIS This Dance I class is a full-year course which incorporates the Health Fitness aerobics TEKS.	PDAN1 A/B Credit: 1.0 Type: Meets PE requirement
Dance II, III, IV MHS, NHS, SWHS, SHS, WAIS Instructional expectations of the high school dance program include development of dance techniques learned in Dance I including creative expression, improvisation, and dance appreciation. Qualities of movement are also explored including swinging, percussion, suspension, collapsing, and vibrancy. Dance techniques explored may include ballet, modern, jazz, tap, and folk. As students advance from Dance II to IV more advanced techniques and skills are acquired.	PDNC2 A/B PDNC3 A/B PDNC4 A/B Credit: 1.0 each Type: Meets fine arts requirement
Drill Team I-IV MHS, NHS, SWHS, SHS A student who chooses to be in drill team as an extra curricular activity will also be enrolled in a dance class during the school day specifically for drill team members. Students will be enrolled in a Dance I-IV class in which the corresponding TEKS will be taught. Students will be awarded .5 PE credit for participation in Drill Team during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day. Corequisites: PSUB01 (09) and PSUB02 (10)	PDND1 A/B PSUB01 PDND2 A/B PSUB02 PDND3 A/B PDND4 A/B Credit: 1.0 each Type: Meets fine arts requirement

Fine Arts

<p>IB Theatre Standard Level (SL) & Higher Level (HL) WAIS</p> <p>The IB Theatre Arts Programme focuses on exposing students to a diverse array of plays, playwrights, and theatre experiences from around the globe. The course contains three essential pieces: exploration, analysis, and synthesis. Students will engage in individual, small group, and whole cast productions in the performance component of the course. The students will research the traditions and conventions of international theatre and theatre practitioners as they learn to critique, evaluate, and create new works of theatre. An online portfolio is maintained that will serve as a record of performance experiences and insights as the students investigate and discover. This is a two-year course.</p>	<p>Options: SL: PA62I A/B HL: PA63I A/B</p> <p>Prerequisite: Theater I, II and approved for the DP/CP Programme</p> <p>Credit: 1.0 each</p> <p>Type: Meets fine arts requirements</p>
<p>IB Music Standard Level & Higher Level WAIS</p> <p>The IB Music Programme teaches the basics of music and opens the student to a global understanding of music. The art of music demands that the educated musician be able to recognize and articulate musical elements realized in diverse areas of music making. Students will develop perceptual skills through a variety of musical experiences, both individual and ensembles, where they will learn to recognize, speculate, analyze, and identify music. IB Music students will engage in a performance component of the curriculum, as well as composition and musical investigation. This is a two-year course.</p>	<p>Options: SL: PA42I A/B HL: PA43I A/B</p> <p>Prerequisite: approved for the DP/CP Programme</p> <p>Credit: 1.0 each</p> <p>Type: Meets fine arts requirements</p>
<p>IB Visual Art Standard Level & Higher Level WAIS</p> <p>After learning the steps in the process of making a studio art work, IB Studio Art students work independently to develop and acknowledge their own personal creative path with the goal of having an exhibition of their art. Students work to complete three major requirements over the two-year course. These requirements are: the Comparative Study, a digital presentation where students compare the works of artists from different cultures; the Process Portfolio, a digital presentation showing evidence of the student's exploration, experimentation, manipulation and refinement of a variety of art activities and projects; and the Exhibition which is a presentation of a student's art works and concepts that they have developed over the two years. Students are free to pursue their art work in the media that they prefer, but they are required to focus on at least two different mediums at the Standard Level. At the Higher Level, students focus on at least three mediums. The course offers both a Standard Level and Higher Level path.</p>	<p>Options: SL: FA13I A/B HL: FA14I A/B</p> <p>Prerequisite: Art I, II & approved for the IB Programme</p> <p>Credit: 1.0 each</p> <p>Type: Meets fine arts requirements</p>
<p>Band I-IV (full year) MHS, NHS, SWHS, SHS</p> <p>Students will learn musicianship, instrumental technique, critical listening, basic music theory, cultural growth, rehearsal and concert etiquette, creative self-expression, responsible citizenship, problem solving, effective communication, and production of quality performances. The band is divided into marching season and concert season. During marching season, students learn marching fundamentals, chart reading, how to play and march simultaneously, spatial awareness, kinesthetic awareness and movement memory. A variety of movement styles are performed. Physical conditioning is emphasized. Students should be in good physical shape to participate. Concert season provides students an opportunity to continue musical growth and experience music literature. Individual, small, and large ensemble concepts and skills are emphasized. Two or more levels of band are offered at each campus. Students are placed in each level according to performance criteria, including an audition, by the director. Students may also participate in a series of auditions related to the all-state process as well as solo and ensemble contests.</p> <p>Students will be awarded .5 PE credit for participation in Marching Band during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day.</p> <p>Corequisites: PSUB01 (09) and PSUB02 (10)</p>	<p>VBNO9 A/B (1.0) PSUB01 (0.5) VBNO10 A/B PSUB02 (0.5) VBNO11 A/B VBNO12 A/B</p> <p>Credit: 1.0 each</p> <p>Type: meets fine arts requirement</p>

Fine Arts

<p>Jazz Band I-IV SWHS</p> <p>The jazz band class is designed to develop listening (ear-training) and improvisational skills as well as teach music theory. Emphasis is placed on small group performance. Students will explore each jazz style by analyzing that style's musical elements, listening to recordings of each style, and performing each style in a small ensemble. Pianists, guitarists, and bassists may be in the jazz band with prior approval of the director. All other students must also be enrolled in a band class. Performances and after-school rehearsals are required.</p>	<p>VJBA9 A/B VJBA0 A/B VJBA1 A/B VJBA2 A/B Credit: 1.0 each Type: meets fine arts requirement</p>
<p>Color Guard I-IV MHS, NHS, SWHS, SHS</p> <p>Students will learn movement concepts, exercises and skills while developing an awareness of teamwork, choreography, and performance in various venues. Students will be awarded .5 PE credit for participation in Color Guard during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day.</p> <p>Corequisites: PSUB01 (09) and PSUB02 (10)</p>	<p>PCLG1 A/B (1.0) PSUB01 (0.5) PCLG2 A/B (1.0) PSUB02 (0.5) PCLG3 A/B PCLG4 AB Options: Flags/Color Guard II, III, IV Credit: 1.0 each Type: meets fine arts requirement</p>
<p>String Orchestra I-IV (full year) MHS, NHS, SWHS, SHS</p> <p>Instructional priorities for string orchestra include musicianship, instrumental technique, critical listening, basic music theory, cultural growth, rehearsal and concert etiquette, creative self-expression, responsible citizenship, problem solving, effective communication, and production of quality performances. Orchestra students are given an opportunity to continue musical growth and experience quality music literature. Students may also participate in a series of auditions related to the all-state process as well as solo and ensemble contests. Students must participate in all rehearsals, performances, and contests.</p>	<p>VORI9 A/B VORI10 A/B VORI11 A/B VORI12 A/B Options: Philharmonia, Sinfonia Credit: 1.0 each Type: Meets fine arts requirement</p>

Health, Health Fitness, and Athletics

<p>Health NHS, SWHS</p> <p>This course examines the basic human anatomy and physiology and its relationship to the development of a healthy lifestyle. Students are involved in discussion and decision making with health fitness concepts and personal development (character education). Students will explore the impact of nutrition, mental health, communicable diseases, drugs, tobacco, healthy eating, alcohol and other factors on a healthy individual. They will also study parenting skills and responsibilities as well as relationship skills. Health education credit may be earned through Health Science Technology I.</p>	<p>HPE112 Credit: 0.5</p>
<p>Foundations of Personal Fitness (FPF) MHS</p> <p>The foundations of Personal Fitness course will present a wide array of topics related to health, physical fitness, and how to establish a high quality lifestyle. Students will learn how to assess their own health and fitness levels and based on that knowledge, they will be able to design their own personal fitness program. They will also learn to maintain a desired level of fitness once they have reached an appropriate level. The Consumer Issues unit of this course will help students identify fad diets, exercise gadgets and gimmicks. The course will consist of classroom sessions that will cover personal fitness concepts as well as a wide range of fitness activities.</p>	<p>HPE122 Credit: 0.5 Type: Meets HF requirement</p>
<p>Individual Sports MHS, NHS, SWHS</p> <p>Activities include sports and games that need only one or two people to participate, such as archery, tennis, aerobics, weight training, badminton, in-line skating, cycling and bowling (activities vary at individual campuses). Activities will vary depending on facilities, weather, and the number of people in the class. Note: Students may not exceed 1.0 total combined credit of Individual and Team Sports.</p>	<p>HPE131 HPE132 Credit: 0.5 Type: Meets HF requirement</p>
<p>Team Sports MHS, NHS, SWHS, SHS, WAIS</p> <p>Activities include sports and games that require several people to participate, such as basketball, volleyball, field hockey, soccer, and other recreational games. Activities will depend on the number of students in the class, weather, and facilities available at the time. Note: Students may not exceed 1.0 total combined credit of Individual and Team Sports.</p>	<p>HPE141 HPE142 Credit: 0.5 each Type: Meets HF requirement</p>
<p>Aerobic Activities MHS, SWHS, WAIS</p> <p>Activities include cardio step, jump rope, power walking, interval training, aerobic impact and other activities that promote health related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.</p>	<p>HPE151 HPE152 Credit: 0.5 each Type: Meets HF requirement</p>
<p>Adventure/Outdoor Education WAIS</p> <p>This course will offer outdoor education activities that provide opportunities for enjoyment and challenge that can be enjoyed for a lifetime and also promote a respect for the environments. Topics to be covered: Hiking/backpacking, orienteering, leadership, outdoor cooking, tent architecture, survival and safety skills, adventure fitness/conditioning.</p>	<p>HPE161, HPE 162 Credit: 0.5 each Type: Meets HF requirement</p>
<p>PE for the Mind, Body, and Spirit MHS</p> <p>PE for the Mind, Body, and Spirit. This course is for students wishing to reach their healthy fitness zone. The course is designed to work with each individual in the context of their life; physically, nutritionally, socially, and psychologically.</p>	<p>HPE171 Credit: 0.5 each Type: Meets HF requirement</p>

Health, Health Fitness, and Athletics

<p>Please note that other options for health fitness courses offered at WAIS are <u>Lacrosse, Dance, and Soccer</u></p> <ul style="list-style-type: none"> • All athletic courses count as HF equivalents. • Cheerleading—4.0 credits available 9th -12th grade (audition only) • Drill Team—1.0 credit available 9th -12th grade (fall semester only) • Marching Band—1.0 credit available 9th -12th grade (fall semester only) • Color Guard—1.0 credit available 9th -12th grade (fall semester only) • JROTC—1.0 credit available 9th -12th grade 	
<p>Off Campus Health Fitness Waiver Program (Semester/Full Year) MHS, NHS, SWHS, SHS, WAIS</p> <p>Students may obtain their Health Fitness credit through approval of private or commercially-sponsored physical activities under a Category 1 or Category 2 request. This program is designed for the highly elite and intense training athlete. Documentation of practice times and qualifications of facility and coach are to be submitted for prior approval. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather.</p> <p>https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness</p> <p>CATEGORY 1 (Waivers in Category 1 must be approved by the local board and submitted to the Texas Education Agency) These programs typically involve a minimum of 15 hours per school week of highly intense, professionally-supervised training. Students qualifying and participating at this level may be dismissed from school one period per day for such participation.</p> <p>CATEGORY 2 (Waivers in Category 2 must be approved by the local board but do not require submission or approval to the Texas Education Agency.) Requests considered under this category are for private or commercially-sponsored physical activity programs as certified by the superintendent or his/her designee to be of high quality, well supervised by appropriately trained instructors, and consisting of a minimum of five (5) hours per school week (school week is Monday–Friday). Students qualifying and participating at this level are not dismissed from any part of the regular school day.</p>	<p>HP972 A/B (Category 1) HP973 A/B (Category 2) Credit: .5/semester of participation Prerequisite: Principal/District approval</p> <p>Applications must be submitted to the campus counselor by May 1st.</p> <p>Facility must be on approved SBISD OCHF Facility List prior to May 1st.</p> <p>See Grade Level Counselor for Student Application Packet</p> <p>Application to program required every year.</p>

Health, Health Fitness, and Athletics

<p>Competitive Sports</p> <p>All athletics are competitive UIL sports. None of the sports listed here are “learn to” sports. For example, tennis is competitive tennis team, not tennis lessons. All students wanting to participate in athletics must have coaches’ approval before being enrolled in an athletic period. Athletics courses last all year and require after-school practice, as well as attendance at games and meets. Students requesting athletics must register for both sessions unless specific approval in writing is received from the coach. <i>Note: When students sign up for athletics, they select the sport and grade level only.</i></p>	<p>Credit: 0.5 each Type: Meets HF requirement</p> <p><i>Note: When students sign up for athletics, they select the sport and grade level only.</i></p>				
<p>Participation in any sport requires:</p> <ul style="list-style-type: none"> • passing a physical exam • submitting all required paperwork including proof of insurance • trying out for the team 					
<table border="1"> <tr> <td data-bbox="159 583 638 804"> <p>Girls Athletics</p> <ul style="list-style-type: none"> • Basketball • Soccer • Softball • Volleyball </td><td data-bbox="638 583 1117 804"> <p>Sports Available to Boys or Girls</p> <ul style="list-style-type: none"> • Tennis • Cross Country • Track & Field • Swimming & Diving • Golf </td></tr> <tr> <td data-bbox="159 804 638 982"> <p>Boys Athletics</p> <ul style="list-style-type: none"> • Football • Basketball • Soccer • Baseball </td><td data-bbox="638 804 1117 982"> <p>Student Athletic Trainers</p> <p>Must apply directly to the Athletic Trainer</p> </td></tr> </table>	<p>Girls Athletics</p> <ul style="list-style-type: none"> • Basketball • Soccer • Softball • Volleyball 	<p>Sports Available to Boys or Girls</p> <ul style="list-style-type: none"> • Tennis • Cross Country • Track & Field • Swimming & Diving • Golf 	<p>Boys Athletics</p> <ul style="list-style-type: none"> • Football • Basketball • Soccer • Baseball 	<p>Student Athletic Trainers</p> <p>Must apply directly to the Athletic Trainer</p>	
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<p>Boys Athletics</p> <ul style="list-style-type: none"> • Football • Basketball • Soccer • Baseball 	<p>Student Athletic Trainers</p> <p>Must apply directly to the Athletic Trainer</p>				
<p>Cheerleading</p> <p>Cheerleading is by audition only and allowed four credits (.5 credits for each semester or 1 credit for 1 year). In order for a student to earn this credit for cheerleading, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p>	<p>PCHR1 A/B PCHR2 A/B PCHR3 A/B PCHR4 A/B Credit: 1.0 each Type: HF substitution thru Athletics Prerequisite: Parent meeting and student tryout process; see Campus Cheer Coach for more information</p>				
<p>Athletic Trainers</p> <p>Assist the school trainer in working with athletes in <i>all sports</i>. Good attendance and no discipline record are required for this class. An interest in sports medicine is a plus. You must apply directly to the trainer and have his or her written permission to be a trainer. The students will be assigned to an athletic period and receive credit for participation in athletics.</p>	<p>MHS, NHS, SWHS, SHS HP962 A/B Credit: 0.5 each Type: Meets HF requirement Prerequisite: Athletic Trainer approval</p>				
<p>Sports Medicine I</p> <p>This course is an innovative course approved for state elective credit. It provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.</p>	<p>MHS, NHS, SWHS, SHS HP136 A/B Credit: 1.0 each Type: Elective</p>				

Health, Health Fitness, and Athletics

Sports Medicine II MHS, NHS, SWHS, SHS This course is an innovative course approved for state elective credit. It is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities, wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside of class time homework and time required working with athletes and athletic teams.	HP137 A/B Credit: 1.0 each Prerequisite: Sports Medicine I and Athletic Trainer approval
Sports Medicine III MHS, NHS, SWHS This course is intended to give advanced athletic training for students. This course will apply the knowledge and skills gained in previous sports medicine courses. The course will provide opportunities for the advanced students in the sports medicine programs to research, investigate, prepare, and present case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. The course will provide students the opportunity to explore a health career of their choice.	HP138 A/B Credit: 1.0 each Prerequisite: Sports Medicine I and II
Team Officiating MHS, SWHS, WAIS The Team Sport Officiating course will teach students rules and regulations of selected team sports, developing skills in the area of communication, decision-making, and conflict management needed to officiate team sport competitions, working with coaches, players, other officials, and parents.	HP929 A/B Credit: 0.5 each Type: Meets HF requirement

Human Sexuality Instruction

In response to *Senate Bill 283*, SBISD is providing written notice of our intent to provide human sexuality instruction to students.

Senate Bill 283 specifies:

Before each school year, a school district shall provide written notice to a parent of each student enrolled in the district of the board of trustees' decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

- (1) a summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;*
- (2) a statement of the parent's right to:*
 - a. review curriculum materials as provided by Subsection (j); and*
 - b. remove the student from any part of the district's human sexuality instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and*
- (3) information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the local school health advisory council established under Subsection (a).*

A parent may use the grievance procedure adopted procedure set forth in **Board Policy FNG (LOCAL)** concerning a complaint of a violation of *Subsection (i)*.

SBISD Board of Trustees approved the following curriculums to be used as a supplemental program to our state adopted text in the middle school and high school classes:

Middle School – It's Your Game, Keep It Real: www.itsyourgame.org

High School – Reducing the Risk: www.etr.org

Each of these programs provides detailed information on motivating students to set goals, make good decisions, develop healthy relationships, and choose abstinence.

Health, Health Fitness, and Athletics

A Human Growth and Development curriculum is offered in grade 5. This program addresses the challenges resulting from the physical, emotional and social changes experienced by the child approaching puberty. The program covers the structure and function of the human body, general health, and general hygiene.

Letters will be sent home prior to the presentation of curriculum materials informing parents of program details.

Parents are encouraged to participate in the District School Health Advisory Council (SHAC). Meeting information can be found on the District website at [DSHAC](#).

Enrichment and Support

<p>OneGoal MHS, NHS, SWHS, SHS</p> <p>Whether your goal is to own your own business, buy a house, become a writer, or be a positive role model, a college degree is the first step to get you there. OneGoal has helped thousands get to and through college, and we are here for you too. OneGoal is a college access and success program that starts in the fall of junior year in high school and continues through college to ensure that you have the support and resources you need to graduate. As a OneGoal Fellow, you'll meet 5 days a week in an elective class during your junior and senior years of high school. As a junior, you develop the skills to increase your GPA and ACT/SAT scores to get into colleges and universities, as well as receive help in researching colleges and universities. During your senior year, you will receive direct support in applying to 7 colleges and universities and applying for financial aid. Fellows also develop important social, academic, and financial knowledge to get into and graduate from college. As a college freshman, you will receive remote support from your teacher on specific steps important to persisting in college into sophomore year and beyond.</p>	<p>AD502 A/B AD503 A/B Credit: 0.5-1.0 local credit Type: elective Prerequisite: Approval required</p>
<p>Office Assistant MHS, NHS, SWHS, SHS, WAIS</p> <p>Students will be assigned to the various areas on campus, including the grade level offices, counselor's office, registrar's office, clinic and library. Duties will vary according to specific assignment, but may include filing, answering phones, delivering of messages and office passes, shredding papers, and shelving materials. Prerequisite: Excellent attendance, no serious discipline infractions, pleasant co-operative attitude, willingness to work.</p>	<p>AD322 A/B Credit: 0.5-1.0 local credit Type: Local elective Prerequisite: Approval required</p>
<p>SAT Prep/Fundamentals of College Admission MHS, NHS, SWHS, SHS, WAIS</p> <p>Provides students with a review of SAT verbal and math skills; an understanding of the types of questions found on the test; a knowledge of general test-taking strategies as well as the best specific strategies to use for each type of question. Also guides students through the steps of the college admissions process, e.g. college and career exploration and research, the college application, resume writing, essay writing, financial aid, etc.</p>	<p>ADM912 A/B Credit: 0.5 credit Type: State elective</p>
<p>Study Hall MHS, SHS, WAIS</p> <p>Study hall will be offered as a student choice for either one semester or the entire year. There would be no structured curriculum. Any student may request study hall. Upperclassmen with heavy curricular and extracurricular loads are encouraged to consider taking this class.</p>	<p>ADS13 A/B WAIS: ADS09 A/B ADS10 A/B ADS11 A/B ADS12 A/B Credit: 0.5 local credit Type: Local elective</p>
<p>Teacher's Aide MHS, SHS</p> <p>Student will be assigned to a specific teacher. This must be approved by the teacher and the counselor. Excellent attendance and discipline, a pleasant co-operative attitude, and a willingness to work is required.</p>	<p>MHS: AD332 C/D SHS: AD342 A/B Credit: 1.0 Local credit Type: Local elective Prerequisite: Good conduct & grades with teacher approval</p>

Enrichment and Support

<p>Student Leadership I/Student Leadership II MHS, SHS</p> <p>This course provides an emphasis on personal growth with the following topics of discussion: the foundation of one's character; exploration of the four personalities in an interactive fun book, with a style analysis; and solving the inner workings of why people do the things they do. Students will discuss: What is leadership? What are the myths of leadership? Who is a leader? How does a leader develop influence? How does one develop leadership potential? Discussion will evolve around how leaders have vision, are creative, defeat worry, and use time wisely. Students will also discuss: how attitude can determine success and potential; the anatomy of a failure and what prevents individuals from being successful before even starting; and how one's mind works (the human potential). Students will learn to develop a positive self-image, avoid procrastination and explore how individual needs can impact behavior.</p>	<p>ADM212 A/B ADM 222 Credit: 0.5 each</p>
<p>College Pathway SWHS</p> <p>This course is designed to equip students with the knowledge, skills, and abilities necessary find their college, apply for admissions and financial aide, and become a successful learners in both high school and college.</p>	<p>AD501 A/B AD502 A/B AD503 A/B AD504 A/B Credit: 1.0 each</p>
<p>Peer Assistance for Students with Disabilities I, II NHS</p> <p>This course is designed to promote an inclusive educational environment for students receiving special education services. It provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among ge-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.</p>	<p>AD392A AD392B Credit: 0.5 each</p>

Science, Technology, Engineering, & Mathematics Endorsement

ST Engineering

BIOTECHNOLOGY

As a Biotechnology student, you will study the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. You will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. In addition, you will conduct laboratory and field investigations using scientific methods during investigations to make informed decisions to solve problems. Advanced Biotechnology students study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Meets advanced Science requirement.

Recommended Prerequisites: Biology and Chemistry

Schools: MHS

Grades: 11-12

Credit/Course ID: 1 / 13036400 / CST12A & CST12B

FUNDAMENTALS OF COMPUTER SCIENCE

Intended as a first course designed for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Schools: MHS, SWHS, SHS, WAIS

Grade: 9

Credit/Course ID: 1 / 03580140 / TA113A & TA113B

COMPUTER SCIENCE I

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

Prerequisite: Algebra I

Schools: MHS, SWHS, SHS, WAIS

Grades: 9-11

Credit/Course ID: 1 / 03580200 / TA3I2A & TA3I2B

COMPUTER SCIENCE II

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

Prerequisite: Algebra I and Computer Science I or Fundamentals of Computer Science

Schools: MHS, SWHS, SHS, WAIS

Grades: 10-12

Credit/Course ID: 1 / 03580300 / TA322A & TA322B

AP COMPUTER SCIENCE A – MATH

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Meets advanced math and LOTE requirements.

Schools: MHS, SWHS, SHS

Grades: 10-11

Credit/Course ID: 1 / A3580110 / TA319A & TA319B

IB COMPUTER SCIENCE SL, HL

The IB Diploma Programme computer science course is engaging, accessible, inspiring, and rigorous. This course uses an experimental and inquiry-based approach to problem solving which enables innovation, exploration and the acquisition of knowledge. Based on computational thinking, DP Computer Science develops the ability to think procedurally, logically, concurrently, abstractly, recursively and to think ahead. Students develop algorithms and explore how theoretical and practical limitations affect the extent to which problems can be solved computationally. The course develops computational solutions requiring design, prototype and testing proposed solutions and being able to liaise with clients. Students will primarily work in Python.

Schools: WAIS

Grades: 11-12

Credit/Course ID SL: 1 / I3580200 / TA342A & TA342B

Credit/Course ID HL: 1 / I3580310 / TA352A & TA352B

COMPUTER SCIENCE III

Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Prerequisites: Computer Science II or AP Computer Science A or IB Computer Science SL

Schools: MHS, SWHS, SHS

Grades: 10-12

Credit/Course ID: 1 / 03580350 / TA332A & TA332B

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS

Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions; develop and produce original work that exemplifies the standards identified by the selected profession or discipline; and publish the product in electronic media and print. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

Schools: MHS, SWHS, WAIS

Grade: 12

Credit/Course ID: 1 / 03580900 / TA712A & TA712B

Project Lead the Way (PLTW)—ENGINEERING ESSENTIALS

Engineering Essentials (EES) course is to provide a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems. Students incorporate computational thinking, modeling, systems thinking, professional practices and communication, project management, collaboration, professionalism and ethics as critical parts of a problem-solving process that supports the ability to interpret complex, open-ended problems across disciplines.

Schools: MHS, SWHS, SHS

Grades: 9-10

Credit/Course ID: 1 / N1303760 / CST40A & CST40B

Project Lead the Way (PLTW)—INTRODUCTION TO ENGINEERING DESIGN

This course teaches you the engineering design process through activities, problems, and projects. Topics include engineering notebooks, design processes, prototyping, technical sketching, measurement and statistics, 3D computer solid modeling, and reverse engineering. This is the prerequisite for all PLTW courses.

Schools: MHS, SWHS, SHS

Grades: 9-10

Credit/Course ID: 1 / N159303742 / CST51A & CST51B

Project Lead the Way (PLTW)—AEROSPACE ENGINEERING

Aerospace Engineering engages students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students will also have opportunities to learn and explore basic orbital mechanics, rocket design, environmental control and life support, and robotic system design for planetary exploration – real world scientific/aerospace projects and problems encountered by aerospace engineers.

Prerequisite: Successful completion of Introduction to Engineering Design

Schools: MHS, SWHS

Grades: 10-11

Credit/Course ID: 1 / N1303745 / CST71A & CST71B

Engineering Science/Project Lead the Way (PLTW)—PRINCIPLES OF ENGINEERING

Principles of Engineering introduces you to major concepts studied in a higher education engineering program. Topics include mechanisms, energy, statics, materials, kinematics, and computer control systems. You will develop problem-solving skills and apply your knowledge of math, science, and design to create solutions to various challenges, document your work, and communicate solutions. Meets advanced Science requirement.

Prerequisite: Successful completion of Introduction to Engineering Design and completion or concurrent enrollment in Algebra II

Schools: MHS, SWHS, SHS

Grades: 11-12

Credit/Course ID: 1 / 13037500 / CST52A & CST52B

ENGINEERING DESIGN AND PROBLEM SOLVING

Engineering Design and **Problem Solving** is the capstone course in the high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Meets advanced Science requirement.

Prerequisite: Algebra I and Geometry, Successful completion of Introduction to Engineering Design

Schools: MHS

Grades: 11-12

Credit/Course ID: 1 / 13037300/ CST59A & CST59B

Business & Industry Endorsement

BI Agriculture, Food & Natural Resources

ADVANCED ANIMAL SCIENCE

Meet a class that will take you farther. This course is designed for students who want to deepen their knowledge of the livestock industry. In-depth studies include animal industry, anatomy and physiology, and livestock husbandry. Offered spring semester only. Meets advanced Science requirement.

Prerequisite: Successful completion of Small Animal Management/Equine Science and Veterinary Medical Applications

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 1 / 13000700 / CTAG15

AGRICULTURAL MECHANICS

Agricultural Mechanics takes you through an overview of the skills you would need to maintain a farm or homestead. This hands-on class starts off with safety and exploration of the agricultural job market, then goes right into use of power tools, electrical, plumbing, concrete work, carpentry, fencing and working with metals including welding. Once you successfully complete the class you can tackle many repairs on the farm or at home.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13002200 / CTAG30

PRACTICUM IN AGRICULTURE, FOOD & NATURAL RESOURCES

The practicum is designed to give you a supervised practical application what you have learned in Ag. Practicum experiences can occur in a variety of ways including employment, independent study, internships, assistantships, mentorships, or laboratories. You will use what you know to acquire industry-expected workplace skills, career opportunities, entry requirements, and industry expectations.

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13002500 / CAG82A & CAG82B

FLORAL DESIGN

Let loose your creative side as this hands-on course takes you through step-by-step instructions of arranging flowers and interior plant designs. Leave this class with the skill to arrange flowers for yourself or for employers. Look forward to designing your projects and taking them home to share with others. Meets Fine Arts requirement.

Recommended Prerequisite: Principles of AFNR

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13001800 / CTAG26

Technical Certification: Texas Florist High School Floral Certification

LIVESTOCK PRODUCTION

Gain insight and information about the animals that feed our world. This course will provide you an introduction to livestock production including anatomy, nutrition, health care and information specific to the species. If you are interested in livestock judging this is for you.

Recommended Prerequisite: Principles of AFNR

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13000300 / CTAG11

LIVESTOCK PRODUCTION WITH LAB

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production addresses topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry as part of the food industry in the United States. This includes understanding anatomy and physiology, genetics, reproduction, performance data impacts, regulations in animal management and impact on world commodity market.

Recommended Prerequisite: Principles of AFNR

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13000310 / CAG20A and CAG20B

PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES (AFNR)

Don't think agriculture affects you? Get ready for this eye-opening class! Learn how food, clothing, shelter, transportation, medicine and modern-day conveniences rely on agricultural products. Students will also explore how agriculture affects government and international trade.

Schools: Guthrie

Grades: 9-10

Credit/Course ID: 1 / 13000200 / CTAG10

SMALL ANIMAL MANAGEMENT *and* EQUINE SCIENCE

In Small Animal Management, the first of these concurrent classes, you will learn what a valuable role dogs, cats, hamsters, birds, and reptiles play in our society. Develop knowledge and skills pertaining to the selection, nutrition, grooming, reproduction, health, and management of small animals. Live animals are used in classroom demonstrations. Equine Science is the second class and you will be exposed to the science of horses and technology principles that include genetics, anatomy, physiology/nutrition, diseases, pests, and management practices. Topics also include an introduction to the equine industry, various breeds, conformation, selection, care and management, soundness, health, feeding, farrier observation, restraints, general vaccinations and overall managerial duties.

These classes must be taken concurrently.

Recommended Prerequisite: Principles of AFNR

Schools: Guthrie

Grades: 9-10

Credit/Course ID: 0.5 / 13000400 / CTAG12 *and*
0.5 / 13000500 / CTAG13

VETERINARY MEDICAL APPLICATIONS

Explore the basics of the veterinary medical profession and know what goes on behind the scenes of a vet clinic. You will gain skills that technicians need to know, like handling a wide variety of animals, assisting clients, office management and legal issues. Learn common ailments and treatments as well as emergency care techniques. Classroom demonstrations will use live animals.

Prerequisite: Successful completion of Livestock Production or Small Animal Management/Equine Science

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 1 / 13000600 / CTAG14

Technical Certification: Certified Vet Assistant Level 1 (12th grade)

WILDLIFE, FISHERIES, & ECOLOGY MANAGEMENT

This course is designed for students who love the great outdoors. Learn how to identify, manage and conserve wildlife and their ecology. Students can acquire state certification in Hunter Education.

Recommended Prerequisite: Principles of AFNR

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13001500 / CTAG23

Technical Certification: Texas Hunter Education Certification, Texas Boater Education Certification



Architecture & Construction

PRINCIPLES OF ARCHITECTURE *and* ARCHITECTURAL DESIGN 1

Want to design your future as an architect? Start your sophomore year at the Guthrie Center for potentially three years of architectural study. Projects are designed to build your portfolio and resume so that you are the best candidate for the college program of your choice. In your first year of study, you will learn networking techniques, art practices, technical drafting and beginning computer aided drafting skills. You will learn the lettering styles used by architects, how to do an "as-built," how to read a blueprint, how to edit a commercial tenant improvement set of documents and compete in a student design competition. Start building your dream today!

These classes must be taken consecutively in one school year.

Prerequisite: Successful completion/concurrent enrollment in Geometry

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13004600 / CTAC13 *and*

1 / 13004210 / CTAC12

ARCHITECTURAL DESIGN 2

Carry on the dream by taking a second year of architectural study. Building upon knowledge and skills successfully mastered in Principles of Architecture/Architectural Design 1, you will learn about residential design. You will study building codes, site plans, interior design, room relationships and sizes, exterior design, conservation and environmental design and framing methods. Projects added to your portfolio will include designing a kitchen, preparing presentation materials using advanced computer aided drawing skills, specifying appliances and materials, and building a scaled model and competing in a student design competition. Continue to construct your future today.

Prerequisite: Successful completion of Architectural Design 1

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13004700 / CAC22A & CAC22B

Technical Certification: AUTODESK Certified User: AutoCad

PRACTICUM ARCHITECTURAL DESIGN

Planning for achievement towards a degree in architecture involves a developed portfolio, skilled instruction, dedication and hard work. This year binds together the previous two years of instruction. Students will receive instruction about safety, career opportunities, architectural soft skills, work ethics, student design competition, and college architectural design study. In addition, students will have the talent to create a senior design project to add to their developing portfolio using the Autodesk Revit program. The foundation is laid for success in an exciting career in Architecture.

Prerequisite: Successful completion of Architectural Design 2

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13004800 / CAC82A & CAC82B

Technical Certification: Autodesk Certified User: REVIT

CONSTRUCTION TECHNOLOGY 1

Construction is one the fastest growing fields in Houston. Come be a part of it! Discover what is needed to enter the workforce as a carpenter, building maintenance supervisor or prepare for a post-secondary degree in construction management, architecture or engineering. Through hands-on activities, skills in safety tool usage, building materials, codes and framing are experienced.

Schools: NHS, SWHS

Grades: 10-12

Credit/Course ID: 2 / 13005100 / CAC14A & CAC14B

CONSTRUCTION TECHNOLOGY 2

Construction Technology 2 is a second level course where you continue the skills acquired from Construction Technology 1. You will be introduced to exterior and interior finish out skills, cabinetry, and other construction trades such as electrical and plumbing.

Prerequisite: Successful completion of Construction Technology 1

Schools: NHS, SWHS

Grades: 11-12

Credit/Course ID: 2 / 13005200 / CAC24A & CAC24B

PRINCIPLES OF CONSTRUCTION

Learn construction safety, mathematics, drawings as well as common hand and power tools used in general maintenance of residential and commercial property. Identify, plan and solve real problems using knowledge of construction practices.

Schools: NHS, SWHS

Grades: 9-10

Credit/Course ID: 1 / 13004220 / CAC10A & CAC10B

TRIO ELECTRICIAN PRE-APPRENTICESHIP PROGRAM

The TRIO Electrician Pre-Apprenticeship Program at The Guthrie Center is an outstanding way for you to get a solid head start in the high-demand, high skill field of electrical work. In the first year of the TRIO Electrician Apprenticeship program, you will take both Electrical Technician 1 and Applied Mathematics for Technical Professionals. Starting your junior year you will take classes at Guthrie taught by a master electrician, and work in a paid internship during the summer between 11th and 12th grade, all while you earn dual credit from Houston Community College.

APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS (TRIO)

(CTE course for 3rd Mathematics credit)

Geared solely for students in the Electrician Pre-Apprenticeship program, you can earn a high school graduation math credit brought to life in the field of electricity. The idea behind Applied Mathematics for Technical Professionals is to weave what you need to learn with your pathway so you can be a successful problem solver and use math efficiently and effectively in daily life. You will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. This includes mental math, estimation, and number sense to generate solutions and make connections and predictions.

Must be taken concurrently with Electrical Technician 1.

Prerequisites: Successful completion of Algebra 1

Schools: Guthrie

Grade: 11

Credit/Course ID: 1 / 12701410 / CTPM60

ELECTRICAL TECHNICIAN 1 (TRIO)

In the first year of the TRIO Electrician Apprenticeship program, you will take both Electrical Technician 1 and Applied Mathematics for Technical Professionals. The first year helps you acquire the knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

Must be taken concurrently with Applied Mathematics for Technical Professionals (TRIO).

Recommended Prerequisite: Successful completion of Principles of Construction or Agricultural Mechanics

Schools: Guthrie

Grade: 11

Credit/Course ID: 1 / 13005600 / CTAC35

ELECTRICAL TECHNICIAN 2 (TRIO)

This second year of the Electrician Apprenticeship program goes deeper into applied electrical concepts in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

Prerequisite: Successful completion of Electrical Technician 1 and Applied Mathematics for Technical Professionals

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13005700 / CAC45A & CAC45B

Arts, A/V Technology & Communications

PRINCIPLES OF ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

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

Schools: MHS, NHS, SWHS, SHS, WAIS

Grade: 9

Credit/Course ID: 1 / 13008200 / CAV10A & CAV10B

ANIMATION 1 w/LAB

Learn to develop and communicate your animation ideas through 3D modeling, animation, concept drawings, storyboards, virtual lights and cameras, and scene design using the same techniques and software used by professionals.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13008310 / CAV11A & CAV11B

ANIMATION 2 w/LAB

Expand the skills and creativity you developed in Animation 1. Skills taught include introduction to character design, 3D modeling and texturing a character, Bone system and character rigging for animation, effective in-depth storytelling, visual effects and post production techniques, introduction to Unreal game engine and integrated audio and sound F/X, as well as creating an online portfolio.

Prerequisite: Successful completion of Animation 1 w/Lab

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13008410 / CAV21A & CAV21B

Technical Certification: Autodesk Maya Certified User

PRACTICUM IN ANIMATION

Utilize the latest technologies in 3D modeling, animation for developing real time graphics, with the goal of producing models and animations that relate to industrial projects such as: product visualization, oil and gas equipment, architectural scenes, and consumer products.

Prerequisite: Successful completion of Animation 2 w/Lab

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13008450 / CAV83A & CAV83B

PRACTICUM 2 IN 3D ANIMATION 4—GAME DEVELOPMENT

This course expands the use of motion capture as it applies to game development. You will learn how to create games level by utilizing current game development engines; also explore concepts in layering digital assets into composites for video and film. This prepares you for working in the industry through internships with local business partners, as well as extending animation studies at a college or university.

Prerequisite: Successful completion of 3D Animation 3—Game Development Practicum 1

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13008460 / CAV93A & CAV93B

Technical Certification: Autodesk Maya Certified User and Portfolio Completion

COMMERCIAL PHOTOGRAPHY 1 w/LAB

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. This hands-on class will give students an opportunity to work in a real studio using professional equipment, learn how to edit photos using the latest software and create a portfolio that can open doors to an exciting new world!

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13009110 / CAV14A & CAV14B

COMMERCIAL PHOTOGRAPHY 2 w/LAB

Commercial Photography 2 develops an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. Students spend most of their time in the studio, are often selected to work for outside clients and can earn an industry certification.

Prerequisite: Successful completion of Commercial Photography 1

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13009210 / CAV24A & CAV24B

Technical Certification: Adobe Certified Associate - Photoshop

PRACTICUM IN COMMERCIAL PHOTOGRAPHY

This course is for the student who plans to pursue a career in commercial photography. Students are self-starters, often work independently and are led under the instruction of the teacher to further develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Prerequisite: Successful completion of Commercial Photography 2

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13009250 / CAV87A & CAV87B

AUDIO AND VIDEO PRODUCTION (FILM) 1 w/LAB

Audio and Video Production 1 provides an opportunity to develop an understanding of the film industry with a focus on pre-production, production, and post-production audio and video products. Course work will include creating, editing and showcasing film productions and creating a demo reel of student work.

Students learn how to use Final Cut Pro X, the leading software used in professional film editing.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13008510 / CAV12A & CAV12B

AUDIO AND VIDEO PRODUCTION (FILM) 2 w/LAB

If you want to take your Film and Video Production 1 experience to the next level, this class is for you. This class is for students who want to pursue a career in this industry and want to gain the skills and knowledge that will set them apart and get them that job. Students are often selected to produce for outside clients. Students can earn an industry certification.

Prerequisite: Successful completion of Audio and Video Production 1

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13008610 / CAV22A & CAV22B

Technical Certification: Apple Final Cut Certified Associate

PRACTICUM IN AUDIO AND VIDEO PRODUCTION (FILM) 1

This course is for the very serious student who plans to pursue a career in this field. Students are self-starters, often work independently and are led under the instruction of the teacher. Students can earn an industry certification.

Prerequisite: Successful completion of Audio and Video Production 2

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13008700 / CAV82A & CAV82B

DIGITAL MEDIA

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

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 10-11

Credit/Course ID: 1 / 13027800 / CIT14A & CIT14B

DIGITAL DESIGN AND MEDIA PRODUCTION

Allows students to demonstrate and develop creative thinking and innovative strategies through digital media projects. Communication, collaboration, and understanding laws, regulation, and integrity is important in the field of digital design. Digital typography, layout principles, photography, video, and project management are important aspects of this area of study. Practical application of related skills is found in many fields, including marketing and advertising, publishing, journalism, corporate communication, web and graphic design across magazine, television, film, and other industries.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 11-12

Credit/Course ID: 1 / 03580400 / TA506A & TA506B

DIGITAL ART AND ANIMATION

May include exploration into concepts of both experimental and commercial application in both industry and the arts. Animations, images, and other digital works may be created a variety of ways, including digital imaging software, physical electronics, and through code. Digital Art and Animation has application in many careers including web and graphic design, advertising, corporate communications, illustration, character development, script writing and storyboarding, directing, producing, inking, project management, editing, across magazine, television, film, game, and other industries.

Prerequisite: Art I recommended

Schools: MHS, NHS, SWHS, SHS, WAIS

Grade: 12

Credit/Course ID: 1 / 03580500 / TA504A & TA504B

GRAPHIC DESIGN AND ILLUSTRATION_1 w/LAB

Utilize the latest tools and software to design colorful, exciting, eye-catching, engaging and memorable advertising and marketing communications that will have people abuzz about the products and services that you feature. This course focuses on the basics of color and design, illustration and the effective use of typography to showcase your clients' products or services to their potential customers. Learn Adobe software tools that professionals use to bring your ideas to print.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13008810 / CAV13A & CAV13B

GRAPHIC DESIGN AND ILLUSTRATION 2 w/LAB

Today our society relies on visual communication. The second year continues deeper into concepts and processes of Graphic Design for print and web. Adobe Creative Suite with projects in editorial, web and motion graphic design can be mastered.

Prerequisite: Successful completion of Graphic Design and Illustration 1

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13008910 / CAV23A & CAV23B

Technical Certification: Adobe Certified Associate – Illustrator

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION

Work on actual projects with customers from businesses and school district departments to get a real taste of the Graphic Design career.

Prerequisite: Successful completion of Graphic Design and Illustration 2

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13009000/ CAV85A & CAV85B

Business, Marketing, and Finance

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

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

Schools: MHS, NHS, SHS, SWHS, WAIS

Grade: 9

Credit/Course ID: 1 / 13011200 / CBM11A & CBM11B

BUSINESS INFORMATION MANAGEMENT (BIM) 1

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

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 9-10

Credit/Course ID: 1 / 13011400 / CBM12A & CBM12B

Technical Certification: MOS Word and Excel Certification

BUSINESS INFORMATION MANAGEMENT (BIM) 2

Expand your computer skills by building advanced technology expertise required in today's global business environment. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. By the end of this course students will know the Microsoft Office Suite in depth and can become certified as a Microsoft Office Specialist (MOS).

Prerequisite: Successful completion of Business Information Management 1

Schools: MHS, NHS, SWHS

Grade: 12

Credit/Course ID: 1 / 13011500 / CBM22A & CBM22B

Technical Certification: Additional MOS Certifications

BUSINESS LAW

Business Law will teach you to analyze legal issues related to civil and criminal laws, the court system, contracts, family law, employment, and property to prepare you for life and the workplace. You will use your technical skills to the study of business and contemporary legal issues.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 11-12

Credit/Course ID: 1 / 13011700 / CBM14A & CBM14B

GLOBAL BUSINESS

Global Business introduces concepts of the global market and international trade. We will look at the economy of the global marketplace, study cultural differences and the effects of those differences on our society, international law and finance. Enjoy this innovative experience and discover the world at hand.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 11-12

Credit/Course ID: 0.5 / 13011800 / CTBM15

VIRTUAL BUSINESS

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 11-12

Credit/Course ID: 0.5 / 13012000 / CTBM16

ACCOUNTING I

Want to get a grasp on how finances are handled in the world of business? Accounting is the class to take! This fun and challenging program will give you an understanding of the checks and balances of the business world. Students will complete the Accounting cycle for both a service and merchandising business. Accounting 1 I is a college prep course for Business majors and in preparation for college Accounting.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 10-12

Credit/Course ID: 1 / 13016600 / CFI14A & CFI14B

Technical Certification: QuickBooks Certified User

ACCOUNTING II

Accounting II provides for review and further development of fundamental accounting principles with extensive use of computerized accounting programs. Study the Stock Market, Investing and Corporate Accounting. Meets 3rd Mathematics requirement.

Prerequisite: Successful completion of Accounting I

Schools: NHS, SHS, SWHS, WAIS

Grades: 11-12

Credit/Course ID: 1 / 13016700 / CFI24A & CFI24B

FINANCIAL MATHEMATICS

(3rd Mathematics Course)

Students will apply critical thinking skills to analyze personal financial decisions based upon the current and projected economic factors. Math and calculations related to the real world experiences include some of the following: net pay, income taxes, calculate mortgage payment, property taxes, mortgage insurance, closing cost, interest cost. Students will integrate career and postsecondary education planning into financial decision-making throughout the course.

Prerequisite: Successful completion of Algebra I and Geometry

Schools: MHS, NHS, SHS, SWHS, WAIS

Grades: 10-12

Credit/Course ID: 1 / 13018000 / CFI60A & CFI60B

ENTREPRENEURSHIP

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

Schools: MHS, NHS, SWHS, SHS

Grades: 11-12

Credit/Course ID: 1 / 13034400 / CMK13A & CMK13B

Hospitality & Tourism

INTRODUCTION TO CULINARY ARTS

Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Schools: NHS, SWHS, SHS

Grades: 9-10

Credit/Course ID: 1 / 13022550 / CHT04A & CHT04B

Technical Certification: ServSafe Food Handler

CULINARY ARTS

Culinary Arts begins with the fundamentals of cooking, the science of baking, management and production skills, and safety/sanitation procedures. Along with guest chefs, we will help you develop and refine your creative side. You will master the steps of recipe development and event planning where you will participate in specific dining functions throughout the course.

Schools: Guthrie

Grades: 10-11

Credit/Course ID: 2 / 13022600 / CHT14A & CHT14B

Technical Certification: ServSafe Food Manager

ADVANCED CULINARY ARTS

In this course you will be in the kitchens working with food most of the time! First semester will be dedicated to Baking and Pastry in our commercial bake shop and second semester will be geared towards international cuisine. Culinary Arts 2 will extend content and enhance skills introduced in Culinary Arts 1 by infusing high-level, industry-driven content to prepare students for success in higher education, certifications and/or immediate employment. This mid-level course will increase your depth of knowledge and experience in specific areas including baking, protein selection, advanced nutrition and sustainability. As an Advanced Culinary Arts student you will have a complete understanding of front and back of the house roles and how these areas work together to create a successful operation. You will prepare for national certifications that will provide you an advantage for scholarships, college admittance and employment.

Prerequisite: Successful completion of Culinary Arts

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13022650 / CHT24A & CHT24B

CAFE OPERATIONS

This course will put you in the driver's seat for running our campus café! A combination of lab instruction, demonstration, and hands-on production will provide you practical application to café and catering business practices and kitchen operations.

Prerequisite: Successful completion of Culinary Arts

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13022710 / CHT94A & CHT94B

PRACTICUM IN CHEF TRAINING

Chef Training is for students that are sincerely interested in the culinary field. You will partner with chefs from The Art Institute of Houston and other area professional chefs as we learn higher-level cooking skills. You will develop advanced knife skills, soup and sauce production, vegetable and meat cookery, and may earn your ServSafe certification. Study trips include touring restaurants and hotels, and networking with chefs and others in the industry.

Prerequisite: Successful completion of Culinary Arts

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13022700 / CHT84A & CHT84B

Information Technology

COMPUTER MAINTENANCE w/LAB

This program will prepare you to take CompTIA's A+ Certification exam. With this certification, you will be ready to go to work in the high-tech and high-paying IT jobs of tomorrow. Through hands-on activities and labs, you will assemble and configure computers, install operating systems, software, and set up/troubleshoot hardware, software and networks.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13027310 / CIT11A & CIT11B

Technical Certification: CompTIA A+ Certification

NETWORKING 1 w/LAB

This program will prepare students to take the Cisco CCNA or CCENT Certification exams. With these certifications, you will be ready to go to work in the high-tech and high-paying IT jobs of tomorrow. Through hands-on activities and labs, you will learn how to configure routers and set up small networks using many commercial design and network administrator tools.

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13027410 / CIT12A & CIT12B

Technical Certification: CompTIA Networking+ and Security +

COMPUTER TECHNICIAN—PRACTICUM 1st time taken

The Computer Technician practicum allows you to apply what you learned in other classes. Computer technicians must be well-versed in multiple computer systems and network functions. The ideal candidate will be able to diligently and accurately apply solid problem-solving skills to fix issues and ensure functionality. Some of the responsibilities include: hardware setup, install and configure software and drivers, maintain and repair tech equipment and peripherals, design and install well-functioning LAN/WAN and other networks and manage network components, manage security options and software in computers and networks to maintain privacy and protection from attacks, perform regular upgrades and updates, troubleshoot system failures and provide solutions to restore functionality, arrange maintenance sessions to discover and resolve inefficiencies, keep records of repairs and fixes for future reference, provide just-in-time technical support, and develop your professional soft skills needed for success.

Prerequisite: Successful completion of Computer Maintenance

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13027500 / CIT81A & CIT81B

COMPUTER TECHNICIAN—PRACTICUM 2nd time taken

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

Prerequisite: Successful completion of Computer Technician Practicum, 1st time taken

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13027510 / CIT92A & CIT92B
3 / 13027515 / CIT92C & CIT92D

Manufacturing

WELDING 1

Welding 1 provides the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Schools: SWHS

Grades: 10-12

Credit/Course ID: 2 / 13032300 / CMF13A & CMF13B

WELDING 2

Welding 2 builds on the knowledge and skills developed in Welding 1. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Prerequisite: Successful completion of Welding 1

Schools: SWHS

Grades: 11-12

Credit/Course ID: 2 / 13032400 / CMF23A & CMF23B

Public Services Endorsement

Education & Training

PRINCIPLES OF EDUCATION AND TRAINING

Principles of Education and Training is designed to introduce learners to the various careers available within all levels of educational institutions. Students explore careers through shadowing, interviewing, career interest inventory, researching, and/or self-reflection to understand requirements for entering each field of work. Students will gain understanding to societal impacts within education and learn characteristics necessary for success as a teaching professional including job market analysis for the future.

Schools: MHS, NHS, SWHS, SHS

Grades: 9-10

Credit/Course ID: 1 / 13014200 / CET10A & CET10B

HUMAN GROWTH AND DEVELOPMENT

An introduction to developmental psychology, the course explores the different stages of human life – Prenatal, Infancy, Childhood, Adolescence, Adulthood – and the biological, psychological and social changes occurring in individuals during them. Topics include: theories of development, genetics and development, birth and the neonate, cognitive and brain development, early experience, attachment, motor and language development, social, moral development, aging and death.

Schools: MHS, NHS, SWHS, SHS

Grades: 10-11

Credit/Course ID: 1 / 13014300 / CET11A & CET11B

INSTRUCTIONAL PRACTICES

Changing lives in real classrooms could be in your future! If you are ready to teach and get hands-on experience working with children, then this is the course for you. You will be assigned to an off-campus school and will get practical experience working beside a certified teacher. Students have a choice of working with kindergarten through middle school. If you are thinking about a career related to children and/or teaching, this is definitely the course for you.

Schools: MHS, NHS, SWHS, SHS

Grades: 11-12

Credit/Course ID: 2 / 13014400 / CET12A & CET12B

PRACTICUM IN EDUCATION AND TRAINING

This field-based internship focuses on child and adolescent development principles as well as principles of effective teaching and training practices under the joint direction and supervision of teacher with knowledge of early childhood, elementary, middle and high school aged students. You will be able to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, and educational personnel.

Prerequisite: Successful completion of Instructional Practices in Education or Child Guidance

Schools: MHS, NHS, SWHS, SHS

Grade: 12

Credit/Course ID: 2 / 13014500 / CET82A & CET82B

Technical Certification: Educational Aide I

Health Science

ANATOMY AND PHYSIOLOGY

If you are interested in the way the body moves, then Anatomy and Physiology is the class for you. You will discover the structures and functions of the human body and body systems, and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy processes. Meets advanced Science requirement.

Recommended Prerequisite: Two years of Science

Schools: MHS, NHS, SWHS, SHS

Grades: 11-12

Credit/Course ID: 1 / 13020600 / CHS70A & CHS70B

PRINCIPLES OF HEALTH SCIENCE

In our ever-changing world, one thing is constant – the need for Health Care Providers. The “Baby Boomers” are retiring and the need for new recruits is critical! You will be helping mankind. Sign up for Principles of Health Science to learn about the exciting opportunities in the Health Care Industry. Come, have fun in developing your new vocabulary of Medical Terminology. You will be able to interpret what the health care professionals are really saying.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 9-10

Credit/Course ID: 1 / 13020200 / CHS10A & CHS10B

HEALTH SCIENCE THEORY no/CLINICAL and PHARMACOLOGY

Health Science Theory is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. This course will include an overview of safety practices and government regulations, pharmacy-related medical terminology, standards of infection control, and ethical/legal issues in healthcare. American Red Cross First Aid/CPR/AED certification will be obtained. The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

These courses must be taken concurrently.

Prerequisite: Successful completion of Principles of Health Science, Biology, and Chemistry

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 1 / 13020400 / CTHS12 **and**

1 / 13020950 / CTHS22

HEALTH SCIENCE THEORY w/CLINICAL

During the 2nd year of Health Science you will be in awe as you venture into the hospital for observation of real professionals and real patients. There is a thrill of really “being there.” You will learn the importance of confidentiality, compassion, ethics and the vast world of medicine.

Prerequisite: Successful completion of Principles of Health Science 1 and Biology

Recommended Prerequisite: Medical Terminology

Schools: MHS, NHS, SWHS, SHS

Grades: 11-12

Credit/Course ID: 2 / 13020410 / CHS12A & CHS12B

PRACTICUM IN HEALTH SCIENCE – PATIENT CARE TECHNICIAN

During the 3rd year of Health Science you will actually work every day of the week in a hospital. It will be worked into your school schedule. You will rotate through different departments of the hospital throughout the year. You will get “hands-on experience” using the skills you were taught in Health Science and feel like part of the hospital team!

Prerequisite: Successful completion of Health Science Theory w/Clinical and Biology

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13020500 / CHS82A & CHS82B

Technical Certification: Patient Care Technician, EKG Technician, Phlebotomy Technician

MEDICAL TERMINOLOGY

This course is designed as an introduction to the medical field. Students develop a working knowledge of the language of medicine. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

Schools: MHS, NHS, SHS, SWHS

Grades: 10-11

Credit/Course ID: 1 / 13020300 / CHS11A & CHS11B

MEDICAL MICROBIOLOGY

In Medical Microbiology you will identify the relationships of microorganisms to wellness and disease. You will learn how to prevent diseases by learning the chain of infection, asepsis, and standard precautions. You will get to investigate and find out the differences between pathogenic and nonpathogenic organisms and how they relate to specific diseases, causative agents, and treatment options. Meets advanced Science requirement.

Recommended Prerequisite: Successful completion of Biology and Chemistry

Schools: MHS, NHS, SHS, SWHS

Grade: 12

Credit/Course ID: 1 / 13020700 / CTHS71

PATHOPHYSIOLOGY

In Pathophysiology you will learn how the disease processes affect the human systems. Emphasis is placed on prevention and treatment of diseases. You will observe the differences between normal and abnormal physiology in a lab setting. Meets advanced Science requirement.

Recommended Prerequisite: Successful completion of Biology and Chemistry

Schools: MHS, NHS, SHS, SWHS

Grade: 12

Credit/Course ID: 1 / 13020800 / CTHS72

PRACTICUM IN HEALTH SCIENCE – PHARMACY TECHNICIAN

Interested in the Pharmaceutical field? This is the class for you! You will learn the technical and knowledge base skills and work habits required for an entry level position in the pharmacy field or other related areas. On successful completion of this course and graduation you will have the opportunity to sit for the Pharmacy Technician Certification Exam (PTCE). This capstone course is designed for those students pursuing a Pharmacy Tech certification.

Prerequisite: Successful completion of Health Science Theory and Biology

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13020500 / CHS92A & CHS92

Technical Certifications: Pharmacy Technician (PTCE) and National Sterile Products (IV) Certification

Human Services

COSMETOLOGY 1 w/LAB

This program offers hands-on training, amazing guest artists, study trips and a self-paced curriculum focused on competitions, salon skills, and the Texas Cosmetology State Examination. Students are responsible for Texas Department Licensing Registration fee and supplies.

Schools: Guthrie

Grade: 11

Credit/Course ID: 3 / 13025210 / CHU19A & CHU19B

COSMETOLOGY 2 w/LAB

Graduate from high school with your Texas Cosmetology State License! Maximize skills and theory learned in Cosmetology 1 through an intense focus on industry readiness and the Texas Cosmetology State Licensing Examination. Upon successful completion of Cosmetology 2, you will have an opportunity to obtain your Texas Cosmetology State License by passing written and practical examinations to earn your license. Students are responsible for State Licensing Examination fees and supplies.

Prerequisite: Successful completion of Cosmetology 1.

Schools: Guthrie

Grade: 12

Credit/Course ID: 3 / 13025310 / CHU29A & CHU29B

Technical Certification: Texas Cosmetology Operators License

Law and Public Service

FORENSIC SCIENCE

Connect science to law and find out what it takes to solve crimes. If you like watching CSI and other true crime shows, then this course is for you. Find out what science can and cannot do in crime fighting. Is it real or just TV? You might be surprised! Meets advanced Science requirement.

Prerequisites: Successful completion of Biology and Chemistry

Recommended Prerequisite: Law Enforcement 1

Schools: MHS

Grades: 11-12

Credit/Course ID: 1 / 13029500 / CTL50A & CTL50B

FORENSIC SCIENCE AT GUTHRIE

Connect science to law and find out what it takes to solve crimes. If you like watching CSI and other true crime shows, then this course is for you. Find out what science can and cannot do in crime fighting. Meets advanced Science requirement.

Prerequisites: Successful completion of Biology and Chemistry

Recommended Prerequisite: Law Enforcement 1/ Criminal Investigation

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 1 / 13029500 / CTLW50

LAW ENFORCEMENT 1 and CRIMINAL INVESTIGATION

What is the “Thin Blue Line”? Explore the history, organization, and function of local, state, and federal law enforcement. Explore Constitutional law, the U.S. legal system, criminal law, law enforcement terminology and methods, and the classification and elements of crimes. Criminal Investigation introduces you to careers and understanding the basic functions, procedures and following up during investigations, terminology and investigative procedures in crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Case studies and simulated crime scenes for collecting and analyzing evidence.

These courses must be taken consecutively in one school year.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13029300 / CTLW11 **and**
1 / 13029550 / CTLW22

LAW ENFORCEMENT 2 and CORRECTIONAL SERVICES or COURT SYSTEMS AND PRACTICES

Law Enforcement 2 has you digging deeper into the daily aspects of policing. What does it really mean to protect and serve? Learn the day-to-day challenges faced in protecting and serving people. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. In Correctional Services, students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates. Court Systems and Practices is an overview of the federal and state court systems with emphasis on Constitutional law for criminal procedures, as well as civil law. Preparation and delivery of both prosecution and defense legal strategies are explored in a classroom and courtroom environment.

These courses must be taken consecutively in one school year.

Recommended Prerequisites: Successful completion of Law Enforcement 1 and Criminal Investigation

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 1 / 13029400 / CTLW21 **and**
1 / 13029700 / CTLW32 **or**
1 / 13029600 / CTLW12

PRACTICUM IN LAW, PUBLIC SAFETY CORRECTIONS, AND SECURITY

The practicum course is designed to give students a paid or unpaid supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 13030100 / CLW82A & CLW82B
3 / 13030110 / CLW82C & CLW82D



Navy Junior Reserve Officers Training Corps

NAVAL SCIENCE

The NJROTC program was established by Public Law in 1964 and is taught by instructors who are retired Navy, Marine Corps, and Coast Guard officers and enlisted personnel. The NJROTC accredited curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extracurricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval bases and other activities, marksmanship sports training, and physical fitness training.

2021-2022 CAREER & TECHNICAL EDUCATION CLASSES

The first year class introduces students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promotes an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provides the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level. The second year class further develops the traits of citizenship and leadership, and introduces cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history. Naval Science 3 enhances understanding of principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of naval ships and aircraft and an introduction to marine navigation and seamanship. Students taking the 4th year class are focused on practical leadership techniques and implementation. The intent is to assist seniors in improving their leadership skills by putting them in positions of supervised leadership and helping them analyze the reasons for their varying degrees of success throughout the year. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them.

NJROTC cadets participate in a number of outside, or extracurricular, activities throughout the school year and during the summer months. These opportunities are designed to stimulate learning by hands-on experience and to reinforce classroom instruction. Technical Certifications available include American Red Cross First Aid, CPR and AED. If a student enlists in the military, a pay grade increase can be earned after 2 years in the program.

NAVAL SCIENCE 1

Includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U.S. Navy.

Year 1 satisfies one credit of PE.

Schools: Guthrie

Grades: 9-12

Credit/Course ID: 1 / 03160100 / NS102A/B;
1 / 03820101 / HP134A/B

NAVAL SCIENCE 2

Includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U.S. to world power status, World Wars I and II, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 03160200 / NS202A/B;
1 / N1290010 / ADNS2A/B

NAVAL SCIENCE 3

Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

Schools: Guthrie

Grades 11-12

Credit/Course ID: 2 / 03160300 / NS302A & NS302B

NAVAL SCIENCE 4

Includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 03160400 / NS402A & NS402B

Military Pay Grade Increase Upon Enlistment (earned after 2 years)

Career Development

CAREER PREPARATION

This course provides opportunities for you to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders.

You will also identify colleges that support the degree or certification that is required for a successful career in your field. The goal is to prepare students with “soft skills” required for employment and for a fast-changing workplace.

Technical Certification: ACT National Career Readiness Work Keys

Schools: SWHS, SHS

Grades: 11-12

Career Preparation 1: 2 credits CCP81A & CCP81B

Extended Career Preparation 1: 3 credits CCP81C & CCP81D

Schools: SWHS, SHS

Grade: 12

Career Preparation 2: 2 credits CCP91A & CCP91B

Extended Career Preparation 2: 3 credits CCP91C & CCP91D

ALL

Guthrie Internships: An Option for Your Pathway

An Internship is a clearly defined, short-term, work and learning experience to intensify preparation for a specific career field. Through targeted learning goals, supervision and evaluation, Guthrie interns apply their technical knowledge to actual work experiences. This serves to both enhance the student's education while adding value to the employer since interns typically work alongside practicing professional as they tackle projects and challenges on a daily basis.

Interns are juniors and seniors who are enrolled in specific course, focused and/or possess high-level technical skills. An internship can be the pivotal point for students to reach their T-2-4 option of choice.

Internship placements are based on the student's previous electives and what they desire to study in college or employment in a career after graduation. Interns benefit by working in their specific area of interest while continuing their technical education. Students observe all aspects of the company's operations to discover how what they learn in school is applied in the workplace.

Many employers write outstanding letters of recommendations for the intern's college applications, offer financial scholarships for college and may extend full-time employment pending completion of their education.

This course provides opportunities for you to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. You will also identify colleges that support the degree or certification that is required for a successful career in your field. The goal is to prepare students with "soft skills" required for employment and for a fast-changing workplace.

Technical Certification: ACT National Career Readiness Work Keys

INTERNSHIP 1

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 12701300 / CPG81A & CPG81B
3 / 12701305 / CPG81C & CPG81D

INTERNSHIP 2

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 12701400 / CPG91A & CPG91B
3 / 12701405 / CPG91C & CPG91D