



**Arlington**  
INDEPENDENT SCHOOL DISTRICT  
*More Than a Remarkable Education*



ACHIEVE TODAY.



EXCEL TOMORROW.

**HIGH SCHOOL COURSE DESCRIPTION HANDBOOK**  
Cohorts 2018 and thereafter                      2018-2019

## **Non-Discrimination Statement**

The Arlington Independent School District does not discriminate on the basis of race, color, age, gender, national origin, religion or disability in educational programs, admissions / enrollment decisions or activities which it operates, as required by Title II, Title VI, Title IX, and Section 504.

## **Confidentiality Statement**

The Arlington Independent School District, in accordance with the Family Educational Rights and Privacy Act ("FERPA") restricts access to protected student records as required by law. Directory information on students will be released upon request without a parent's consent, unless the parent elects in writing to restrict directory information. The form on which parents can indicate their election is sent home each year.

## **Structural Pest Control**

Schools periodically apply pesticides. Information concerning these applications may be obtained by contacting the building principals.

### **Options and Requirements For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact School Counselor (learning difficulties)

**or**

Special Education Services Office 682-867-7690



January 2018

Dear Parents and Students:

The mission of the Arlington Independent School District is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative and rigorous learning experiences. As you begin studying course offerings and selecting classes for next year, you will find that AISD offers a wide range of course offerings designed to support students in transforming their potential to reality, and graduating exceptionally prepared for college, career and citizenship.

Students, who entered 9th grade in 2014-2015 or after, are required to complete the Foundation High School Plan. The information presented in this handbook will assist students and parents in understanding state and district graduation requirements, along with the courses and programs available to fulfill these requirements. The AISD offers many courses – across various content disciplines - to meet each student's need related to this graduation requirement.

AISD's Registration process will facilitate students choosing courses required for graduation. Students will receive specific instructions during that time from a high school counselor and will select specific courses with parent approval. Any questions regarding courses, graduation requirements, or scheduling should be referred to the school counseling offices.

Sincerely,

Dr. Tamela Horton  
Executive Director, Transformational Learning

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## AISD SENIOR HIGH SCHOOLS

<p>Arlington High School 818 W Park Row Drive 76013 682-867-8100 Shahveer Dhalla, Principal</p>	<p>Martin High School 4501 W. Pleasant Ridge Rd. 76016 682-867-8600 Marlene Roddy, Principal</p>	<p>Seguin High School 7001 Silo Road 76002 682-867-6700 Ray Borden, Principal</p>
<p>Bowie High School 2101 Highbank Drive 76018 682-867-4400 Bill Manley, Principal</p>	<p>Newcomer Center 600 S.E. Green Oaks Blvd. 76018 682-867-7100 Christy Strybosch, Principal</p>	<p>Turning Point Secondary School 2209 N. Davis Drive 76012 682-867-3000 TBA, Principal</p>
<p>Lamar High School 1400 Lamar Blvd. W. 76012 682-867-8300 Andrew Hagman, Principal</p>	<p>Sam Houston High School 2000 Sam Houston Dr. 76014 682-867-8200 Fernando Benavides, Principal</p>	<p>Venture School 600 S.E. Green Oaks Blvd. 76018 682-867-6400 Greg Meeks, Principal</p>
<p>Arlington Collegiate High School 2224 Southeast 76018 682-867-4630 Dr. Ben Bholan, Principal</p>		

## AISD JUNIOR HIGH SCHOOLS

<p>Bailey Junior High School 2411 Winewood Street 76013 682-867-0700 Tiffany Benavides, Principal</p>	<p>Barnett Junior High School 2101 E. Sublet Rd. 76018 682-867-5000 Stephanie Hawthorne, Principal</p>	<p>Boles Junior High School 3900 Green Oaks Blvd. S.W. 76017 682-867-8000 Jeff Provence, Principal</p>
<p>Carter Junior High School 701 Tharp Street 76010 682-867-1700 Reny Lizardo Principal</p>	<p>Gunn Junior High School 3000 S. Fielder Road 76015 682-867-5400 Juan Villarreal, Principal</p>	<p>Nichols Junior High School 2201 Ascension Blvd. 76006 682-867-2600 Marcus Brannon, Principal</p>
<p>Ousley Junior High School 950 S.E. Parkway 76018 682-867-5700 Lora Thurston, Principal</p>	<p>Shackelford Junior High School 2000 N. Fielder Road 76012 682-867-3600 Jerod Zahn, Principal</p>	
<p>Workman Junior High School 701 E. Arbrook Blvd 76014 682-867-1200 Inelda Acosta, Principal</p>	<p>Young Junior High School 3200 Woodside Drive 76016 682-867-3400 Kelly Hasting, Principal</p>	

**CURRENT STATE OF TEXAS AND AISD OPTIONS FOR HIGH SCHOOL GRADUATION REQUIREMENTS LISTED ARE FOR STUDENTS ENTERING 9TH GRADE IN 2014-2015 (cohort 2018 and thereafter)**

<p><b>Foundation High School Program Distinguished Level of Achievement</b></p> <p>26 CREDITS</p>	<p><b>Foundation High School Program with Endorsements</b></p> <p>26 CREDITS</p> <p>(Arlington Independent School District Graduation Standard)</p>	<p><b>Foundation High School Program</b></p> <p>22 CREDITS</p>
<p><b>4 credits English</b> – ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>4 credits Mathematics</b> – Algebra I, II, Geometry, one credit in any authorized advanced math course</p> <p><b>4 credits Science</b> – Biology, plus IPC or Chemistry or Physics, plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> – U.S. History, U.S. Government (.5 credit), Economics (.5 credit), World History or World Geography</p> <p><b>2 credits Foreign Language</b></p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>7 credits</b> in electives</p> <p><b>Credit requirements specific to a least one endorsement</b></p>	<p><b>4 credits English</b> – ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>4 credits Mathematics</b> – Algebra I, Geometry, two credits in any authorized advanced math course</p> <p><b>4 credits Science</b> – Biology, plus IPC or Chemistry or Physics, plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> – U.S. History, U.S. Government (.5 credit), Economics (.5 credit), World History or World Geography</p> <p><b>2 credits Foreign Language</b></p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>7 credits</b> in electives</p> <p><b>Credit requirements specific to at least one endorsement</b></p>	<p><b>4 credits English</b> – ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>3 credits Mathematics</b> – Algebra I, Geometry, one credit in any authorized advanced math course</p> <p><b>3 credits Science</b> – Biology, plus either IPC, Chemistry or Physics, plus an advanced science course</p> <p><b>3 credits Social Studies</b> – U.S. History, U.S. Government (.5 credit), Economics, World History or World Geography</p> <p><b>2 credits Foreign Language</b></p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>5 credits</b> in electives</p>
<p><b>Distinguished Level of Achievement</b></p> <p>Distinguished Level of Achievement is the Foundation/ Endorsement Plan including Algebra 2. Students are eligible for top 10% automatic admission to state universities.</p>	<p><b>Endorsements</b></p> <p>A student may earn an endorsement by successfully completing curriculum requirements for endorsements adopted by the State Board of Education in the following areas:</p> <ul style="list-style-type: none"> <li>• STEM – science, technology, engineering and mathematics</li> <li>• Business and Industry</li> <li>• Public Services</li> <li>• Arts and Humanities</li> <li>• Multidisciplinary Studies</li> </ul>	<p><b>Performance Acknowledgements</b></p> <p>This acknowledgement may be earned for: (1) outstanding performance in the following areas: (A) in a dual credit course; (B) in bilingualism and biliteracy; (C) on a college advanced placement test or international baccalaureate examination; or (D) on the PSAT, the ACT-plan, the SAT, or the ACT; or (2) for earning a nationally or internationally recognized business or industry certification or license.</p>

*Additionally students must pass all required end-of-course tests to graduate.*

<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
<u>3- Course Block of ELA</u> <ul style="list-style-type: none"> <li>○ <u>English I SOL</u> (ESL1218)</li> <li>○ English Support for Immigrant Students (ES1222)</li> <li>○ Reading I (LA1273) <ul style="list-style-type: none"> <li>● Read 180/System 44 preferred</li> </ul> </li> </ul>	<u>3- Course Block of ELA</u> <ul style="list-style-type: none"> <li>○ <u>English II SOL</u> (ESL1219)</li> <li>○ English Support for Immigrant Students 2 (ES1223)</li> <li>○ Reading II (LA1274) <ul style="list-style-type: none"> <li>● Read 180/System 44 preferred</li> </ul> </li> </ul>	<u>English III</u>	<u>English IV</u>

Note: English SOL Teacher must be ESL certified

All ESL students in English I, English II, English III, English IV must be scheduled with an English teacher who is ESL certified or Sheltered Trained.

## PORTRAIT OF A GRADUATE

### ***WHAT ESSENTIAL SKILLS AND KNOWLEDGE SHOULD EVERY ARLINGTON ISD GRADUATE HAVE?***

**TECHNOLOGY SKILLS – The graduate should possess a variety of technological skills upon leaving high school.**

- demonstrate computer proficiency
- use the Internet and various types of technological equipment

**FOUNDATION SKILLS – The graduate should leave high school with a strong foundation in basic skills.**

- read and comprehend information
- communicate ideas through speech and the written word
- perform real-world mathematical tasks
- listen effectively
- follow oral and written directions
- practice positive problem solving skills in all areas of life

**LIFE SKILLS/WORK ETHICS – The graduate should finish high school with a realistic view of the world and with the necessary skills to function in the real world.**

- exhibit quality and pride in projects and tasks
- set goals and achieve them
- function as a lifelong learner
- develop physical fitness and a healthy lifestyle
- practice integrity
- demonstrate a clear understanding of real-world finance related to banking, taxes, and credit
- organize and prioritize information using critical thinking skills
- contribute talents to the community through volunteerism

**INTERPERSONAL SKILLS – The graduate should acquire the necessary interpersonal skills to function appropriately with individuals and groups.**

- work cooperatively with others and respect authority
- demonstrate cultural awareness and respect for diversity
- use conflict resolution skills
- work with a positive attitude
- take responsibility for oneself



## GENERAL INFORMATION AND POLICIES

### ADMISSION

A student enrolling in the district for the first time must be accompanied by parent(s) and must provide satisfactory evidence of required immunizations.

To complete admission, the following demographic information is vital: student's social security number, verified home address, home phone, father's name, birth date, place of business and work phone, mother's name, birth date, place of business and work phone, and a friend or relative's phone number in case of emergency.

### CLASSIFICATION CREDITS

Students are classified according to the number of credits they have earned. Required classification credits are listed below. Reclassifications are made only at the beginning of each school year except for certain situations outlined in AISD Board Policy EIE.

**Tenth Grade      6 credits**  
**Eleventh Grade 12 credits**  
**Twelfth Grade  18 credits**

### SUBJECT LOAD FOR STUDENTS

Students in grades 9, 10, and 11 will be **required** to take eight classes each semester in a block schedule.

Seniors that have not passed all EOC assessments will be required to take acceleration courses in identified areas of need beyond the six required courses.

Students may only drop courses without penalty within the end of the first grading period, **if** an alternate class can be scheduled or for seniors scheduled for more than six classes. After the end of the first grading period, a grade of "**E**" is recorded and will be reflected on the student's Grade Point Average, (G.P.A.). **Students may not add a course for credit after the first three weeks of the first grading period of each semester.** Seniors that are failing **core subjects** (English, Math, Science, Social Studies) after the first three weeks of the semester may drop the course and add a course in the **same** core subject. The student will be allowed to drop the course without penalty.

### TUTORIALS

Tutorial sessions are conducted on each high school campus by individual teachers. Tutoring is normally available immediately before or after school. Students who need extra help with their studies or who are unable to achieve satisfactorily should avail themselves of this opportunity. Parents should encourage students to attend tutorial sessions when the need exists.

### AUDITING

In rare instances, a principal may allow a student to audit a course with the recommendation of the teacher and the counselor. Students **will** receive a grade in audited courses each six-weeks. The grade does **not** affect GPA or count toward graduation credit, but if it is **below 70**, the student will be **ineligible** for extracurricular activities.

### THE SCHOOL DAY (Subject to Change)

The school day for students in all senior high schools of Arlington is 7:35 a.m. to 2:50 p.m.

The schedule of classes and activities within this time period may vary from school to school. Class periods in the senior high schools vary slightly in length with most being 90 minutes, and approximately five minutes is allowed for changing classes. Certain school activities do not fall into the pattern of the standard day because they occur periodically rather than daily. Provision is made within the total school program for tutorials, assemblies, fire and emergency drills, etc.

## **ATTENDANCE**

The senior high schools will offer each student the specified number of state-mandated days of instruction during the school year. **A student must attend a minimum of 90% of the class days to receive credit.** (Senate Bill 1) Redemptive measures, as outlined in the AISD Student Code of Conduct Book, may be applied. If a student must be absent, a parent or legal guardian should call the student's assistant principal the day of the absence to inform the school of the reason the student is out.

Each day is important to a student's mental, emotional, and psychological development. There is a continuity of purpose developed between the first day of instruction and the last day of instruction. A successful senior high school career is built on regular and conscientious school attendance. Habit is a very important factor in the matter of attendance. Make sure to develop the habit of attendance rather than the habit of non-attendance!

Regular school attendance involves three-way cooperation between the student, the parent, and the school. A parent's permission for a student to violate the school's policies or approval of the violation after it has been done does not legalize the action.

## **TARDIES**

The school regards punctuality as essential to the successful operation of a learning program. Persistent tardiness either to school or to individual classes causes distractions and interruptions of class work, which are detrimental to the student involved and to classmates. Tardiness to school in the morning must be cleared by the student with the student's assistant principal before a tardy permit will be issued, allowing the student to enter a class. A written statement by the parent explaining unavoidable tardiness will be an aid in handling individual cases. Tardiness to individual classes is handled by the teacher of the class involved. If a student is detained in a class, he or she should secure a written statement from the teacher to give to the teacher of the next class.

## **MAKING UP WORK MISSED**

An excused absence is given for illness, severe family emergency or death in the family. Parent's permission does not necessarily mean that the school will be able to excuse the absence. Excessive days or three consecutive days of illness could require a physician's statement. An excused absence entitles the student to an opportunity to make up the work missed. It is the student's responsibility to secure assignments upon return to school and make up work missed. Parents of secondary students may call the school to get assignments while the student is still out by 8:45 a.m. and can expect their assignments to be available between 1:30 p.m. and 2:30 p.m. the following day. Failure to hand in such work within a reasonable time will mean a zero for that assignment. A reasonable length of time is considered to be one day for each day absent. {Policy EIAB (Local)}

## **WITHDRAWAL**

A student withdrawing from school should make the necessary arrangements one day in advance through the office where he or she will be given a Withdrawal Form containing necessary information for re-entry. A transcript will be forwarded to the school to which the student is to be transferred upon request by the receiving school. A student who does not have a Withdrawal Form should not expect to enter another school without considerable loss of time and trouble to all concerned. When a student is withdrawing from school, the parent should either accompany the student or send a written statement requesting withdrawal. Teachers cannot be interrupted during class for this process.

## **TEXTBOOKS**

Books used in the schools are furnished free of charge by the State of Texas. At the beginning of the term, these state books are issued and assigned to the student. At the end of the term, the student must return them in good condition. The student must pay for lost, damaged, or unreturned textbooks. Refusing payment for lost textbooks may result in denial of provided textbooks.

## **EXAMINATIONS**

Written examinations will be given in all courses at the end of each semester. These exams will be averaged in as 1/7 of the semester grade. No early exams are given. Students who miss exams due to absence may make them up after exam day if the absence is excused. Six-week examinations may be given sometime during the last part of the fifth week or during the sixth week of each six-week reporting period.

## HOMEWORK

A part of class may be set aside for individual study and work under the supervision of the teacher who can, during that time, help individual students with their particular weaknesses and observe the study and work habits of all students in the class. Home study is often a continuation after school hours of this supervised study time within the class itself. The amount of home study necessary may vary from time to time.

## PROPER STUDENT DRESS

All students must wear clothing suitable to schoolroom situations. See the Dress Code in the *Student Code of Conduct Book*.

## ANNOUNCEMENTS

Only approved announcements, selling, or soliciting for non-school activities are permitted on school property.

## STUDENT FEES

Upon receipt by the district of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the principal who shall determine eligibility for a fee waiver. {Policy FP(Local)}

## PROGRAMS DESIGNED FOR ACADEMICALLY TALENTED STUDENTS

The Arlington secondary schools provide curriculum offerings for students with special talents and abilities. Counselors on each campus aid these students in assessing their strengths and weaknesses and in determining their goals as they select their courses each year.

In addition to Pre-Advanced Placement courses in grades nine through twelve, some junior and senior level courses are also college-level classes that prepare the students for the Advanced Placement examinations given by the College Board. Students who earn a 3 or higher on AP exam are eligible to earn course credit at most colleges.

Advanced Placement courses offered in the Arlington schools include Advanced Placement Calculus, Statistics, English, Biology, Chemistry, Physics, European History, Human Geography, Macroeconomics, Psychology, United States Government and Politics, Comparative Government and Politics, United States History, World History, Computer Science, Music Theory, Studio Art, and foreign languages.

The Pre-AP and AP courses offered at the high school level seek to provide the more academically talented students with opportunities for creative thinking and problem solving. In **English**, the students enroll in Pre-Advanced Placement courses in grades nine and ten and in Advanced Placement at the junior and senior levels. Pre-Advanced Placement **mathematics is** an accelerated program which allows the student to take Algebra I at the junior Higher level and Geometry, Algebra II, Precalculus, and AP Calculus and/or AP Statistics in high school.

For the **science and social studies**-oriented student, the junior high curriculum includes Pre-AP Science I and Pre-AP Science II. The senior high curriculum offers Pre-AP and AP classes in Biology, Chemistry, and Physics and AP Environmental Sciences. The Social Studies curriculum includes Pre-AP Texas History and Pre-AP US History. At the high school level, students may enroll in Pre-AP World Geography and AP social studies courses.

Junior High students have the opportunity to enroll in Level 1 of some **foreign languages**. At the high school level, Pre-AP and AP courses are offered in American Sign Language, French, German, Latin and Spanish. A fourth year is offered **if enrollment justifies**.

The goal of the Pre-AP/AP program is to challenge and stimulate students to the highest level of their abilities. Consequently, quality of work rather than quantity of work is emphasized.

## FINE ARTS

The actual practice of the arts can engage the imagination, foster flexible ways of thinking, develop disciplined effort, and build self-confidence. Appreciation of the arts is integral to the understanding of other cultures sought in the study of history, foreign language, and social sciences. Fine arts will permanently enhance quality of life, whether the student continues artistic activity as an avocation or appreciation of the arts as an observer and member of an audience. Preparation in the arts will be valuable to college entrants whatever their intended field of study.

## **CAREER AND TECHNICAL EDUCATION**

Career and technical education provides competency-based applied learning which contributes to academic knowledge, higher order thinking skills, problem solving skills, and work attitudes. The department offers over 130 courses that are spread among 15 of the 16 workforce career clusters. These courses support graduation endorsements in three areas: Business and Industry; Public Service; and Science, Technology, Engineering, and Mathematics (STEM). Students have the opportunity to explore career pathways, earn industry-standard certifications, and prepare for a smooth transition into post-secondary education or the career field of their choice.

Many of the upper-level courses are offered at the Career and Technical Education Center and/or the Agricultural Science Center. Bus transportation is provided for students from their home schools to both centers and back to the home schools. Bell schedules have been established with the intent that students not lose class time at either location.

## **SHELTERED COURSES**

Sheltered courses are available at secondary schools in Arlington. Schools shall provide shelter history, math, science and English based on student population. Sheltered courses contain the same content; however, the teacher is trained in ELS strategies and accommodates the student based on their level of language proficiency. Sheltered courses are scheduled for all limited English proficient (LEP) students who have yet to fulfill exit requirements.

## **COMPREHENSIVE SPECIAL EDUCATION**

Special education services are available on the campus of each secondary school in Arlington. Students attend classes in the Special Education resource room or receive supportive services in the Mastery Assistance Center as designated by the student's Individual Educational Plan. Emphasis in classes is placed upon remediation of learning deficits, teaching functional academic skills, and promoting the development of social, pre-vocational, and vocational skills that insure successful integration into the community and the world of work.

A graduation plan is developed through the Admission, Review, and Dismissal Committee for each student receiving special education services. There are two options available for students with disabilities to earn graduation. Option one is designated for students who meet state graduation credit requirements and who pass all parts of the required state testing. Option two specifies that students must achieve goals and objectives identified in their Individual Education Plan (IEP). Students who benefit from a curriculum which emphasizes functional academics, everyday living skills, and vocational competencies earn credit toward graduation in the Vocational Adjustment Class program. Students in this program work each day during the junior and senior years.

The special education program maintains records on students who are currently receiving special education services or who have received special education services during the preceding seven-year period. These records are located on the school campus and the special education Special Services Office at 1204 W. Arkansas Lane.

The Special Services Office telephone number is 682-867-7690. The special education department observes federal and state regulations and local policies pertaining to the confidentiality of student records. Parents (or an eligible student 18 years or older) may inspect and review records at any time. School officials with a legitimate educational interest have access to student records. The parents of a student with a disability must give written consent before that student's records can be seen by someone not involved in the student's education.

## **CLUBS AND ACTIVITIES**

Students are encouraged to participate in the activities offered by such clubs as FFA, FBLA, foreign language clubs, Student Councils, Peer Assistance Leadership (PALS), other content area activities, band, athletics, etc.

## **DRUGS AND ALCOHOL**

The Arlington Independent School District is making a concerted effort to be a drug-free school district. To accomplish this, there must be a strong, unified stand taken on the part of students, parents, teachers, and administrators to see that drug use is not tolerated in our schools.

Specific procedures & regulations are in the Student Code of Conduct booklet.

## **ELIGIBILITY CRITERIA FOR EXTRA-CURRICULAR ACTIVITIES**

Extracurricular activities are school-sponsored activities designed to achieve specific goals that contribute to a student's personal, physical, and social development. They encourage cooperative attitudes, acceptance of responsibility, increased student involvement, the development of specific interests and skills, and then a carry-over of these attributes into lifetime skills.

It is important to realize that participation in extracurricular activities is a privilege and not a right; and students must meet specific requirements of the Arlington ISD, University Interscholastic League, and state law in order to participate. Students may participate in extracurricular activities per UIL rules at the beginning of the school year if they have earned the following cumulative number of credits.

- A. Beginning at 7th grade, promoted from grade 6 to 7.
- B. Beginning at 8th grade, promoted from grade 7 to 8.
- C. Beginning at 9th grade, promoted from grade 8 to 9.
- D. Beginning of the 10th grade, having 5 credits.
- E. Beginning of the 11th grade, having 10 credits.
- F. Beginning of the 12th grade, having 15 credits.
- G. After the 1st six-week period, any six-weeks' grade below 70 (see H below) in any course will render a student ineligible for extracurricular activities for a period of three weeks (AISD policy and state law).
- H. A student in grades 9-12 who is enrolled in any AISD designated Pre-Advanced Placement, Advanced Placement or Dual credit class will maintain eligibility with a grade of at least 60 for a six-weeks' grading period.
- I. In no case can a student drop a course with a failing average later than the end of the third week of a six-week grading period without its being considered a failing grade for eligibility purposes.
- J. A student in grades 9-12 who drops a course after the first six weeks will receive a failing grade for the semester and a failing grade for the six weeks in which the course was dropped. Such circumstances render a student ineligible the following three weeks.
- K. In non-credit courses, a student is eligible as long as he/she is taking and passing four credits.
- L. A student who makes a failing grade in an audited, GPA exempt, correspondence, or virtual on-line class is ineligible for the next three weeks.
- M. A student removed from class by a teacher under Senate Bill 1 may be prohibited from participating in school-sponsored or school-related extracurricular activities.
- N. A student removed from class and placed in an alternative education program under Senate Bill 1 is prohibited from attending or participating in school-sponsored or school-related extracurricular activities.
- O. Other restrictions may apply according to state law and Senate Bill 1.

## GRADING AND GRADE REPORTING METHOD OF MARKING

Teachers shall report grades numerically in grade books, on report cards, and in the cumulative folders.

Teachers will evaluate student academic performance, grades 7-12, according to the group (level) placement of the student. Upon early indication of a student's unsatisfactory performance, the parents should be notified of the student's deficiency.

Report cards will be distributed each six weeks. Semester grades will be computed as follows: multiply each six week's grade by two (2), add the semester final, and divide by seven (7). The result will be a semester grade with a semester final weighted approximately 15%.

Students in grades 9-12 will receive credits and grade points by semester average. Each semester of work completed satisfactorily will count 1/2 credit. These units will be recorded on report cards and transcripts by semester.

Students in grade 7 and 8 will receive credit on a yearly basis. This yearly average will be computed by adding the two semester grades and dividing by 2. If a high school course is taken in grade 7 or 8, graduation credits will be earned as in grades 9-12.

An adequate number of grades must be taken to fairly evaluate the student. A minimum of 6 grades per grading period is required. A six weeks exam or a unit exam may be administered as part of the final six weeks grade.

All senior high schools will administer a semester exam in every course offered in the curriculum except UIL competitive sports, grades 9-12.

A student's mark in academic areas will not be altered because of his behavior. Behavior will be marked under Citizenship on the grade report form. The symbols for marking citizenship are as follows:

- A** - Excellent
- B** - Satisfactory
- C** - Improvement Needed
- F** - Unsatisfactory

Plus or minus signs may be used with citizenship grades at the secondary level.

The secondary student's citizenship or conduct grade will be based on the following:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| a. acceptance of responsibility     | f. care of property                 |
| b. courtesy of speech and manners   | g. good use of time                 |
| c. dependability                    | h. following directions             |
| d. respect for the rights of others | i. observation of rules of behavior |
| e. promptness                       |                                     |

### EXEMPTIONS FROM FINAL EXAMS

A junior or senior student may request an exemption from taking final examinations in any semester if the student meets all of the following conditions:

- Has a grade average of 80 or above.
- Has no more than three excused absences in the semester in which the waiver is requested. This includes absences for illness, or hospitalization, or religious activities.
- Has had no unexcused absences during the semester.
- Has not been assigned to in-school suspension or an alternative education program.

If the student elects to take the final examination, the examination grade shall be used to calculate the student's final grade for the semester **only if the examination grade improves the final average.**

## PLAN FOR GRADING IN GRADES NINE THROUGH TWELVE

In keeping with the philosophy of the Arlington Public Schools, its plan of grouping, and its effort to provide a program to meet individual differences, the following weighted grade point system will be used for grades 9-12 to mark students who have varying abilities.

### Grades 9-12

<u>Equivalent Numerical Values</u>	<u>Grade</u>	<u>Regular Level</u>	<u>Honors* Level</u>	<u>IDENTIFICATION CODES ON REPORT CARDS</u>
97 - 100	A+	12	15	INC - Incomplete
93 - 96	A	11	14	NC - No Credit
90 - 92	A-	10	13	P/F - Pass/Fail
87 - 89	B+	9	12	WD - Withdrawn
83 - 86	B	8	11	ABS - Attendance Policy
80 - 82	B-	7	10	X - GPA
77 - 79	C+	6	9	
73 - 76	C	5	8	
70 - 72	C-	4	7	
Below 70	F	0	0	

$$\text{Grade Point Average} = \frac{\text{Grade Points Earned}}{\text{Number of Non-Exempt Classes Attempted}}$$

### Semester Grade Averaging Policy – Implemented 2016-2017 School Year -Board Policy EI (Local)

- If a student fails a semester of a two semester course and the final average for both semesters equal “70” or above, the student is awarded credit for the failed semester.
- Averaging of grades will begin with the 2016-2017 school year and will not be retro-active.
- Averaging of grades will be processed within one school year, 1<sup>st</sup> semester, 2<sup>nd</sup> semester, and summer sessions constitutes a school year.
- GPA and Class Rank will continue to be calculated based on grades earned. **Semester averaging will not impact GPA or Class Rank.** The grade the student earned will not be changed on the report card or transcript.

### GPA/EXEMPT OPTION {Board Policy EIC (Local)}

1. GPA-exempt courses shall be limited to juniors and seniors who have maintained a GPA of at least 7.00.
2. Courses beyond the required 22 or 26 credits may be taken as GPA-exempt courses, but are limited to two courses per semester per student.
3. The student's intent to take a course on the GPA-exempt basis option **must be declared** within the **first three weeks** of each semester. This decision is final and cannot be rescinded.
4. The numerical grade earned on a GPA-exempt course shall be posted on the transcript with no grade points.
5. A third GPA exemption may be granted if applied to a third or fourth year course that is paired with another course in the same program.

Areas allowed for a third GPA exemption under this policy include band, choir, orchestra, and athletics.

\*Includes Pre-AP / AP / IB

**RANK IN  
CLASS  
{Board Policy EIC  
(Local)}**

Rank in class shall be determined in accordance with the following provisions:

1. All courses taken in residence during the regular term for which the student receives a grade and counts towards graduation shall be included in computing class rank. Course grades receiving three units shall be included three times in the averaging.
2. All students shall be included in computing class rank.

For students from a foreign country or non-accredited school, credits earned at their previous school will apply toward graduation requirements; however, those grades shall be transcribed as a "P" or "F" and shall not be included in the computation of class rank.

For students coming from an accredited school within the United States, grades shall be recorded as they appear on the transcript. Grade points shall be awarded on the basis of the scale, if any, accompanying the transcript. If no scale is available, the District's scale shall be used.

All honor graduates will be determined at the end of the fifth six-week period of the senior year. Honor graduates will be students in the following categories of the senior class:

Valedictorian - highest grade point average  
Salutatorian - second highest grade point average

Summa cum laude - top 2 percent (includes valedictorian/salutatorian)  
Magna cum laude - top 10 percent  
Cum laude - top 20 percent

To be considered for summa cum laude honors, a student must have been enrolled for the final four semesters at the high school from which he or she is graduating.

### **Documents Awarded at Graduation**

A Diploma is issued to students that have met all graduation requirements.

A Certificate of Completion may be issued to a student who completes all graduation requirements except for required end-of-course assessments. The District will allow a student to participate in the graduation ceremony. This is not a Diploma.

A Certificate of Attendance may be issued to a student who receives special education services and who has completed four years of high school but has not completed the student's individualized education program (IEP). A student may participate in only one graduation ceremony under this provision. This is not a Diploma.



## **ALTERNATE METHODS OF EARNING CREDIT**

The State Board of Education has proposed different methods by which a student can earn credit. These methods have been endorsed by the local Board of Trustees and are available by contacting the counseling office.

### **CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION {Board Policy EEJA (Local)}**

Credit by Examination is designed as an option to earn credit for those students who have had prior documented instruction. Examinations used to earn credit under this policy shall assess the student's mastery of the essential knowledge and skills. On recommendation of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities and shall not be included in the calculation of class rank or counted towards the grade point average (GPA). To receive credit, students shall score a grade of 70 or above on the examination. A student may take a credit by examination for a particular course no more than two times.

Students must register with the campus counselor for a credit by examination. No fee shall be charged for any examination provided by the District. A fee will be charged for an examination prepared by an outside entity, unless the campus principal waives such a fee based on student need. No student will be assessed an administration fee by the District.

The Department of Research and Testing shall be responsible for the development and/or selection of examinations for credit or acceleration with prior instruction.

### **CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION {Board Policy EEJB(Local)}**

A student must fulfill all prerequisites to take examinations for acceleration or credit. This includes completing the prerequisite grade level or course either with instruction or by examination. The Department of Accountability, Planning and Testing shall be responsible for development and/or selection of examinations for credit or acceleration without prior instruction. To take an examination for credit without prior instruction a student must register with the campus counselor.

Students in grades 9-12 shall score a grade of 80 or above on each examination taken for course credit. No fee shall be charged for any examination for acceleration provided by the District. Credit obtained by examination for acceleration shall not be included in the calculation of class rank or counted towards the grade point average (GPA). A student may take a credit by examination for a particular course no more than two times.

AISD Credit by Examination Testing Windows:

- The month of August
- The last week of October through the first week of November
- Last week of January through the first week of February
- Last week of April through the first week of May
- Last week of May through the first week of June

A student may only test once during a testing window for the same course and may not test more than once for the same course in windows 4 & 5.

### **CORRESPONDENCE COURSES {Board Policy EEJC (Local)}**

A student enrolled in a District high school (grades 9-12) may enroll in correspondence courses. Students enrolled in correspondence courses should seek advisement from their school counselor. All correspondence work must be done through the institutions approved by the Texas Education Agency, Commissioner of Education, the University of Texas, Division of Extension in Austin, or the Extension Division of Texas Technological University at Lubbock. Correspondence examinations shall be monitored by District staff. Correspondence courses shall not be included in the calculation of class rank or counted towards the grade point average (GPA). Seniors who are enrolled in correspondence courses to earn credits required for graduation shall complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term. This course counts towards UIL eligibility.

No credit shall be granted at any grade level for participation in summer study abroad programs.

On-line courses available through TxVSN (Texas Virtual School Network). Students will be responsible for their own fees. Each course is \$400 or less. Please contact the counseling department for additional information.

## **CREDIT RECOVERY**

Students who meet specific criteria may recover course credits in the Credit Recovery Lab with approval. Credits may be recovered in courses in which the student has received prior instruction. The campus principal may approve credit accrual for original credit on a case-by-case basis when there are extenuating circumstances. Students interested in participating in use of the Credit Recovery Lab should see the counselor for specific guidelines.

## **DUAL CREDIT**

Students who are classified as a junior or senior who want dual credit must fulfill the criteria set forth in policy EHDD (Local) which includes obtaining early admission to the college with associated tuition and fees. Students must remain enrolled in at least three classes each day on the high school campus and maintain an overall grade average of 80 or above. No more than two dual credit classes per semester may be taken. Arlington ISD has dual credit agreements with UT Arlington and Tarrant County College. Any grade below 70 in the college course will result in no credit being awarded in the equivalent high school course. All associated costs and fees are the responsibility of the student. See your counselor for a list of courses approved for dual credit. If you would like to have a course considered for the Dual Credit list, submit a request to the Executive Director of Transformational Learning at least six weeks prior to the start of the semester in which you want to take the class. Dual credit shall not be included in the calculation of class rank or counted towards the grade point average (GPA).

## **DUAL CREDIT ENROLLMENT/WITHDRAWAL PROCEDURES FOR HIGH SCHOOL CREDIT**

1. Admissions deadline for dual credit classes including application, testing, acceptance and fees must be completed by July 31 for fall classes, November 30 for spring classes and April 30 for summer classes. Deadline for class changes from one dual credit class to another dual credit class will be no later than the end of the first week of class each semester.
2. Withdrawal from a dual credit class will follow AISD and UIL rules for the high school schedule and transcript.
  - Withdrawal prior to the end of the 12<sup>th</sup> week will result in the student's being scheduled into the equivalent required high school class, and the grade will transfer.
  - UIL rules stipulate that "A student may not drop a class in which he/she has a grade below 70 after the end of the first four school weeks of the class without its being considered a failing grade for eligibility purposes."
3. Withdrawal from a dual credit class will follow TCC rules for the grade on the college transcript.

## **TEXAS HOUSE BILL EXPANDS DUAL CREDIT OPPORTUNITIES**

HB 505 was put into effect in the 2015 Legislative session. It expands the opportunities students have to earn college credit while still enrolled in high school.

Texas House Bill 505 (HB505) removes the limits on the number of dual credit college courses a high school student may take during a semester. The law also allows students in ninth and tenth grade to participate in dual credit programs. Students must meet TSI requirements and the prerequisites for course work.

For the 2018-2019 school year Arlington ISD will honor its agreements and partnerships currently in place related to our dual credit programs. Our partnership with Tarrant County College provides opportunity for current juniors and seniors to earn twenty-four credit hours. Arlington ISD will continue to support these twenty-four credit hours financially and logistically. Students who wish to take additional coursework must do so outside of the school day at their own expense. Only courses within our current agreement will be awarded dual credit.

Arlington ISD continues to recommend that students take no more than 6 college hours per semester. Students are required to have six high school courses while taking dual credit courses.

Academic Dual Credit Courses for 2018-2019  
Taught on the High School Campus

English IV	TCC - ENG 1301 & 1302
Government	TCC – GOV 2305
Economics	TCC – ECON 2305
US History	TCC – HIST 1301 & 1302
Sociology	TCC – SOCIO 1301
Psychology	TCC – PSYCHOL 2301

## STEM ACADEMY Course Description Book

To continue the goal of being a district with leading-edge learning experiences, the AISD has partnered with the University of Texas at Arlington for a new STEM Academy – science, technology, engineering and math. Students will have the opportunity to earn high school and college credits from the UT Arlington along four pathways – engineering, biology/biomedical science, computer science and math/science. The program will debut at Martin High School in the fall of 2015 with about 100 ninth graders from across the district, and 100 students will be added each year until the program enrolls about 400 students across grades 9-12. There are no fees associated with being a part of the STEM Academy. Students in the STEM Academy will have a chance to complete 21-32 hours in their college major at UT Arlington prior to high school graduation. Students will also be able to advance their STEM education outside the classroom as well, with opportunities such as internships, mentorships, job shadowing, community service, enrichment programs and a summer learning opportunities. Students selected for the STEM Academy will enjoy all the benefits of being a high school student at Martin High School including fine arts, sports, clubs and organizations.

**Prerequisite:** Current AISD 8th grade students or students who reside within the AISD boundaries; application, interview, selection

**Information:** [www.aisd.net/stemacademy](http://www.aisd.net/stemacademy) or contact your campus counselor

### GENERAL INFORMATION ON ADVANCED PLACEMENT COURSES

1. Advanced Placement courses offered in the Arlington Schools include Advanced Placement Calculus, Statistics, English, Biology, Chemistry, Environmental Science, Physics, European History, Human Geography, Macroeconomics, Psychology, United States Government and Politics, Comparative Government and Politics, United States History, World History, various Computer Sciences, History of Art, Music Theory, Studio Art, French Language, German Language, Latin and Spanish Language.
2. These courses will be taught at a college freshmen level and students will receive honors credit for successful completion of the course requirements.
3. Courses will be taught according to Advanced Placement guidelines and students will use college level textbooks. Prerequisites for each course are included in the course descriptions on the following pages.
4. Students considering enrollment in Pre-AP and AP courses should use the following criteria:
  - A. Indication of high interest
  - B. Parent approval
  - C. Teacher recommendation
  - D. Satisfactory grades in pre-requisite courses
  - E. Standardized test scores that support the student's grades and interest
5. Students who wish to enroll in one or more Advanced Placement courses will receive a copy of the *Pre-AP and AP Expectations of Enrollment* form. The form, which explains the rigor and expectations of Pre-AP and AP courses, must be signed by the student and the parent and returned to the student's counselor prior to enrollment in the class(es).
6. Withdrawal from an AP course may occur upon the recommendation of the teacher or a parent/student request. The *Pre-AP and AP Permission to Withdraw* form must be completed and signed by the teacher, parent and student and returned to the student's counselor.
7. Students are expected to remain in Pre-AP and AP classes for at least six weeks; the deadline for withdrawal from a Pre-AP or AP class is the last day of the 12<sup>th</sup> week of the semester.
8. All students enrolled will be encouraged to take the Advanced Placement Test, administered on a specific date and hour during the first three weeks of May. Each test is designed and scored by the Educational Testing Service.
9. Students must be committed to the required time needed for the college level studies. It is strongly recommended that students not be employed on a regular basis.



School: \_\_\_\_\_

### Pre-AP and AP Enrollment Commitment Agreement

Student \_\_\_\_\_ ID Number \_\_\_\_\_ Grade \_\_\_\_\_

Pre-AP/AP Course(s) \_\_\_\_\_

Advanced Placement (AP) classes provide students the rigor and depth of instruction common to the college level classroom. Having AP coursework on your college transcript demonstrates that you have experienced instruction that prepares you for college. There are many additional benefits with enrollment in AP classes, including the development of strong study skills, an understanding of the college regimen, and the potential of earning college credits while in high school.

Colleges and universities may award course credit to students earning acceptable scores on AP exams. For parents, success on an AP exam may translate into added savings on college tuition. Earning AP credit is a significant step towards attainment of students' college and career goals.

Success in Pre-AP and AP classes requires commitment and a "good faith effort" on the part of the student. Note-taking, involvement in class discussions, a willingness to ask questions, having supplies and textbooks in class, prompt attention to make-up work or test corrections, completion of all assignments and prioritizing study time are critical to a student's success. Maintaining good attendance, and a willingness to attend tutorials are also expected of Pre-AP and AP students.

Parental support and encouragement provide a student with the foundation necessary to succeed in Pre-AP and AP classes. Students will find that Pre-AP and AP coursework typically requires more reading and homework, and preparation for AP exams requires effective time management and study skills. As students navigate their Pre-AP and AP courses, it is often a parent's support that motivates the student.

Occasionally, a student, parent and teacher realize that enrollment in a Pre-AP or AP class is not in the student's best interest. In such cases, with parent permission, students may withdraw from the class and return to the regular level course equivalent. Students must remain in Pre-AP and AP classes for at least six weeks; the deadline for withdrawal from a Pre-AP or AP class is the last day of the 12<sup>th</sup> week of the course. A completed withdrawal form with student, parent and teacher signatures is required.

I have read the expectations of enrollment in Pre-AP and AP classes and wish to register for the classes listed above.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

My son/daughter may enroll in the Pre-AP/AP classes listed above.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

White – Counselor

Pink – Teacher

Yellow – Parent



## Permission to Withdraw from Pre-AP and AP Class(es)

Student \_\_\_\_\_ ID Number \_\_\_\_\_

Pre-AP/AP Class \_\_\_\_\_

### Teacher statement

I have provided the following interventions for the above named student:

- Provided assistance during classroom activities/instruction
- Shared diagnostic observations and suggestions for improvement
- Offered tutoring at times convenient for the student
- Offered peer tutoring/mentorship
- Paired student with peer support during group activities and/or projects
- Praised the student for effort, progress, and/or taking risks
- Provided incentives for turning work in early
- Provided alternative materials for study support and/or access to knowledge and skills
- Included the student's effort as part of the grading system
- Stressed the benefits of taking advanced courses
- Provided parents/guardians with feedback on student progress
- Used AVID WICR strategies
- Other \_\_\_\_\_

Principal Approval: \_\_\_\_\_ Date \_\_\_\_\_

Teacher signature \_\_\_\_\_ Date \_\_\_\_\_

### Student statement

I have demonstrated a good faith effort by:

- Actively participating in class assignments and discussions
- Taking notes
- Asking questions
- Bringing supplies and textbooks to class
- Completing class assignments, including make-up work and test corrections
- Maintaining good attendance
- Attending tutorials
- Prioritizing homework and study time.

I wish to withdraw from the Pre-AP/AP class and enroll in the regular level course equivalent.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

### Parent statement

I grant permission for my son/daughter to withdraw from the Pre-AP/AP class and enroll in the regular level course equivalent.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

## **VENTURE ALTERNATIVE HIGH SCHOOL**

Venture School is an alternative educational program designed to meet the academic needs of students who are academically behind and in danger of dropping out of high school and meet the state and district selection criteria. Students must complete an application to be considered for attendance in this program. Applications are available at Venture School, all high schools, and [www.aisd.net/venture](http://www.aisd.net/venture). The program is a school of choice for students and credit is awarded based upon mastery of the course content. Instruction follows an individualized self-paced format. A high attendance rate is required for success in this program.

### **EVENING SCHOOL**

The Evening School Program is part of Venture School. Evening school students may enroll in two courses (.5 credits each) at a time. Classes are held from 4:30-6:30 P.M. and 6:30-8:30 P.M; Tuesday and Thursday evenings. Students should anticipate spending 65 hours to complete each .5 credit. A registration form obtained from the student's high school counselor listing the courses he/she plans to take is required for enrollment. Tuition is charged and a textbook deposit is required. The Evening School Program offers students an opportunity to make up subject(s) failed, or to accelerate the accumulation of graduation credits.

### **NEWCOMER CENTER**

The Newcomer Center is an alternative education program designed to meet the needs of recent immigrant students in grades 7 to 10. To be eligible for the Newcomer Center program, a student must be an ESL student and must have attended United States schools for less than three years or portions of three years. Immigrant students who have attained an Advanced High rating on the TELPAS Reading will attend their home school. Information received from prior schools in conjunction with local assessments will be used to determine placement.

### **SUMMER SCHOOL**

The primary purpose of summer school is to offer the student an opportunity to strengthen any weakness that may exist, to make up subject(s) failed, or to accelerate the accumulation of graduation credits. Recognizing the particular need for some students to graduate at an earlier date, senior level courses will be offered, based on adequate student requests.

For registration, students are required to bring a Course Approval Form signed by the building counselor or principal and by the parent or guardian. Payment of tuition is due at registration. Refunds are issued only for courses not making.

For grades 9-12, each semester class requires daily attendance. Summer school is a highly intensified program in which one day equates to almost one week in the long term. The required hours of attendance are mandated by the Texas Education Agency. Students will be subject to being withdrawn after excessive tardies or absences. Three or more excused absences each semester is considered excessive. Truancy is grounds for immediate withdrawal. If a student is withdrawn, an appeal may be made to a building attendance review committee which consists of the principal and designated building personnel.

All phases of the summer school work comply with Texas Education Agency regulations. The courses and programs meet the same standards as the regular term.

The class schedule for summer school is a contract between the parent/student and Arlington Independent School District. Some summer school regulations differ from the regular school term regulations and the parent/student agree to these when the schedule is submitted. Regular school district policies regarding appropriate and acceptable behavior in class, no smoking on the campus, and the dress code as approved by the district will be followed. Misbehavior will subject the student to dismissal without a refund.

Courses and programs offered are based on the number of requests from the students.

## TEST-TAKING TACTICS

### **BE CONFIDENT**

1. Realize that you are not expected to get all answers correct on a standardized test.
2. Make a commitment to do your best.
3. Test results show what you need to learn as well as what you know.
4. Picture yourself doing well on the test. People who think they can do well usually do.
5. Think of a way you can give yourself a reward for trying hard on the test. Treat yourself after the test.

### **BE PREPARED PHYSICALLY**

1. On the day prior to the test, relax and have an enjoyable evening before going to bed.
2. Get a good night's sleep.
3. Set the clock to alarm early to avoid having to rush in the morning.
4. Eat a good breakfast and lunch, but do not over eat.
5. Wear comfortable clothing--something you like and feel confident wearing.
6. If you wear glasses, clean them carefully and do not forget to wear them.

### **BE PREPARED MENTALLY**

1. Try to clear your mind of all worries.
2. Resolve any disagreements with family members and friends.
3. Avoid activities that may tend to create controversy or unpleasantness.
4. Disregard "scare" statements by others.
5. Think positively about the test. "See" your best grades as a result of your efforts.
6. Recognize and accept anxious feelings. They are likely to disappear once the test begins.
7. Do not become discouraged because of difficult test items. Continue to do your best through the test.

### **DO YOUR BEST**

1. Listen and watch carefully while instructions are being given.
2. Do sample items.
3. If you do not understand the directions, ask questions immediately before you are given the word to begin working on that section.
4. Read directions quickly, but carefully.
5. Work swiftly and accurately.
6. Find proper answer space if using answer sheet. Keep finger of non-writing hand on corresponding answer space.
7. Don't waste time on difficult items. Go on to easier ones. (Make a note of each item skipped.)
8. Complete all of the easier items, then go back and work on the more difficult ones.
9. Eliminate wrong answers. Eliminate answers which you know are wrong, and then check the remaining responses for key words.
10. Look for clues to correct answers.
11. Narrow your choices to two answers. If you still do not know the answer, then make an educated guess. Mark an answer for every question.
12. Read the material, then read the questions. If you do not remember some of the information that you need, reread the material. It is usually acceptable to look back at questions and materials in the section in which you are working.
13. Be sure to erase any dots or stray marks on your booklet or answer sheet. If you accidentally marked two answers for the same question, erase one of them completely. Extraneous marks can easily cause wrong scores.

## STUDY HINTS

### **SUGGESTIONS FOR A GOOD STUDY ENVIRONMENT**

1. Choose a place at home for studying where you feel comfortable, and study in that place. If you have your own room, that's probably the best place. If not, choose a place to work where you will be interrupted by other people as little as possible.
2. When you study, try to remove things that will catch your attention and distract you. TV is very distracting as well as windows if you sit in front of one. The more distractions that you can avoid, the more effective your learning will probably be.
3. Noise is also a powerful distraction. Try to make your study place as quiet as possible. Ask people not to talk to you when you're studying. If you usually study with music on, try working without it for a week. You may discover that you can learn better without it.
4. If it's hard for you to find a place at home where you can study, ask your family to help you. Tell them that you're trying to study and that you need to reduce the distractions around you as much as possible. Ask them to help you create a good study environment for the time you need to do your work.
5. Some people can study even if they are surrounded by distractions. These people have learned to concentrate on what they are doing and ignore everything else. Find out how well you can do this. Can you do some of your work in school during study halls? Can you study on the bus? Sitting outside in the sun? Early in the morning before breakfast? Discover where and when you can study effectively.
6. Reciting your lessons aloud is a technique that helps some students to remember the information.

### **SUGGESTIONS FOR TAKING NOTES**

Always write your notes in your own words (unless you are copying a quotation). Putting ideas and information into your own words helps you to learn it better. Just try to get the main ideas and important facts down on paper, not every word. Try to spend 80-90% of your time reading or listening, and only 10-20% of your time writing notes. Write your notes in words and phrases; don't bother to use complete sentences. **YOUR NOTES ARE FOR YOU.** Write them in the quickest way that makes sense for you.



## COLLEGE ENTRANCE INFORMATION

A student planning to go to college needs to begin as early as possible to become familiar with college entrance requirements and to include as many units of English, mathematics, science, social studies, and foreign language as possible. **College entrance requirements and scholarship criteria vary and some do not accept credits in some courses.** Most colleges and universities also require one of two major entrance exams: the American College Testing Program (ACT) and/or the Scholastic Aptitude Test (SAT).

Ranking in the top 10% of the graduating class and earning distinguished level of achievement, results in automatic admission to Texas state colleges and universities. Automatic admission to the University of Texas is top 7%.

To help students in their college preparation, the Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given early in the junior year. The PSAT portion of this test can be of assistance to students when planning for college. The NMSQT portion is the only way students can compete for National Merit Scholarships or for scholarships given by many companies and associations.

A number of forms of financial aid are available to students entering college:

1. Scholarship or grant-in-aid
2. Loan
3. Work-study or co-op programs
4. Part-time employment

The counseling department publishes a booklet containing much helpful information about colleges and universities. A student needing financial aid to attend college should contact his or her counselor and the office of financial aid at the college or university he or she plans to attend. The student will need to contact the college or university also for housing, usually handled separately from admission application. Since, in many cases, a room must be reserved long before application for admission is made, a student should consult college catalogs (in the counselor's office) or make direct inquiries to the college during his or her junior year.

College entrance requires early and wise planning. Close work among counselor, student, parent, and teacher is necessary because of the difficulty involved in selecting the right college, taking the right test, making proper application for enrollment, obtaining housing, and securing financial aid if necessary. Of special importance in this process is planning the high school program for the student's best interest.

Each year the district sponsors a College Night for students and their parents. College officials from most of the colleges and universities in Texas and many others across the nation present up-to-date information on their institutions. Your school counseling office can provide additional information in regard to date, time, and location for College Night.

# COURSE DESCRIPTIONS

## \*\*\*\* TECHNOLOGY APPLICATIONS \*\*\*\*

### **CS1250 DIGITAL FORENSICS AND CYBER SECURITY**

This course will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, and recovering from accidental system damage.

Grade Placement: 10-12

1 credit

Prerequisites: AP Computer Science A or approval of Computer Science teacher

### **CS1260 – Fundamentals of Computer Science**

Intended as first Computer Science course, students use programming languages to create applets, interactive stories, games and animations. Students foster their creativity and innovation through opportunities to design, implement, and present solutions to real world problems. Students develop problem solving and reasoning skills that are the foundation of computer science.

Grade Placement: 9 - 12

1 credit

### **CS1350 AP COMPUTER SCIENCE PRINCIPLES**

In this course, students will be introduced to the foundational concepts of computer science. This course will challenge the student to explore how computing and technology can impact the world. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. Upon completion of this course, students are prepared to take the AP Computer Science Principles exam.

Grade Placement: 9-12

1 credit

Prerequisites: None

### **CS1360 – Pre-Advanced Placement COMPUTER SCIENCE I**

During the first year of computer science, students identify task requirements, plan search strategies, and use computer science concepts to access and evaluate information. Students learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. No prior knowledge of computer science is assumed or required.

Grade Placement: 9 – 12

1 credit

Prerequisite: Prior completion of Algebra I or approval of computer science teacher

### **CS1370 – Advanced Placement COMPUTER SCIENCE A**

This course is designed for the student who anticipates a career in a technological field, such as physical science, social science, mathematics, engineering, or computer science. Classic algorithms, simulations, and case studies are studied in depth. **Upon successful completion of this course, students are prepared to take the Advanced Placement Computer Science A Exam.**

Grade Placement: 10 – 12

1 credit

Prerequisite: Pre-Advanced Placement Computer Science I or approval of computer science teacher

### **CS1380 – Advanced COMPUTER SCIENCE III**

This course is designed for the student who has been successful in AP Computer Science A and anticipates a career in a technological field that requires computer science knowledge. Students design solutions using appropriate data structures including stacks, queues, priority queues, linked lists, binary trees, sets and maps. Individual projects may include participating on a programming team, robotics, or survey of other programming or scripting languages.

Grade Placement: 10 – 12

1 credit

Prerequisite: AP Computer Science A or approval of computer science teacher

### **CS1375 – Independent Study in Computer Science: Emerging Technologies**

This course is designed for students who have been successful in AP Computer Science A and are interested in developing a deeper understanding of new concepts in Computer Science. Students will create a major project that demonstrates their advanced understanding of an emerging technology in Computer Science. Projects may include but are not limited to the fields of mobile app development, robotics, or motion sensing technology.

Recommended Prerequisite: AP Computer Science

Grade Placement: 11-12

1 credit

### **TA1240 MOBILE APP DEVELOPMENT**

In this one semester computer science course, students will design and implement applications designed for mobile devices. Students will identify task requirements, plan strategies, and use programming concepts to develop and test applications for a variety of purposes and platforms.

Grade Placement: 9 -12

½ credit

Prerequisite: None

### **TA1245 GAME PROGRAMMING AND DESIGN**

In this one semester computer science course, students will design and implement programs to develop programs incorporating graphics and gaming strategies. Students will identify task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games.

Grade Placement: 9 -12

½ credit

Prerequisites: None

### **TA1255 – Digital Design and Media Production**

This course was previously titled Multimedia Production. Students will gather and create electronic information, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles and will transfer those skills to other disciplines.

Grade Placement: 9-12

1 credit

Prerequisite: Proficiency with grade 8 technology TEKS

### **TA1265 – Web Design**

This course was previously titled Web Mastering I. Students will use digital media to communicate and work collaboratively; apply digital tools to gather, evaluate, and use information; use critical thinking skills to plan and conduct research, manage projects, solve problems, and make decisions; understand human, cultural, and societal issues related to technology; practice legal and ethical behavior; and demonstrate a sound understanding of technology concepts, systems, and operations.

Grade Placement: 9 -12

1 credit

Prerequisite: Proficiency with grade 8 technology TEKS

### **TA1270 – Independent Study in Technology Applications (Web Design II)**

This course was previously titled Web Mastering II. This second-year course will allow students who were successful in Web Design to apply more advanced skills as they publish and maintain websites for the campus, for business partners and others. Students will learn more sophisticated web development techniques such as interactive forms and animation.

Grade Placement: 10-12

1 credit

Prerequisite: Web Design or approval of technology applications teacher

## **\*\*\*\*FINE ARTS/VISUAL ARTS \*\*\*\***

### **FA1220 - ART I**

A prerequisite for all other art courses, Art I offers experiences in various art processes, structures, theories, and historical developments. Activities include drawing, painting, printmaking, sculpture and an introduction to crafts such as jewelry (metal and clay), fibers (batik, weaving, and stitchery) and clay (hand-built and wheel thrown). Art I is a two-semester sequence course with the first semester being a prerequisite to the second semester. Vocational opportunities and requirements will be analyzed.

Grade Placement: 9-12

1 credit

### **FA1221 - ART II**

The second level art course is designed to incorporate prior learning from Art I and involve the student in more specialized visual art processes. These processes will emphasize student learning within the following visual arts concepts; individual artistic perception, creative visual expression, artistic production, media selection and techniques, aesthetics, appreciation of historical and multi-cultural contributions to visual arts, artistic criticism and the principles and elements of design. Portfolio developments, correct oral and written communication, as they relate to visual arts, will be integral to all aspects of this course. Vocational opportunities and requirements will be analyzed.

Grade Placement: 10-12

1 credit

Prerequisite: Art I

**One unit of credit for Art I must be earned before registering for the following art courses. Except for instruction in basic processes, students will furnish their own materials in some art courses.**

### **FA1219 - ART II CERAMICS**

Art students may elect to concentrate on clay as an art form. Activities will center on production of functional objects such as bowls, goblets, vases, plates, etc., and non-functional throwing techniques on the potter's wheel and application of glazes. The study culminates in the integration of wheel thrown and hand built forms for sculptural effects. Portfolio development, correct oral and written communication, as they relate to the visual arts, will be integral in all aspects of this course. Vocational opportunities and requirements will be analyzed.

Grade Placement: 10-12

1 credit

Prerequisite: Art I

**FA1222 - ART III**

This course will allow students a higher degree of artistic specialization within specific art media and art processes. Student-centered learning activities will emphasize creative visual art media processes that will encourage creative problem solving techniques and contribute to the individual student's understanding and development of artistic style as it relates to their environment and self-expression. Students will have the opportunity to analyze career opportunities within the field of visual arts. Portfolio development, correct oral and written communication as they relate to the visual arts will be integral to all aspects of this course. Vocational opportunities and requirements will be analyzed.

Grade Placement: 11-12

1 credit

Prerequisite: Art II

**FA1223 - ART III CERAMICS**

This course is designed for the art student who has successfully completed Art II Ceramics. The student will engage in learning activities that will focus on advanced ceramic techniques, ceramic technology, and ceramic chemistry. Portfolio development, correct written and oral communication, as it relates to ceramics, will be stressed. Vocational opportunities and requirements will be analyzed.

Grade Placement: 11-12

1 credit

Prerequisite: Ceramics II

**FA1224 - ART IV**

Art IV is structured for the student who is contemplating post-secondary schooling in the visual arts or the student who is interested in a more detailed media specialization for his own artistic development. The student will develop an original body of artwork that will demonstrate the incorporation of a broad range of visual observations, experiences, historical art interpretations, and complex visual analysis of visual relationships. Portfolio development, correct oral and written communication, as they relate to the visual arts, will be integral in all aspects of this course. Vocational opportunities and requirements will be analyzed.

Grade Placement: 12

1 credit

Prerequisite: Art III

**FA1225 - GRAPHIC DESIGN III**

This course is designed to effect visual communication by typography, package design and layout, and comprehensive ad layout. The first semester activities emphasize mechanical and creative lettering techniques in expressive renderings of products as well as discussion and production in the area of illustration. First semester will also include thorough training in Photoshop and Illustrator programs. The second semester instruction stresses advertising layout and package container advertisement with continued use of Photoshop and Illustrator programs to aid in project design. Portfolio development, correct oral and written communication, as they relate to the visual arts, will be integral in all aspects of this course.

Grade Placement: 11-12

1 credit

Prerequisite: Art I

**FA1226 - GRAPHIC DESIGN IV**

This course provides for the integration of advanced advertising design techniques and reproduction methods with emphasis on commercially valid advertisements. First semester will be an advanced continuation of projects with Photoshop and Illustrator in the area of graphic design/communication dealing with advertising. Practical applications of illustration and printing methods will be stressed the second semester along with in-depth discussion of what career paths one could take in Graphic Design. Portfolio development, correct oral and written communication, as they relate to the visual arts, will be integral in all aspects of this course.

Grade Placement: 11-12 or Teacher Approval

1 credit

Prerequisite: Art I and Graphic Design III

**FA1227 - ART HISTORY**

This course will provide a sequential study of art history from prehistoric art to contemporary art. Instruction will include a variety of activities such as viewing slides and prints, writing, discussion, analyzing works of art and critiques. The elements of art and principles of design will be addressed and their historical development will be stressed. Students will be exposed to many world cultures through a variety of periods in art history. Portfolio development, correct oral and written communication, as they relate to the visual arts, will be integral in all aspects of this course. Vocational opportunities and requirements will be analyzed.

Grade Placement: 10-12

1 credit

Prerequisite: None

**FA1320 – Pre-Advanced Placement ART I**

This course is designed for students who are seriously interested in the practical experience in art. Emphasis will be placed on incorporating the elements and principles of art through a variety of art mediums and techniques, such as drawing, painting, printmaking and sculpture. Students will be expected to work at a rigorous pace to promote critical thinking and research while producing a body of work in preparation for the AP studio work. Students will be expected to maintain an ongoing journal and produce a "mini" portfolio of completed works for evaluation/critique at the end of the year. Course may entail summer assignments.

Grade Placement: 9 –10 1 credit

Prerequisites: Art Teacher Approval

**FA1323 - Advanced Placement STUDIO ART: DRAWING PORTFOLIO**

**FA1324 - Advanced Placement STUDIO ART: 2D DESIGN PORTFOLIO**

**FA1325 - Advanced Placement STUDIO ART: 3D DESIGN PORTFOLIO**

These courses are designed to address drawing, design, and three dimensional and compositional skills, visual vocabulary and the study of different cultures through the history and appreciation of art. Students assemble a body of work in a portfolio that will be submitted for critical analysis and have the option of submitting one of three different portfolios: Drawing, 2-D Design, or 3-D Design, for the Advanced Placement exam in Studio Art.

Grade Placement: 10-12

1 credit

Prerequisite: Art I or Teacher Approval

**FA1326 – Advanced Placement HISTORY OF ART**

This course will offer an in-depth exploration of the history of art from ancient times to the present. Through reading, research, slides, videos, and museum visits, students will view significant artworks from around the world. Students will develop writing skills in the description, analysis, and comparison of these artworks. This course will prepare students for the AP Art History exam.

Prerequisites: Art History recommended

Grade Placement: 11-12

1 credit

**\*\*\*\*FINE ARTS/THEATER ARTS\*\*\*\***

**FA1210 – THEATER ARTS I**

**FA1211 – THEATER ARTS II**

**FA1212 – THEATER ARTS III**

**FA1213 – THEATER ARTS IV**

These courses provide opportunities to become familiar with plays and playwrights, principles and practices of acting, directing, and playwriting, and some aspects of technical theater such as scenic, costume, lighting, sound, and make-up design. The elements to be studied are focused upon within the context of the world's great periods of theater history. Students may be required to attend rehearsals or performances outside of regular school hours. Courses must be taken in sequence.

Grade Placement: 9-12

1-4 credits

**FA1214 - TECH THEATER I**

**FA1215 - TECH THEATER II**

**FA1216 - TECH THEATER III**

**FA1217 - TECH THEATER IV**

These courses familiarize the students with various aspects of technical theater such as lighting, set design, sound, make-up, and costumes. Students participate in research and design and work on technical crews for stage productions. Students may be required to attend rehearsals or performances outside of regular school hours. Courses must be taken in sequence.

Grade Placement: 9-12

1-4 credits

**FA-1270 – DANCE I**

**FA-1271 – DANCE II**

**FA-1272 – DANCE III**

**FA-1273 – DANCE IV**

These courses emphasize cardiovascular and kinesthetic instruction through exposure to jazz, tap, ballet, modern, and folk dance.

Grade Placement: 9-12

1-4 credits

**\*\*\*\* FINE ARTS/MUSIC \*\*\*\***

Honors Fine Arts Courses for Band, Choir, Orchestra and Theatre are designed for the student interested in more rigor in their chosen Fine Arts discipline and as a potential career pathway. This course is only available in the 10-12 grade and requires approval from their fine arts instructor. Extensive research and outside of school day work is required. One Honors Fine Arts credit is allowed per year.

**FA1230 – VOCAL ENSEMBLE I**

**FA1231 – VOCAL ENSEMBLE II**

**FA1232 – VOCAL ENSEMBLE III**

**FA1233 – VOCAL ENSEMBLE IV**

This advanced select ensemble performs a wide variety of musical styles including traditional choral music, all-state

repertoire, madrigals, show choir, jazz, swing, and popular music. Performance is stressed and some time is devoted to choreography. The name of such a group may differ with the high school in which it is organized. Students may be required to attend limited, occasional rehearsals outside regular school hours.

Grade Placement: 9-12

1-4 credits

Prerequisite: Prior choral training and audition

**FA1235 – CHORAL MUSIC I**

**FA1236 – CHORAL MUSIC II**

**FA1237 – CHORAL MUSIC III**

**FA1238 – CHORAL MUSIC IV**

These full year choir classes emphasize choral singing, music theory, listening, and performance. Ninth, tenth, eleventh, and twelfth grade students will comprise various classes according to achievement levels checked by audition. The classes may be composed of all males, all females, or mixed according to number and distribution of voices available. The names of these groups differ with the high schools in which they are organized and may participate in UIL competition. Students may be required to attend rehearsals outside regular school hours.

Grade Placement: 9-12

1-4 credits

Prerequisite: None

**FA1244 – BAND I**

**FA1245 – BAND II**

**FA1246 – BAND III**

**FA1247 – BAND IV**

These full year courses consist of marching, concert playing, sight-reading, solo work, small ensemble playing and individual instrumental technique. Public performance is stressed and many appearances are made throughout the year including concerts, pep rallies, football games, marching and concert contests. All students are auditioned for classes according to achievement levels, i.e. Symphonic or Honors Band, Concert Band, Cadet Band. Each fall semester that the student participated in Marching Band may substitute for one semester of PE. However, should a student drop from the Marching Band activity, they will resume PE to complete graduation requirements. Students in Band are required to attend rehearsals and performance events outside school hours.

Grade Placement: 9-12

1-4 credits

Prerequisite: Audition

**FA1250 – ORCHESTRA I**

**FA1251 – ORCHESTRA II**

**FA1252 – ORCHESTRA III**

**FA1253 – ORCHESTRA IV**

These full year courses are for students interested in orchestral music. Emphasis is placed on advanced orchestral techniques and advanced literature. Performance of serious works and light pieces is stressed. In addition, solo work, small ensemble playing and sight-reading plus concert and contest work are included in the course. Wind and percussion instruments may be added on occasion when needed. Students may be required to attend rehearsals and performance events outside regular school hours.

Grade Placement: 9-12

1-4 credits

Prerequisite: Audition or prior junior high experience

**FA1260 – JAZZ BAND I**

**FA1261 – JAZZ BAND II**

**FA1262 – JAZZ BAND III**

**FA1266 – JAZZ BAND IV**

This full year course is open only to members of the band who have a desire to play and who are capable of playing modern, popular, and/or jazz music. This course must be taken concurrently with BAND I, II, III, IV, or Orchestra I, II, III, or IV, unless the student plays only piano, guitar, or electric bass guitar. Students may be required to attend rehearsals or performances outside of regular school hours.

Grade Placement: 9-12

1-4 credits

Prerequisite: Audition

**FA1263 - MUSIC THEORY I**

This full year course includes the basic fundamentals of musicianship, theory, musical materials, basic terminology, ear-training and sight-singing procedures. It also integrates interval studies and identification with simple melodic and harmonic dictation. A basic knowledge of the piano keyboard is recommended.

Prerequisite: Teacher Approval

1 credit

**FA1264 - MUSIC HISTORY & LITERATURE**

This full year course consists of the study and analysis of music history from primitive to modern eras. It is designed to enable the student to become familiar with the styles of various historical periods, countries, and composers. Students will gain an understanding of and appreciation for the great musical literature of the world, which are used to teach the styles, forms, and periods of history.

Grade Placement: 9-12

1 credit

Prerequisite: None

**FA1280 – INSTRUMENTAL ENSEMBLE (BAND) I**

**FA1281 – INSTRUMENTAL ENSEMBLE (BAND) II**

**FA1282 – INSTRUMENTAL ENSEMBLE (BAND) III**

**FA1283 – INSTRUMENTAL ENSEMBLE (BAND) IV**

This class must be taken concurrently with Band I, II, III, or IV unless the student has an academic scheduling conflict with the class period or the approval of the director. These courses consist of small and large ensemble as well as solo/individual performance techniques and fundamentals. Attention is given to music theory, listening, and elements of music history and literature. Classes may be divided by instrument families and/or according to Band classes. These classes are intended to reinforce, but not replace Band I - IV

Grade Placement: 9-12

1-4 credits

Prerequisite: Current enrollment in Band I – IV

**FA1284 – MARIACHI BAND I**

**FA1285 – MARIACHI BAND II**

**FA1286 – MARIACHI BAND III**

**FA1287 – MARIACHI BAND IV**

This full year course is open to members of the band, orchestra and choir who have a desire to play and who are interested in developing techniques of playing in Bolero, Ranchera, Polka, Son Jaliscience, Contratiempo, Huapango, Jarabe, Joropo and other traditional styles of mariachi music. This course must be taken concurrently with BAND I, II, III, IV, ORCHESTRA I, II, III, IV, or CHOIR I, II, III, IV, unless the student plays only guitar, vihuela, or guitarron. Students may be required to attend rehearsals or performances outside of the regular school hours.

Grade Placement: 9-12

1-4 credits

Prerequisite: None

**FA1290 – INSTRUMENTAL ENSEMBLE (ORCHESTRA) I**

**FA1291 – INSTRUMENTAL ENSEMBLE (ORCHESTRA) II**

**FA1292 – INSTRUMENTAL ENSEMBLE (ORCHESTRA) III**

**FA1293 – INSTRUMENTAL ENSEMBLE (ORCHESTRA) IV**

This class must be taken concurrently with Orchestra I, II, III, or IV, unless the student has an academic scheduling conflict with the class period or the approval of the director. These courses consist of small and large ensemble as well as solo/individual performance techniques and fundamentals. Attention is given to music theory, listening, and elements of music history and literature. Classes may be divided by instrument families and/or according to Orchestra classes. These classes are intended to reinforce, but not replace Orchestra I - IV.

Grade Placement: 9-12

1-4 credits

Prerequisite: Audition

**FA1363 - Advanced Placement MUSIC THEORY**

The purpose of this course is to develop music skills and provide information that will lead to an understanding of the practice of music, especially for those considering a music major or minor in college. Students will gain knowledge of terminology, notation skills, harmonization through dictation, basic composition and analysis of the melodic line, ear-training and sight-singing skills. It is recommended students be an active member of choir, band or orchestra or have basic performance skills in voice or an instrument. This course prepares students for the AP Music Theory exam.

Grade Placement: 10-12

1 credit

Prerequisite: Basic Theory, Music Theory I or placement test or Teacher Approval

**FA4290 – MUSICAL INSTRUMENT REPAIR**

This class will focus on the repair and restoration of woodwind and brass instruments. Based on curriculum developed by Music and Arts, students will have the opportunity to repair instruments belonging to Arlington ISD in a very hands-on approach with some of the finest equipment and with unique tools to the repair instrument industry. They will learn the unique properties of wind instruments as well as common repair techniques including: dent removal, re-padding, cleaning and polishing, just to name a few. This is a limited enrollment opportunity that will be double blocked for two credits. This course will count as an elective; there will be no Fine Arts credit awarded.

Grade Placement: 11-12

2 credits

Prerequisite: By application and approval of Fine Arts

\*\*\*\* LANGUAGES OTHER THAN ENGLISH \*\*\*\*

Two credits of the same language are required for the Foundation High School Program

**FL1211 - LATIN I**

This course is an introduction to the Latin language and the Romans who spoke it. Students are introduced to basic grammar, syntax, and vocabulary, as well as ancient Roman culture and civilization as it impacts modern society. Listening, speaking, reading, and writing are used to enhance the student's ability to interpret the language. **By the end of Level 1, students should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking, and a Novice Mid proficiency level in writing.**

Grade Placement: 9-12

1 credit

**FL1212 - LATIN II**

This course deepens the study of grammar, syntax, and vocabulary and also gives the student the opportunity to practice written Latin expression. In addition, students begin a study of classical literature with emphasis on Julius Caesar's Commentaries and stories from Roman mythology. **At the end of Level 2 students should reach an Intermediate Low to Intermediate Mid proficiency level in reading, a Novice Mid to Novice High proficiency level in listening, and a Novice Mid proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing.**

Grade Placement: 9-12

1 credit

Prerequisite: Latin I

**FL1313 - Pre-Advanced Placement LATIN III**

This course begins with a review of grammar rules, syntax, and forms followed by extensive work in readings from Latin authors such as Cicero, Livy, Horace, Ovid, Martial, and Pliny. Students' understanding of Roman history and culture is reinforced through these readings. **At the end of Level 3 students should reach an Intermediate High to Advanced Low proficiency level in reading, a Novice High proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing.**

Grade Placement: 10-12

1 credit

Prerequisite: Latin II

**FL1314 - Advanced Placement LATIN**

This is a college level course that allows students to hone their skills in reading, translating, and analyzing Latin texts, as well as to demonstrate historical and cultural understanding, make connections with other disciplines, and compare Latin usage with that of English. The course uses the literatures of Vergil and Caesar as a base and teaches students to read with critical, historical, and literary sensitivity. This course prepares students for the Advanced Placement exam. **At the end of this course students should reach an Advanced Low to Advanced Mid proficiency level in reading, a Novice High proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing.**

Grade Placement: 11-12

1 credit

Prerequisite: Latin III

**FL1216 - LATIN V – ROMAN CIVILIZATION & LITERATURE**

Latin V, Roman Civilization & Literature covers ancient Roman civilization through the development of a timeline of ancient Roman authors, the ancient Romans, and the analysis of novels and films set in ancient Rome. **Students should reach an Advanced High to Superior Low proficiency level in reading and a Novice High to Intermediate Low proficiency level in listening, writing, and speaking.**

Grade Placement: 11-12

1 credit

Prerequisites: Pre-AP Latin III and/or AP Latin

**FL1221 - FRENCH I**

French 1 is an introduction to French language and culture taught almost entirely in French. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the Francophone world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1 students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in Level 1 should reach the Novice Mid to Novice High proficiency level by the end of the course.**

Grade Placement: 9-12

1 credit

Prerequisite: None



### **FL1222 - FRENCH II**

French II is a continuation of students' study of French language and culture and is taught almost entirely in French. During this course students will develop greater independence in their ability to discuss things beyond school, in the real world. By the end of the year their skill level should allow them to visit a country where French is spoken and take care of their survival needs, such as ordering in a restaurant, getting and giving directions, and inquiring about interesting places to visit. During the first semester they will learn to describe people and activities in greater detail and to talk about clothing and shopping. Learning to tell about things that happened when they were children is an important skill students acquire in the second semester of this course. In addition, they will acquire language for dealing with doctors and hospitals. **Students in French 2 should reach the Novice High to Intermediate Low proficiency level by the end of the course.**

Grade Placement: 9-12

Prerequisite: French I

1 credit

### **FL1323 - Pre-Advanced Placement FRENCH III**

Pre-advanced Placement French III is an introduction to thematic learning of French language and culture and is taught almost entirely in French. By the end of this course students should be able to speak and write in past, present, and future time frames on topics of general interest with increasing accuracy, even when the situation involves a minor complication. They begin to string sentences together and quickly approach cohesive paragraph-like speech. By the end of semester 1, students will know how to invite someone to participate with them in culturally appropriate celebrations and to visit popular tourist attractions with them. In semester 2 they will begin to talk about more abstract concepts like their feelings, artistic representations, the environment, personal and public goals, and the concept of community. **Students in French 3 should reach the Intermediate Low to Intermediate Mid proficiency level by the end of the course.**

Grade Placement: 10-12

Prerequisite: French II

1 credit

### **FL1325 - Pre-Advanced Placement FRENCH Language and Culture IV**

Pre-advanced Placement French IV begins to prepare students to sit for the Advanced Placement French Language and Culture Exam. Using current events, global viewpoints, and cultural fiction and non-fiction texts, students continue to develop their awareness of Francophone culture and the products, practices, and perspectives of the Francophone world. The course is based on the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Pre-Advanced Placement French 4 should reach the Intermediate Mid to Intermediate High proficiency Level by the end of the course.**

Grade Placement: 11-12

Prerequisite: French III or PAP French

1 credit

### **FL1324 - Advanced Placement FRENCH LANGUAGE AND CULTURE**

Advanced Placement French Language and Culture prepares students to sit for the AP French Language and Culture Exam. The course is taught in French. Students use current events, cultural literature, and diverse resources to learn to discuss in spoken and written forms the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advanced Placement French Language and Culture should reach the Intermediate High or Advanced Mid level by the end of the course.**

Grade Placement: 11-12

Prerequisite: French III or PAP French

1 credit

### **FL1231 - GERMAN I**

German 1 is an introduction to German language and culture taught almost entirely in German. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the German-speaking world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in German 1 should reach the Novice Mid to Novice High proficiency level by the end of the course.**

Grade Placement: 9-12

Prerequisite: None

1 credit

### **FL1232 - GERMAN II**

German II is a continuation of students' study of German language and culture taught almost entirely in German. During this course students will develop greater independence in their ability to discuss things beyond school, in the real world. By the end of the year their skill level should allow them to visit a country where German is spoken and take care of their survival needs, such as ordering in a restaurant, getting and giving directions, and inquiring about interesting places to visit. During the first semester they will learn to describe people and activities in greater detail and to talk about clothing and shopping. Learning to tell about things that happened when they were children is an important skill students acquire in the second semester of this course. In addition, they will acquire language for dealing with doctors and hospitals. **Students in**

**German 2 should reach the Novice High to Intermediate Low proficiency level by the end of the-course.**

Grade Placement: 9-12  
Prerequisite: German I

1 credit

**FL1333 - Pre-Advanced Placement GERMAN III**

Pre-advanced Placement German III is an introduction to thematic learning of German language and culture and is taught almost entirely in German. By the end of this course students should be able to speak and write in past, present, and future time frames on topics of general interest with increasing accuracy, even when the situation involves a minor complication. They begin to string sentences together and quickly approach cohesive paragraph-like speech. By the end of semester 1, students will know how to invite someone to participate with them in culturally appropriate celebrations and to visit popular tourist attractions with them. In semester 2 they will begin to talk about more abstract concepts like their feelings, artistic representations, the environment, personal and public goals, and the concept of community. **Students in German III should reach the Intermediate Low to Intermediate Mid proficiency level by the end of the course.**

Grade Placement: 10-12  
Prerequisite: German II

1 credit

**FL1335 - Pre-Advanced Placement GERMAN LANGUAGE AND CULTURE IV**

Pre-advanced Placement German Language and Culture IV continues to prepare students to sit for the Advanced Placement German Language and Culture Exam. This Course is taught almost entirely in German. Using current events, global viewpoints, and cultural fiction and non-fiction texts, students continue to develop their awareness of Francophone culture and the products, practices, and perspectives of the German-speaking world. The course is based on the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Pre-Advanced Placement German Language and Culture IV should reach the intermediate Mid to Intermediate High Proficiency Level by the end of the Course.**

Grade Placement: 11-12  
Prerequisite: German or Pre-AP German III

1 credit

**FL1334 - Advanced Placement GERMAN LANGUAGE AND CULTURE**

Advanced Placement German Language and Culture prepares students to sit for the AP German Language and Culture Exam. The course is taught in German. Students use current events, cultural literature, and diverse resources to learn to discuss in spoken and written forms the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advanced Placement German Language and Culture should reach the Intermediate High to Advanced Mid proficiency level by the end of the course.**

Grade Placement: 11-12  
Prerequisite: German III or Pre-AP German III

1 credit

**FL1241 - SPANISH I**

Spanish I is an introduction to Spanish language and culture taught almost entirely in Spanish. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student and will develop the ability to recognize the interrelationships among cultures of the Hispanic world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in Spanish 1 should reach the Novice Mid to Novice High proficiency level by the end of the course.**

Grade Placement: 9-12  
Prerequisite: None

1 credit

**FL1242 - SPANISH II**

Spanish II is a continuation of students' study of Spanish language and culture taught almost entirely in Spanish. During this course students will develop greater independence in their ability to discuss things beyond school, in the real world. By the end of the year their skill level should allow them to visit a country where Spanish is spoken and take care of their survival needs, such as ordering in a restaurant, getting and giving directions, and inquiring about interesting places to visit. During the first semester they will learn to describe people and activities in greater detail and to talk about clothing and shopping. Learning to tell about things that happened when they were children is an important skill students acquire in the second semester of this course. In addition, they will acquire language for dealing with doctors and hospitals. **Students in Spanish II should reach the Novice High to Intermediate Low proficiency level by the end of the course.**

Grade Placement: 9-12  
Prerequisite: Spanish I

1 credit

**FL1343 - Pre-Advanced Placement SPANISH III**

Pre-advanced Placement Spanish III is an introduction to thematic learning of Spanish language and culture and is taught almost entirely in Spanish. By the end of this course students should be able to speak and write in past, present, and

future time frames on topics of general interest with increasing accuracy, even when the situation involves a minor complication. They begin to string sentences together and quickly approach cohesive paragraph-like speech. By the end of semester 1, students will know how to invite someone to participate with them in culturally appropriate celebrations and to visit popular tourist attractions with them. In semester 2 they will begin to talk about more abstract concepts like their feelings, artistic representations, the environment, personal and public goals, and the concept of community. **Students in Spanish III should reach the Intermediate Low to Intermediate Mid proficiency level by the end of the course.**

Grade Placement: 10-12

1 credit

Prerequisite: Spanish II

#### **FL1347 - Pre-Advanced Placement SPANISH LANGUAGE AND CULTURE IV**

Pre-advanced Placement Spanish Language and Cultural IV continues to prepare students to sit for the Advanced Placement Spanish Language and Culture Exam. The course is taught in Spanish. Using current events, global viewpoints, and cultural fiction and non-fiction texts, students continue to develop their awareness of Hispanic culture and the products, practices, and perspectives of the Hispanic world. The course is based on the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Pre-Advanced Placement Spanish, and Culture IV should reach the Intermediate Mid to Intermediate High proficiency level by the end of the course.**

Grade Placement: 9-12

Prerequisites: FL1247- Spanish 2 for Spanish Speakers or FL1244- Spanish 3 or FL1343- PAP Spanish 3

1 credit

#### **FL1344 - Advanced Placement SPANISH LANGUAGE AND CULTURE**

Advanced Placement Spanish Language and Culture prepares students to sit for the AP Spanish Language and Culture Exam. The course is taught in Spanish. Students use current events, cultural literature, and diverse resources to learn to discuss in spoken and written forms the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advanced Placement Spanish Language and Culture should reach the Intermediate High to Advanced Mid proficiency level by the end of the course.**

Grade Placement: 11-12

Prerequisite: PAP Spanish III or PAP Spanish III for Spanish Speakers

1 credit

#### **FL 1346 - Advanced Placement SPANISH LITERATURE AND CULTURE**

The Advanced Placement Spanish Literature and Culture course is conducted in Spanish and is designed to provide students with a learning experience equivalent to that of a third-year college course. The aim of this course is to provide students with ongoing and varied opportunities to further develop their language skills, with special attention to critical reading and analytical writing, and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. This course prepares students for the AP Spanish Literature and Culture Exam. **Students in Advanced Placement Spanish Literature and Culture should reach the Advanced Mid proficiency level by the end of the course.**

Grade Placement: 10-12

Prerequisite: AP Spanish Language and Culture

1 credit

#### **FL1271 - AMERICAN SIGN LANGUAGE I**

American Sign Language 1 is an introduction to the language and to American deaf culture. The main emphasis is on communication, both receptive and expressive. Students will recognize the interrelationships of languages and develop a cultural appreciation of the Deaf world. The course is conducted primarily in ASL (voice off). **Students should achieve the following proficiency levels: 1) Interpersonal receptive: Novice Mid; 2) Interpersonal expressive: Novice Mid; 3) Interpretive receptive: Novice High; and 4) Presentational expressive: Novice High.**

Grade Placement: 9-12

1 credit

#### **FL1272 - AMERICAN SIGN LANGUAGE II**

American Sign Language II allows students to continue to develop receptive and expressive skills and also allows them to expand their vocabulary and repertoire of grammatical structures. Alongside this additional language development, students continue to explore deaf culture. The course is conducted almost entirely in ASL (voice off.) **Students should achieve the following proficiency levels: 1) Interpersonal receptive: Novice Mid; 2) Interpersonal expressive: Intermediate Low; 3) Interpretive receptive: Intermediate Low; and 4) Presentational expressive: Intermediate Mid.**

Grade Placement: 10-12

1 credit

Prerequisite: American Sign Language I

#### **FL1273 - AMERICAN SIGN LANGUAGE III**

American Sign Language III is a course where students continue to build their receptive and expressive skills by adding additional grammatical features such as location classifiers, quantifiers, and spatial agreement. The course is taught entirely in ASL (voice off). **Students should achieve the following proficiency levels: 1) Interpersonal receptive: Intermediate Mid; 2) Interpersonal expressive: Advanced Low; 3) Interpretive receptive: Intermediate Low; and 4) Presentational expressive: Advanced Low.**

Grade Placement: 11-12

Prerequisite: American Sign Language II

1 credit

### **FL1274 - AMERICAN SIGN LANGUAGE IV**

American Sign Language IV allows students to study ASL poetry and literature as well as Deaf history, culture, and community. This course is entirely in ASL (voice off.) Students further their sign fluency through involvement with the Deaf community. Students also explore professions which utilize ASL skills, along with laws and rights related to Americans with disabilities. **Students should achieve the following proficiency levels: 1) Interpersonal receptive: Intermediate High; 2) Interpersonal expressive: Advanced High; 3) Interpretive receptive: Intermediate High; and 4) Presentational expressive: Advanced High.**

Grade Placement: 12

1 credit

Prerequisite: American Sign Language III

### **\*\*\*\* LANGUAGE ARTS \*\*\*\***

### **ES1218 - ENGLISH I SOL**

### **ES1219 - ENGLISH II SOL**

These courses provide listening, speaking, reading, and writing activities through a survey of various types of world literature for immigrant students with limited English proficiency skills. The student will learn to analyze selected writing through both oral and written methods. These courses also focus on the attainment of grammar and vocabulary skills. Maximum of 2 credits can be counted toward English requirements for graduation. Students must take English III & IV. Courses do not meet NCAA requirements.

Grade Placement: 9 - 12 - English I SOL

1 credit

10 - 12 - English II SOL

1 credit

Prerequisite: Courses must be taken in sequence. It is only for immigrant students with a TELPAS composite score of beginning or intermediate.

### **ES1222 - ENGLISH SUPPORT FOR IMMIGRANT STUDENTS I**

This course is designed to increase the immigrant student's ability to listen, speak, read and write in English effectively in practical situations. The course emphasizes sentence structure, grammar, vocabulary, and different forms of oral and written communication needed to function in the business world. The reading assignments are directed toward the need for clear communication. **This course is an elective credit only. It will not count as an English credit.**

Grade Placement: 9

1 credit

Prerequisite: Concurrent enrollment in English I SOL

### **ES1223 - ENGLISH SUPPORT FOR IMMIGRANT STUDENTS II**

This course is designed to challenge the imagination and creativity of the immigrant student through listening, speaking, reading and writing in English effectively. This writing course is designed to increase awareness of the power of language. **This course is an elective credit only. It will not count as an English credit.**

Grade Placement: 10

1 credit

Prerequisite: Concurrent enrollment in English II SOL

### **LA1273 – READING I**

### **LA1274 – READING II**

### **LA1275 – READING III**

These courses are designed to help students become more skillful readers. Emphasis is placed on reading strategies which enhance reading skills and reading comprehension, vocabulary development, skills for standardized testing, and an appreciation for reading all types of texts. (A special section is set aside for students identified as dyslexic. Students can only be placed into this section at parent request and counselor approval.) Some instruction is individualized and students may enter either semester for a half-year or full-year program. A maximum of three credits in reading will apply toward graduation.

Grade Placement: 9-12

½ -1 credit

Prerequisite: Course LA1273 for Course LA1274

Course LA1274 for Course LA1275

### **LA1276 - COLLEGE READINESS AND STUDY SKILLS**

This one-semester course is an **SAT preparation** course that emphasizes vocabulary development, writing skills, and comprehension skills needed to excel on the SAT. The curriculum also provides practice in improving reading rate, reading flexibility, and study skills needed for college success.

Grade Placement: 10-12

½ credit

### **LA1210 - ENGLISH I - REGULAR**

Through a survey of various types of world literature, the student will learn to analyze selected writings through both oral and written methods. The course also focuses on the attainment of grammar and vocabulary skills through written composition which involves analytical thinking skills. (English I SOL may be substituted for this class on all graduation plans only for immigrant students with limited English proficiency.) **End of Course (EOC) tested.**

Grade Placement: 9

1 credit

**LA1310 - Pre-Advanced Placement ENGLISH I**

Offering students the opportunity to study world literature representing various types of genres, this advanced course places emphasis on the analysis of novels, short stories, essays, poetry, and drama. The course offers an intensive study of grammar, vocabulary, and composition. Emphasis is placed on critical thinking skills expressed through both oral expression and written communication. **End of Course (EOC) tested.**

Grade Placement: 9

1 credit

**LA1220 - ENGLISH II - REGULAR**

Through a survey of various types of world literature, the student will learn to analyze selected writings through both oral and written methods. The course also focuses on the attainment of grammar and vocabulary skills through written composition which involves analytical thinking skills. (English II SOL may be substituted for this class on all graduation plans only for immigrant students with limited English proficiency.) **End of Course (EOC) tested.**

Grade Placement: 10

1 credit

Prerequisite: English I

**LA1320 - Pre-Advanced Placement ENGLISH II**

This course challenges advanced students to complete college preparatory work through in-depth study of world literature from various genres and time periods and includes extensive study of vocabulary, grammar, and composition. Requiring abstract, analytical thinking and research skills, the course focuses on oral expression and written communication. **End of Course (EOC) tested.**

Grade Placement: 10

1 credit

**LA1230 - ENGLISH III - REGULAR**

This course, a chronological survey of American literature, integrates literature, composition, grammar, and vocabulary through representative readings from historical documents, essays, dramas, short stories and novels of significant American writers. Research skills and literature analysis are stressed.

Grade Placement: 11

1 credit

Prerequisite: English II

**LA1330 - Advanced Placement ENGLISH LANGUAGE AND COMPOSITION**

This course, which focuses on rhetoric, challenges advanced students to complete college preparatory work by integrating units according to chronology, genre, and theme in American Literature and by utilizing those writing skills necessary to respond to literary and nonfiction works extemporaneously. The necessary components of grammar, persuasion, and argumentation needed for success in college are reviewed. Application of abstract and analytical thinking skills, advanced vocabulary, and research skills are stressed. After completing this course, students are encouraged to take the Advanced Placement English Language and Composition exam.

Grade Placement: 11

1 credit

**LA1240 - ENGLISH IV - REGULAR**

This course, a survey of British literature, integrates writing and language concepts and skills as well as literature and reading concepts and skills. This course includes intensive writing instruction and provides the critical thinking, reading, and writing skills necessary for college entrance.

Grade Placement: 12

1 credit

Prerequisite: English III

**LA1340 - Advanced Placement ENGLISH LITERATURE AND COMPOSITION**

This advanced, college-level course is a chronological study of world and European literature presented from college-level texts. Through analytical, oral, and written examinations of poetry, essays, short stories, drama, and the novel, the student explores the nature of society. After completing this course, students are encouraged to take the Advanced Placement English Literature and Composition exam given by the College Board.

Grade Placement: 12

1 credit

Prerequisite: Application Required

**LA1260 - HUMANITIES**

This course concentrates on exposing the student to the creative achievements in literature, art, architecture, music and philosophy (LAMP) throughout Western Civilization. Critical thinking skills are developed through analysis of the relationship of these creative forms of expression through reading, written and oral response, class discussion, and audio/visual presentations. Concert and museum field trips after school will be encouraged.

Grade Placement: 10-12

½ credit

**LA1261 - LITERARY GENRES D: WORLD LITERATURE**

This course focuses on reading and analyzing, both orally and in writing, selections from world literature. Through exposure to significant writers, students have opportunities to explore common themes and distinctive features of particular literary traditions.

Grade Placement: 11-12

½ credit

**LA1262 - LITERARY GENRES A: SHAKESPEARE**

This is a literature-intensive elective aimed at, but not limited to, the college-bound senior. The course offers a comprehensive view of the origins and history of the Elizabethan age, and of the modern English language through a focus on the major literary types of this period, including the ballad, the sonnet, and drama. Extensive study is made of the plots, themes, and other literary devices of selected tragedies and comedies of William Shakespeare, which are read during the semester. Student writing is emphasized through literary analysis of plays.

Grade Placement: 12

½ credit

Prerequisite: English III

**LA1267 - LITERARY GENRES C: PHILOSOPHY**

This course explores the creative ideas that have shaped our culture from the Ancient Greek Pre-Socrates, Plato, and Aristotle, to the twentieth-century existentialists. With the core consisting of Western ideas, time will also be devoted to exploring our parallels with Asian and Middle Eastern philosophies. The student's thinking skills will be sharpened through lecture and dialogue as we examine how our worldview and society have been shaped by great thinkers.

Grade Placement: 10-12

½ credit

Prerequisite: none

**LA1269 - LITERARY GENRES B: WOMEN'S LITERARY VOICES**

This elective course offers an opportunity to read and explore several literary works by and/or about women. The poems, stories, essays, and novels covered in this course provide valuable insights into the changing role of women in literature and offer a sharply focused perspective on what it means to be a contemporary woman.

Grade Placement: 11-12

½ credit

Prerequisite: English II

**LA1263 - PRACTICAL WRITING SKILLS**

This course is designed to increase the student's ability to use English effectively in practical situations. It emphasizes sentence structure, grammar, vocabulary, and different forms of oral and written communication needed to function in the business world. The reading assignments are directed toward the need for clear communication.

Grade Placement: 12

1/2-1 credit

**LA1264 - CREATIVE/IMAGINATIVE WRITING**

This writing course is designed especially to challenge the imagination and creativity of the student by encouraging spontaneity of expression by increasing awareness of the power of language, and by refining the individual original characteristics of language style in such literary types as short stories, poetry and nonfiction writing.

Grade Placement: 11-12

1/2 credit

**LA1380 – Independent Study: ACADEMIC DECATHLON****LA1381 – Independent Study: ACADEMIC DECATHLON****LA1382 – Independent Study: ACADEMIC DECATHLON**

This course is designed to prepare students for the Academic Decathlon contest. The purposes are to develop a greater respect for knowledge to develop lifetime skills in speech and interview, to gain a better appreciation for music and art, and to promote wholesome competition in academic areas of study. The contest includes six tests of academic strength in math, economics, social studies, science, fine arts, and language and literature. The other areas of testing are speech, essay, and interview. Team members will receive honors credit for this course.

Grade Placement: 10-12

½ -1 credit

Prerequisite: Teacher Approval

**\*\*\*\* SPEECH/COMMUNICATIONS \*\*\*\*****LA1279 - COMMUNICATION APPLICATIONS**

In this course students are expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Grade Placement: 9-12

½ credit

**LA1281 - ORAL INTERPRETATION I**

This course is an introduction to the analysis and performance of poetry, prose, dramatic and humorous literature, duet acting and original oratory. Students prepare for UIL competition and TFA State qualifying tournaments. UIL, TFA, or NFL tournament competition is at the discretion of the Director of Forensics.

Grade Placement: 9-12

1 credit

**LA1282 - ORAL INTERPRETATION II**

This course emphasizes advanced poetry, prose, dramatic and humorous literature, duet acting, and original oratory. Students will compete in UIL contests and TFA state qualifying tournaments. Students are required to compete in two tournaments per semester.

Grade Placement: 10-12

1 credit

Prerequisite: Oral Interpretation I and Approval of the Director of Forensics

**LA1283 - ORAL INTERPRETATION III**

This course emphasizes all speech competition events for the advanced third-year student. Students will compete in UIL competition/TFA state tournaments and serve as a role model to prepare novice students for competitive situations. Students are required to compete in three tournaments per semester (if academically eligible).

Grade Placement: 11-12

1 credit

Prerequisite: Oral Interpretation II

**LA1284 - DEBATE I**

This course is designed to give each student an overview of forensics through the development of 37 persuasive and critical thinking skills through class activities and participation in competitive tournaments in Lincoln-Douglas Debate, Cross-Examination Debate, Extemp, and Student Congress. UIL, TFA, or NFL tournament competition is at the discretion of the Director of Forensics.

Grade Placement: 9-12

1 credit

**LA1285 - DEBATE II**

This course is designed with more emphasis on preparing cases in Lincoln-Douglas Debate, cross-examination debate and competition in Student Congress and Extemp. Additional research time will be spent to gain advanced research skills. The student is required to compete in two tournaments per semester.

Grade Placement: 10-12

1 credit

Prerequisite: Debate I and Approval of the Director of Forensics

**LA1286 - DEBATE III**

This course is designed to integrate the critical thinker into the democratic process. The student acts as a role model and assistant coach working independently on cases and helping prepare the novice debaters for competition. Competing in three tournaments per semester is required.

Grade Placement: 12

1 credit

Prerequisite: Debate II

**LA1287 – PUBLIC SPEAKING I****LA1288 – PUBLIC SPEAKING II****LA1289 – PUBLIC SPEAKING III**

This course is designed to further enhance the student's communication skills. Emphasis is placed on speech delivery, argumentation and debate, oratory, and group presentations. The student will not compete in tournaments but rather observe and analyze political and social speeches as well as live performances. Courses must be taken in sequence.

Grade Placement: 10-12

1 credit

Prerequisite: Communication Applications (1/2 credit) or Teacher Approval

**LA1298 - LITERARY MAGAZINE**

Students in this class will compile and publish the school's literary magazine. Real-world skills in organizing, evaluating, desktop publishing, fund raising, and editing will be emphasized.

Grade Placement: 9-12

1 credit

Prerequisite: Application to magazine sponsor

**LA1290 - JOURNALISM**

This full-year course, an introduction to all forms of mass media, emphasizes the type of writing necessary for publishing a school newspaper and yearbook. The class trains the student in advertising and business management of a publication, helps the student to evaluate news happenings, develops the student's awareness of his responsibility in learning to meet deadlines, and introduces desktop publishing using Macintosh computers. Students also learn public relations skills. The class publishes a newspaper in the spring.

Grade Placement: 9-12

1 credit

**LA1291 – NEWSPAPER I****LA1292 – NEWSPAPER II****LA1253 – NEWSPAPER III**

These courses are concerned primarily with publishing a school newspaper. Students study all phases of journalism, including the computerized technology of typesetting. Improving writing skills and interviewing techniques are major concerns, as is perfecting all types of communication. Also included is advanced study of feature, column, editorial, and sports writing. These courses also allow students to work with a printer and become involved in the cost of newspaper production.

Grade Placement: 10-12  
Prerequisite: Course LA1290: Journalism

1-2 credits

### **LA1293 - YEARBOOK/MAGAZINE PRODUCTION I**

This course includes the study and application of the elements and processes of developing and producing the school yearbook. Students learn writing, design, and desktop publishing skills

Grade Placement: 9-12

1 credit

Prerequisite: Course LA1290 Journalism,  
Teacher Approval

### **LA1294 - YEARBOOK/MAGAZINE PRODUCTION II**

### **LA1295 - YEARBOOK/MAGAZINE PRODUCTION III**

These courses are continued studies of Advanced Journalism and Yearbook Production. Included are the study of the role of advertising in publication cost, the preparation of ads, practice in advertising sales, graphics, design and layout, with emphasis on preparation of press-ready materials. Students will master advanced desktop publishing techniques.

Grade Placement: 10-12

1 credit

Prerequisite: Course LA1293 LA1294

Teacher Approval

### **LA1296 - PHOTO JOURNALISM**

This course familiarizes students with photographic composition, use of the camera and film processing through the opportunity to take pictures and to work on layout problems for the school newspaper and yearbook. Students automatically become members of the school photography staff.

Grade Placement: 10-12

1 credit

Prerequisite: Course CT1244

Photography, Teacher Approval

## **\*\*\*\* MATHEMATICS \*\*\*\***

**FOR THE FOUNDATION HIGH SCHOOL PROGRAM, MATH CREDITS MUST BE IN COURSES FROM ALGEBRA I LEVEL AND HIGHER.**

**\*See Recommended Math Sequences on page 6 of this Handbook.**

### **COLLEGE ENTRANCE REQUIREMENTS**

In the area of mathematics, college entrance requirements vary. Some universities require that the student have high school credit in Algebra I, Algebra II, Geometry and Precalculus. Others require either Algebra I and Geometry or Algebra I and Algebra II. Junior colleges usually require two years credit in mathematics. Students should check with the college of their choice prior to planning their high school mathematics courses.

### **MA1220 ALGEBRA I**

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. **End of Course (EOC) Tested.**

Grade Placement: 9

1 credit

Prerequisite: Mathematics, Grade 8 or its equivalent

### **MA1320 - Pre-Advanced Placement ALGEBRA I**

This course covers the same concepts as Algebra I. The content is studied in greater depth and may include additional topics. **End of Course (EOC) tested.**

Grade Placement: 9

1 credit

Prerequisite: Grade 8 Math

### **MA1230 - ALGEBRA II**

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-



world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.  
Grade Placement: 10-12 1 credit  
Prerequisite: Algebra I and Geometry

### **MA1264 - Independent Study: ALGEBRA III**

This course is for students to continue their preparation for Precalculus. It is recommended for college bound seniors who need additional support with advanced algebra skills foundational to conceptual understanding in Precalculus. Topics included are functions, radical functions and rational exponents, exponential and logarithmic functions, natural logarithms, rational functions, conics, trigonometry, trigonometric identities and equations.

Grade Placement: 12 1 credit  
Prerequisite: Algebra II

### **MA1330 - Pre-Advanced Placement ALGEBRA II**

This course covers the same concepts as Algebra II. The content is studied in greater depth and may include additional topics

Grade Placement: 10-11 1 credit  
Prerequisite: Algebra 1 or Pre-AP Algebra 1 and Geometry or Pre-AP Geometry

### **MA1245 - GEOMETRY**

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean Geometry, students should complete the course with an understanding that non-Euclidean Geometries exist. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

Grade Placement: 10 1 credit  
Prerequisite: Algebra I

### **MA1345 - Pre-Advanced Placement GEOMETRY**

This course covers the same concepts as Geometry. The content is studied in greater depth and may include additional topics.

Grade Placement: 9-10 1 credit  
Prerequisite: Algebra 1 or Pre-AP Algebra 1

### **MA1250 - Mathematical Models with Applications**

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

Grade Placement: 11-12 1 credit  
Prerequisite: Algebra I This course must be taken before receiving credit for Algebra II

### **MA1255 - Independent Study in Mathematics: CALCULUS**

Students will extend their mathematical understanding beyond the Precalculus level in this elective course covering the specific area of calculus.

Grade Placement: 12 1 credit  
Prerequisite: Precalculus

### **MA1262 - STATISTICS**

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra 1. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

Prerequisites: Algebra II 1 credit  
Grade Placement: 11-12

**MA1263 - PRECALCULUS**

Precalculus is the preparation for Calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

Grade Placement: 11-12

1 credit

Prerequisite: Algebra II and Geometry

**MA1267 - ADVANCED QUANTITATIVE REASONING (AQR)**

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21<sup>st</sup> century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

Grade Placement: 10-12

1 credit

Prerequisite: Algebra II

**MA1268 – ALGEBRAIC REASONING**

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

Grade Placement: 10-12

1 credit

Prerequisite: Algebra I and Geometry

**MA1360 - Pre-Advanced Placement PRECALCULUS**

This course covers the concepts studied in Precalculus. Content is studied in greater depth and may include additional topics.

Recommended Grade Placement: 11-12

1 credit

Prerequisite: Pre-AP Algebra II

**MA1365 - Advanced Placement STATISTICS**

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the four broad conceptual themes, which follow: 1) Exploring data - observing patterns and departures from patterns; 2) Planning a study - deciding what and how to measure; 3) Anticipate patterns - producing models using probability and simulation; and 4) Statistical Inference - confirming models. This course prepares students for the AP Statistics exam.

Grade Placement: 11-12

1 credit

Prerequisite: Algebra II

**MA1380 - Advanced Placement CALCULUS AB**

AP Calculus AB covers advanced mathematical topics including elementary differential and integral calculus. AP Calculus AB is approximately equivalent to a one semester Calculus course at the college level. Topics of study will be selected from limits and continuity, the derivative, the fundamental theorem of calculus, special functions, techniques of integration, partial derivatives, and multiple-integration. This course is designed to prepare students for the College Board Advanced Placement Exam. AP Calculus AB is not a prerequisite to AP Calculus BC. This is a college level course.

Grade Placement: 12 only

1 credit

Prerequisite: Pre-AP Pre-calculus

**MA1385 - Advanced Placement CALCULUS BC**

AP Calculus BC is approximately equivalent to a two-semester Calculus course at the college level. This course is designed to prepare students for the College Board Advanced Placement Exam. AP Calculus BC covers advanced mathematical topics including elementary differential and integral calculus and their applications with polar, parametric and vector functions. Additionally, applications of integral functions, logistic models, polynomial approximations, and advanced sequences and series will be studied. This course can be taken in lieu of AP Calculus AB. This is a college level paced course.

Grade Placement: 12 only

1 credit

Prerequisite: Pre-AP Precalculus

\*\*\*\* PHYSICAL EDUCATION \*\*\*\*

Students may earn no more than 4 units of credit in physical education or athletics toward state graduation requirements. An activity fee is required each semester.

**PE1208 - CHEERLEADING I**

**PE1209 - CHEERLEADING II**

**PE1210 - CHEERLEADING III**

**PE1211 - CHEERLEADING IV**

PE1009 (non-credit) Cheerleading II

PE1010 (non-credit) Cheerleading III

PE1011 (non-credit) Cheerleading IV

Cheerleaders at each school campus are determined by tryouts held in the spring of the year. Cheerleaders are expected to perform at athletic events and special functions throughout the year. A total of 1 credit may be earned in Cheerleading per TEA guidelines. Beginning with Cohort 2018, courses taken after the 1st credit is earned will be no credit.  
Grade Placement: 9-12 1 credit

**PE1213 - INDIVIDUAL SPORTS/WEIGHT LIFTING - G**

This course will place emphasis on improvement of muscular strength, endurance and flexibility through a progressive weight-training workout. Students will be provided the opportunity to work with the instructor to develop a personal workout program.

Grade Placement: 9-12

½ credit

**PE1214 - AEROBICS/ADVANCED STRENGTH & CONDITIONING - G**

Emphasis for this course will be placed on the development of an advanced individual progressive weight-training program, with the guidance of the instructor.

Grade Placement: 9-12

½ credit

**PE1225 - DRILL TEAM I**

**PE1226 - DRILL TEAM II**

**PE1227 - DRILL TEAM III**

**PE1228 - DRILL TEAM IV**

Drill team is a performing group for various athletic activities. Membership is determined through tryouts. A total of 1 credit may be earned in Drill Team per TEA guidelines. Beginning with Cohort 2018, courses taken after the 1st credit is earned will be no credit.

Grade Placement: 9-12

1 credit

**PE1241 - AEROBIC ACTIVITIES**

Aerobic movement combined with physical fitness and strength training will stress cardiovascular fitness, muscular strength, flexibility, coordination, balance and agility. Students will participate in a variety of activities.

Grade Placement: 9-12

½ credit

**PE1249 - FOUNDATIONS OF PERSONAL FITNESS**

Using proper biomechanical and physiological principles, students will explore concepts of health-related fitness, methods for attainable personal fitness, and techniques for personal self-testing. Lecture/Lab

Grade Placement: 9

½ credit

**PE1250 - TEAM SPORTS**

Students will be provided an opportunity to participate in team sports in both class and intramural settings. Activities may include badminton, basketball, golf, softball, baseball, table tennis, tennis, soccer, and gymnastics. Selection of activity will be at the instructor's discretion, dependent upon proper facilities for participation.

Grade Placement: 9-12

½ credit

**PE1251 - INDIVIDUAL SPORTS**

Students will be provided an opportunity to participate in physical education activities that can be enjoyed for a lifetime. Activities may include aerobics, bowling, dance, golf, horseshoes, outdoor recreational activities, and shuffleboard. Selection of activity will be at the instructor's discretion, dependent upon proper facilities for participation.

Grade Placement: 9-12

½ credit

**PE 1252 - ADVENTURE/OUTDOOR EDUCATION**

Adventures in Outdoor Education is an outstanding, hands-on, co-ed elective course. Each student will experience a broad educational experience with life-long skills including: Texas Parks and Wildlife Angler Education, Boat Safety and Hunter Safety courses, Orienteering, Archery in the Schools Program, Survival Skills, Camping, Dutch-Oven cooking and American Heart Association CPR/First Aid. Extra-curricular trips will be provided for students and parents who are interested. On campus activities require a \$10.00 class fee for consumables. Every unit emphasizes safety and how to enjoy the outdoors for a lifetime.

Grade Placement: 10-12

½ credit

**PE1262 - INDIVIDUAL SPORTS/WEIGHTLIFTING - B**

This course will place emphasis on improvement of muscular strength, endurance and flexibility through a progressive weight-training workout. Students will be provided the opportunity to work with the instructor to develop a personal workout program.

Grade Placement: 9-12

½ credit

**PE1263 - AEROBICS/ADVANCED STRENGTH & CONDITIONING - B**

Emphasis for this course will be placed on the development of an advanced individual progressive weight-training program, with the guidance of the instructor.

Grade Placement: 9-12

½ credit

**PE1278 – ARCHERY****PE1279 – ARCHERY II****PE1289 – ARCHERY III****PE1299 – ARCHERY IV**

Students will be introduced to and engaged in one of the oldest forms of sport. Students will progressively and systematically be taught the basic concepts of competitive archery. Archery is intended to be a coed activity, therefore, both male and female alike will be competing together for their perspective schools. Archery will be hosted at one central location for all archers in the district. Transportation will be provided to and from the archery facility for students in need of transportation. Archery is offered during the last block/period of the school day. Students will be expected to practice and or compete outside of the school day. Archery practice will be conducted after school each day that the students have class. Archers will also be expected to attend archery competitions as scheduled by the archery coach. These competitions may include but are not limited to weekend competitions. Archery will follow all UIL guidelines as they pertain to academic eligibility.

Grade Placement: 9-12

1 credit

**INTERSCHOLASTIC SPORTS**

Competitive sports for girls include volleyball, tennis, track, basketball, swimming, golf, cross country, gymnastics, soccer, softball, wrestling, and cheerleading. Competitive sports for boys include football, basketball, track, tennis, swimming, baseball, soccer, golf, cross country, gymnastics, wrestling, and cheerleading. Two successfully completed semesters of competitive sports will fulfill the required physical education requirements. A student may earn up to 4 credits for PE or any allowable substitution for PE, such as athletics, ROTC, band, etc. Only 1 credit may be earned in cheerleading and drill team per TEA guidelines.

**\*\*\*\* HEALTH \*\*\*\*****PE1244 - HEALTH I**

This course, a study of the physical, mental and emotional functions of the body, emphasizes teenage decisions concerning the use of tobacco, alcohol and drugs. Units on fitness, safety, nutrition and first aid will be included. A three-week unit on human growth and development will be included in this course. It will include units on the role of family, dating, human reproduction, and childbirth, sexually transmitted diseases, and the importance of decision making.

Grade Placement: 9-12

½ credit

Prerequisite: None

**PE1245 - ADVANCED HEALTH II**

Students will be provided with opportunities for researching, discussing, and analyzing personal and community health issues. Learning experiences will be designed to reinforce positive health behaviors that will reduce health risks throughout their lifespan. The objectives of the course will be accomplished with the use of technology, personal portfolios, mentoring, and community service. The students will develop skills necessary to access their own health information and services and will become health literate.

Grade Placement: 11-12

½ credit

Prerequisite: Health I

All science classes require at least 40% laboratory time conducting laboratory and field investigations using safe, environmentally appropriate, and ethical practices. All students must take one unit of Biology/Pre-AP Biology, one unit of IPC, Chemistry or Physics, and one additional unit of science for graduation. For any of the endorsements, one additional science unit is necessary. Check requirements of your preferred university, as some universities accept only Biology, Chemistry and Physics courses. The information for Prerequisites and Recommended Prerequisites are based on Science TEKS (Subchapter C. High School) adopted in 2010 and Science TEKS (Subchapter D. Other Science Courses) adopted in 2016. This does not reflect the expected revised TEKS of 2017.

**SC1210 - INTEGRATED PHYSICS & CHEMISTRY (IPC)**

This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. This course is appropriate for students who would benefit from a basic foundation in chemistry and physics concepts. This course should be taken prior to a unit of Chemistry or Physics.

Grade Placement: 9-11

1 credit

Prerequisite: None

**SC1220 - BIOLOGY**

**Biology** is a natural science concerned with the study of life and living organisms. This course will include a variety of topics such as: structures and functions of cells and viruses, growth and development of organisms, cells, tissues, and organs, nucleic acids and genetics, biological evolution, taxonomy, metabolism and energy transfers in living organisms, living systems, homeostasis, and ecosystems and the environment. **End of Course (EOC) tested.**

Grade Placement: 9-10

1 credit

Prerequisite: One unit of Grade 8 Science

**SC1223 - ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS**

This course focuses on the study of the structure and function of the human body, its individual systems, processes, and the integration of the body systems into an efficiently functioning organism. Each organ system is presented with an emphasis upon its anatomy and an in-depth study of its physiology and its application to human health and well-being. Dissection is a major component of this course, as well as independent lab skills and techniques.

Grade Placement: 10-12

1 credit

Prerequisite: One unit of Biology and one credit of an additional science

**SC1224 – MEDICAL MICROBIOLOGY**

This course is an advanced science course designed for students interested in exploring the microbial world. Students will study topics ranging from pathogenic and nonpathogenic microorganisms to emerging diseases. Students who are successful in this class are eligible to participate in HOSA conferences and events.

Grade Placement: 10-12

1 credit

Prerequisites: One unit of Biology and one unit of Chemistry

Recommended prerequisite: One unit of Health Science course

**SC1225 – PATHOPHYSIOLOGY**

This advanced science course is designed to allow students an opportunity to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study disease processes, prevention and treatment of disease and differentiation between normal and abnormal physiology. Students who are successful in this class are eligible to participate in HOSA conferences and events.

Grade Placement: 11-12

1 credit

Prerequisites: One unit of Biology and one unit of Chemistry

Recommended prerequisite: one unit of Health Science course

**SC1226 – FORENSIC SCIENCE**

Forensic Science is a year-long course that uses a structured and scientific approach to the investigation of various types of crimes and the psychology of criminal behavior. This course provides opportunities for students to learn terminology and investigative procedures related to crime scene investigation. Students will learn the history, legal aspects, and career options for forensic science.

Grade Placement: 11-12

1 credit

Prerequisites: One unit of Biology and one unit of Chemistry

Recommended Prerequisites: Principals of Law, Public Safety, Corrections, and Security and Law Enforcement I-

**SC1227 – ASTRONOMY**

Astronomy is a year-long advanced science course designed to allow students an opportunity to conduct laboratory and field investigations, use scientific methods, and work collaboratively to make informed decisions using critical thinking and

scientific problem solving skills. Students will study astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.

Grade Placement: 11-12

1 credit

Prerequisites: Two units of science

### **SC1250 - CHEMISTRY**

Chemistry is the study of matter and energy and the interactions between them. Topics include characteristics of matter, use of the Periodic Table, development of atomic theories and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Grade Placement: 10-12

1 credit

Prerequisite: One unit of Biology or IPC and one unit of Algebra 1

Recommended prerequisite: Completion of or concurrent enrollment in a second year of math

### **SC1290 - ENVIRONMENTAL SYSTEMS**

The focus of this course includes: biotic and abiotic factors in habitats, ecosystems, and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

Grade 11-12

1 credit

Prerequisites: One unit of Biology and one unit of physical science (IPC, Chemistry or Physics)

### **SC1320 - Pre-Advanced Placement BIOLOGY**

Pre-advanced Placement (PAP) Biology is an advanced course recommended for students with a strong interest in science and strong study skills. This course takes the concepts of biology and expands them to include an in-depth study of cellular biology, taxonomy, microbiology, and genetics to prepare students for Advanced Placement and International Baccalaureate study as well as other upper-level science courses. This course will provide students with unique lab and field investigation opportunities. **End of Course (EOC) tested.**

Recommended Grade Placement: 9

1 credit

Prerequisite: One unit of Grade 8 Science

### **SC1340 - Advanced Placement BIOLOGY**

The AP Biology course focuses on enduring, conceptual understandings and is outlined by the College Board. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. Students taking this course will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. This honors course is equivalent to a freshman level biology major course in college. The course is designed to give students a solid foundation in many diverse areas including cellular biology, genetics, systematics, and evolutionary biology. The course is taught through lecture, independent and inquiry based learning, laboratory investigation, outside readings and library research. Students may take the Advanced Placement exam upon completion of the course for college credit.

Grade Placement: 11-12

1 credit

Prerequisite: One unit of Biology and one unit of Chemistry

### **SC1350 - Pre-Advanced Placement CHEMISTRY**

Pre-advanced Placement (PAP) Chemistry is an advanced course recommended for students with a strong interest in science and strong study skills. This course takes the concepts of chemistry and expands them to include an in-depth study of reaction rates, oxidation-reduction, and net ionic equations in order to prepare students for advanced placement and International Baccalaureate study as well as other upper level science courses. Emphasis is placed on independent lab skills and critical thinking skills.

Grade Placement: 10-11

1 credit

Required Prerequisite: One unit of Algebra I, one unit of science, and concurrent enrollment in a second year of math

### **SC1360 - Advanced Placement CHEMISTRY**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. The curriculum is outlined by The College Board. This course is designed for the college-bound or above average student in Chemistry. Students are encouraged to take the Advanced Placement test for college placement and/or credit at the completion of the course.

Grade Placement: 11-12

1 credit

Prerequisite: One unit of Chemistry and one unit of Algebra II or concurrent enrollment

### **SC1273 - EARTH AND SPACE SCIENCE**

This course is a rigorous capstone course designed to build on a student's prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. Topics of in-depth study include: Earth in Space

and Time (Earth history), Solid Earth (the complex, interacting, dynamic subsystems linking Earth's interior to its surface), Fluid Earth, (hydrosphere, atmosphere, and cryosphere) and Technology.

Grade Placement: 11-12

1 credit

Prerequisites: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently

### **SC1280 - PHYSICS**

Physics is the study of how matter and energy relate to each other, and how they affect each other over time and through space. This course will help students acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Topics include: laws of motion; changes within physical systems, conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics.

Grade Placement: 10-12

1 credit

Prerequisite: One unit of Algebra I and one unit of Geometry

Recommended prerequisite: Concurrent enrollment in Algebra II or Algebraic Reasoning

### **SC1383 - Advanced Placement PHYSICS C MECHANICS**

This calculus-based honors physics course ordinarily forms the first part of the college foundation courses for students majoring in the physical sciences, mathematics, or engineering. The curriculum is outlined by The College Board. The course will provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students are encouraged to take the Advanced Placement test for college placement and/or college credit at completion of the course. This course is intended for pre-engineers and physics majors.

Grade Placement: Grade 11-12

1 credit

Prerequisite: One unit of AP Physics 1 and one unit of Calculus or concurrent enrollment

### **SC1384 - Advanced Placement PHYSICS ELECTRICITY AND MAGNETISM**

This course serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. It will provide instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. This course is intended for pre-engineers and physics majors. **\*\*\* This course is currently offered at Martin High School and all AISD students may opt to take this course at Martin High School. Transportation will not be provided if a student chooses to take this course. Student is required to provide their own transportation to this campus to take this course.**

Grade Placement: 11-12

1 credit

Prerequisites: One unit of AP Physics 2 or one unit of AP Physics C Mechanics or concurrent enrollment and one unit of Calculus or concurrent enrollment

### **SC1385 – Advanced Placement PHYSICS 1**

This course is designed to be the equivalent of a first-semester college course in algebra-based physics. This advanced science course covers topics in Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound and an introduction to electric circuits. This course is intended for the pre-med, pre-dental, pre-vet, pharmacy, or architecture student.

Grade Placement: 10-12

1 credit

Prerequisite: One unit of Algebra I and one unit of Geometry

Recommended corequisite: Concurrent enrollment in Algebra II or Algebraic Reasoning

### **SC1386 – Advanced Placement PHYSICS 2**

This course is designed to be the equivalent of a second-semester college course in algebra-based physics. This advanced science course covers topics in fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. This course is intended for the pre-med, pre-dental, pre-vet, pharmacy, or architecture student.

Grade Placement: 10-12

1 credit

Prerequisite: One unit of AP Physics 1 or Physics

Recommended corequisite: Precalculus

### **SC1390 - Advanced Placement ENVIRONMENTAL SCIENCE**

The AP Environmental Science course is designed to be the equivalent of a one semester, introductory to college course in environmental science. This course is interdisciplinary; it embraces a wide variety of topics from different areas of study. The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made; evaluate the relative risks associated with these problems; and examine alternative solutions for resolving or preventing them.

Grade Placement: 11-12

1 credit

Prerequisites: Biology, Chemistry

### **CC1381 – PLTW-PRINCIPLES OF ENGINEERING**

**This course receives weighted GPA.** This Project Lead the Way ([www.pltw.org](http://www.pltw.org)) pre-engineering course will guide students toward an understanding of the field of engineering and engineering technology. Students apply the principles of physics to various technology systems and manufacturing processes, helping them learn how engineers and technicians use science, technology, and math in an engineering problem-solving process to benefit people. The course addresses concerns about social and political consequences of technological change. This science, technology, and math integrated program focuses on the engineering design processes while helping students develop skills that will better prepare them for a rigorous academic college curriculum. **Students who score high enough on the PLTW end-of-course exam can apply for college credit at PLTW-affiliated universities. The time limit for application for credit varies by university, so students should apply immediately after passing the exam.** *This course will satisfy a credit for Advanced Science.*

Grade Placement: 9-12

1 credit

Prerequisite: Successful completion of PLTW Introduction to Engineering Design (IED) and Algebra I and two science credits (may be concurrent)

Location: Home Campus

### **SC1295 - SCIENTIFIC RESEARCH AND DESIGN**

This course is designed to provide students with multiple experiences designing and implementing scientific laboratory and field investigations. Students will develop well-defined questions, formulate testable hypotheses, identify variables, collect and analyze data using tools, and communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports. Investigations conducted will be based on student interest. Critical thinking, scientific reasoning and problem solving skills will be emphasized. Students will analyze published research and communicate conclusions drawn from original research to a professional audience.

Grade Placement: 11-12

1 credit

Prerequisites: One unit of Biology, IPC, Chemistry, or Physics

### **\*\*\*\* SOCIAL STUDIES \*\*\*\***

**Arlington ISD students must take one full year of World History or one full year of World Geography to meet graduation requirements.**

### **SS1210 - UNITED STATES HISTORY**

This course is a study of the history of the United States from 1877 to the present. The course content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras, examine the impact of constitutional issues on American society, evaluate relationship of the three branches of the federal government, describe the relationship between the arts and popular culture and the times during which they were created, and analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

**End of Course (EOC) tested - Required for Graduation**

**Grade Placement: 11-12**

**1 credit**

**Prerequisite: World History or World Geography**

### **SS1212 - WORLD GEOGRAPHY**

This course is a study of World Geography. Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Great emphasis is placed on the physical processes that shape patterns in the physical environment; the characteristics of major landforms, 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 the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. 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.

Grade Placement: 9-12

1 credit

### **SS1211 - WORLD HISTORY**

This course is a survey of the 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 17<sup>th</sup> 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 constitutional 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.

Grade Placement: 9-12

1 credit

### **SS1213 - SPEC. TOPICS IN SOCIAL STUDIES: A - ADVANCED TEXAS STUDIES**

Students are given a brief review of the early period of Texas History, from exploration through the period of the Civil War and Reconstruction, followed by major emphasis on the problems, growth, and development of Texas in the twentieth century.

Grade Placement: 10-12

½ credit

Prerequisite: None

### **SS1214 - SPEC. TOPICS IN SOCIAL STUDIES: B - AMERICAN CULTURE STUDIES**

This course is designed to provide students the opportunity to study various cultural groups in our American society. The historical backgrounds, customs, art, drama, music, folklore, and other contributions of specific groups to the American way of life are emphasized.

Grade Placement: 10-12

½ credit

Prerequisite: None

### **SS1215 – PERSONAL FINANCIAL LITERACY**

This elective course will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. It is designed to be an interactive and research-based course that teaches students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

Grade Placement: 10-12

½ credit

Prerequisite: None

### **SS1220 - UNITED STATES GOVERNMENT**

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

Grade Placement: 12

½ credit

Prerequisite: United States History

### **SS1230 - ECONOMICS, WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM**

This course is designed to provide opportunities for students to identify characteristics, benefits, and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, the role of government, international economic relations, consumer economics, and monetary system of money and banking.

**Required for Graduation.**

Prerequisite: United States History

Grade Placement: 12

½ credit

### **SS1240 - PSYCHOLOGY**

This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Grade Placement: 10-12

½ credit

### **SS1241 - SOCIOLOGY**

This course deals with the study of people and their interaction with one another. The processes of socialization are explained and are compared with other cultures. Students analyze causes and effects of social problems as well as cultural change in selected cultures. It involves learning about institutions found in all societies, such as the family, community organizations, and political or social activities.

Grade Placement: 10-12

½ credit

### **SS1242 - SPECIAL TOPICS IN SOC. STUDIES: C - ADVANCED SOC. SCIENCE PROBLEMS**

This course will allow the student to become aware of local, national, and international current events and topics. The student will discover how contemporary issues of today's society are related to past historical events. Group discussion,

interviewing, use of newspapers, magazines, and other media's will be utilized by the student to identify current social problems and learn how society reacts to these issues.

Grade Placement: 11-12

½ credit

Prerequisite: None

### **SS1310 - Advanced Placement UNITED STATES HISTORY**

This program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials in U. S. History. Students are prepared for intermediate and advanced college courses by requiring performance equivalent to those of full-year introductory college courses. Students assess historical elements, interpretative problems, and weigh evidence presented in historical scholarship. Students will develop the skills necessary to arrive at informed conclusions based on judgment and to present reasons and evidence clearly and persuasively in essay format. This course integrates the U.S. History TEKS and prepares student to take the AP U.S. History exam. **End of Course (EOC) tested.**

Grade Placement: 11-12

1 credit

Prerequisite: World History/World Geography

### **SS1311 - Advanced Placement WORLD HISTORY**

This course is a college level survey course intended to develop a greater understanding of the historical development of global processes and contacts in interaction with different types of human societies. The historical understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The focus is primarily on the last thousand years of the global experience. Students are prepared for intermediate and advanced college courses by requiring performance equivalent to those of full year introductory college courses. This course may replace World History as a graduation requirement and prepares students to take the AP World History exam.

Grade Placement: 10-12

1 credit

Prerequisite: None

### **SS1312 - Advanced Placement HUMAN GEOGRAPHY**

This college level course introduces students to the study of patterns and processes that have shaped human understanding of their environment and how humans use and alter the Earth's surface. Students learn to analyze the causes and consequences of how spatial concepts and landscape shape human socioeconomic organizations. They also learn about the methods and tools geographers use in their research and applications. Upon completion, students should be able to analyze spatial data and maps, evaluate the relationships among patterns, processes, and place, define region, and analyze changing interconnections among places. This course integrates the World Geography TEKS throughout the year and prepares students to take the AP Human Geography exam. This course can replace the World Geography graduation requirement.

Grade Placement: 9-12

1 credit

### **SS1313 - Pre-Advanced Placement WORLD GEOGRAPHY**

This course is based on the Texas Essential Knowledge and Skills for World Geography as established by the TEA. It will prepare students for all subsequent AP social studies courses. Pre-AP World Geography will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The course will also include extensive readings, note-taking, and advanced analysis of primary source documents. All segments of the course will be taught and graded at the college level. This course can replace the World Geography graduation requirement.

Grade Placement: 9 -12

1 credit

### **SS1315 - Advanced Placement EUROPEAN HISTORY**

This elective honors course is a history of Western Civilization from 1450 to present, from the High Renaissance to the recent past. It is designed to provide a basic knowledge of the intellectual-cultural, political-diplomatic, and social-economic history of Europe. Students are prepared for intermediate and advanced college courses through requiring performance equivalent to those of full-year introductory college courses. This course prepares students to take the AP European History exam.

Grade Placement: 10-12

1 credit

Prerequisite: World History/World Geography

### **SS1320 - Advanced Placement UNITED STATES GOVERNMENT AND POLITICS**

This program gives students a critical perspective on government and politics in the United States. It involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. The course requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Students are prepared for intermediate and advanced college courses by requiring performance equivalent to those of full-year introductory college courses. This course integrates the Government TEKS and prepares students to take the AP United States Government and Politics exam.

Grade Placement: 12

½ credit

Prerequisite: United States History

### **SS1321 - Advanced Placement COMPARATIVE GOVERNMENT AND POLITICS**

Students of AP Comparative Government and Politics are introduced to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of countries. The course aims to show the rich diversity of political life and communicate the importance of global political and economic changes. Comparison of political systems produces knowledge about the policies countries have effectively used to address problems. In addition to covering major concepts, the course will cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, Russia and Iran are included in this college-level introductory course. By using these six core countries, the course moves the discussion of concepts from abstract definition to concrete example. This course prepares students to take the AP Comparative Government and Politics exam but is an elective and does not satisfy the government requirement for graduation.

Grade Placement: 12

½ credit

Prerequisite: United States History

### **SS1330 - Advanced Placement MACROECONOMICS**

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It introduces students to fundamental economic concepts such as scarcity, opportunity costs and comparative advantage. Other concepts include the functions performed by an economic system and the way the tools of supply and demand can be used to analyze a market economy. Particular emphasis is placed on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. This course prepares students to take the AP Macroeconomics exam.

Grade Placement: 12

½ credit

Prerequisite: United States History

### **SS1339 Advanced Studies in Psychology / SS1340 – Advanced Placement PSYCHOLOGY**

**These two courses must be taken together to receive the full credit.**

These college level courses introduce students to the field of Psychology. Students will use a college level text and other materials to develop their understanding of behavior and mental processes. They will apply critical thinking to learn psychological principles and phenomena as well as to learn and use scientific methods in the study of behavior. These courses prepare students to take the AP Psychology exam. **SS1339 must be taken first semester for enrollment in SS1340 second semester.**

Grade Placement: 11-12

1 credit

Prerequisite: None

### **\*\*\*\*\* AEROSPACE SCIENCE \*\*\*\*\***

Each semester of successfully completed aerospace science will fulfill and substitute for a semester of required P.E.

**COURSE OFFERED AT FERGUSON EDUCATION CENTER.**

### **MS1211/2211 - AEROSPACE SCIENCE I AFJROTC**

This is a 3 part course involving history, leadership and wellness designed to acquaint students with the historical development of flight, principles of military leadership, and physical fitness. Students review the development of flight from ancient legends to space flight. The leadership training relates directly to the academic subject matter with time management, study habits, basic drill movements, and customs and courtesies making up the core. Air Force uniforms are worn one day per week. Air Force grooming standards will apply. Wellness involves calisthenics, running and team sports. The Presidential Fitness Test is used to measure levels of physical fitness and focus individual exercise programs.

Prerequisite: Fall semester is a prerequisite for Spring semester

Grade Placement: 9-12

1 credit

### **MS1212 - AEROSPACE SCIENCE II AFJROTC**

This is a 3 part course involving Aerospace Science, Leadership and Wellness. Aerospace Science is designed to acquaint the students with the aerospace environment, the principles of flight and navigation, and human limitations in flight. How the environment affects flight is discussed. This includes the principles of drag, lift, thrust, and weight. Students learn basic navigation, including course plotting and the effects of wind, the effects of acceleration and deceleration on the human body, and protective equipment is discussed. The leadership training includes communicative skills and corps activities. Written reports and speeches complement the academic materials. Corps activities include holding positions of greater responsibilities in the corps structure. Wellness involves calisthenics, running and team sports. The Presidential Fitness Test is used to measure levels of physical fitness and focus individual exercise programs.

Grade Placement: 10-12

1 credit

Prerequisite: Aerospace I

**MS1213 - AEROSPACE SCIENCE III AFJROTC**

This is a 3 part course involving Space exploration, Leadership and Wellness. Space exploration discusses the principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles of space travel and physiological aspects of space exploration. Orbits and propulsion are covered also. Artificial satellites and space probes are studied. The leadership portion covers life skills, personal and professional management, finances, stress, citizenship and ethics. Students employ these principles by holding key leadership positions in the corps. Wellness involves calisthenics, running and team sports. The Presidential Fitness Test is used to measure levels of physical fitness and focus individual exercise programs.

Prerequisite: Aerospace II

Grade Placement: 11-12

1 credit

**MS1214 - AEROSPACE SCIENCE IV AFJROTC**

This is a 3 part course involving Corps Management, Principles of Management and Wellness. This course is unique to other aerospace science courses. In Corps management it offers hands-on experience in the management of the corps activities. Students must plan, organize, coordinate, direct, and control corps activities. They practice their communication, decision-making, personal interaction, managerial and organizational skills. The Principles of Management leadership course teaches students the principles of discipline, standards, and conduct in all their daily endeavors. Career guidance and survival training are also included. Wellness involves calisthenics, running and team sports. The Presidential Fitness Test is used to measure levels of physical fitness and focus individual exercise programs.

Prerequisite: Aerospace III or Aviation Ground School

Grade Placement: 12

1 credit

**MS1215 – AVIATION GROUND SCHOOL**

This course is the foundation for a student interested in receiving a private pilot's license. When the course is completed the student should be prepared to take and pass the Federal Aviation Administration (FAA) written examination. Topics include: aircraft and airman certifications, aircraft systems, flight instruments, aerodynamics, airports, airspace, air traffic control services, RADAR, radio communications, flight physiology, aircraft performance, aircraft weight and balance, aviation weather, flight planning and navigation, and integrating pilot knowledge and skills in routine cross country flying. The *Private Pilot Manual* is the primary source for initial study and review.

Grade Placement: 11-12

Prerequisite: Aerospace II

1 credit

# Special Education:

## Course Options to Meet Graduation Requirements

Refer to general education course descriptions for most courses. Only courses without a general education counterpart will be described in this section.

Courses listed in the general education (GE) Texas Essential Knowledge and Skills (TEKS) column are courses taught in the general education setting in which students are responsible for mastery of all the TEKS. If the course is End of Course (EOC) tested, students in these courses will be assessed with the State of Texas Assessments of Academic Readiness (STAAR) EOC (STAAR, STAAR-A, or STAAR-Alt) as determined by the ARD Committee.

If a student's Individualized Education Program (IEP) requires modifications to course content in order to access the TEKS, the student will automatically graduate on the Foundation High School Plan (FHSP). Graduating on a FHSP will impact a student's options for post-secondary education. The three options for courses with modified content are as follows:

- The GE Modified column denotes courses taught in the general education setting in which the student has a content related IEP. The IEP indicates modified content the student requires in order to access the course curriculum.
- Courses listed in the special education (SE) Modified column are taught in the special education setting in which the student has a content related IEP. The IEP indicates modified content the student requires in order to access the course curriculum.
- The SE Alternate column denotes courses taught in the special education setting in which the student has a content related IEP. The IEP indicates the student is accessing the course curriculum at the prerequisite skill level.

### Required Courses: Core Subjects

#### English/Language Arts

Course	GE Course Numbers		SE Course Numbers	
	TEKS	Modified (M)	Modified (M)	Alternate (Alt)
English I	LA1210*	LAM210*	SPLM10*	SPLT10*
English II	LA1220*	LAM220*	SPLM20*	SPLT20*
English III	LA1230	LAM230	SPLM30	SPLT30
English IV	LA1240	LAM240	SPLM40	SPLT40

\*EOC Tested Course

#### Math

Course	GE Course Numbers		SE Course Numbers	
	TEKS	Modified (M)	Modified (M)	Alternate (Alt)
Algebra I	MA1220*	MAM220*	SPMM20*	SPMT20*
Geometry	MA1245	MAM245	SPMM45	SPMT45
Math Models	MA1250	MAM250	SPMM50	SPMT50
Algebra II	MA1230	MAM230	SPMM30	SPMT30

\*EOC Tested Course

#### Social Studies

Course	GE Course Numbers		SE Course Numbers	
	TEKS	Modified (M)	Modified (M)	Alternate (Alt)
World Geography	SS1212	SSM212	SPSM12	SPST12
World History	SS1211	SSM211	SPSM11	SPST11
US History	SS1210*	SSM210*	SPSM10*	SPST10*
Government/Economics	SS1220/SS1230	SSM220/SSM230	SPSM20/SPSM30	SPST20/SPST30

\*EOC Tested Course

#### Science

Course	GE Course Numbers		SE Course Numbers	
	TEKS	Modified (M)	Modified (M)	Alternate (Alt)
Biology	SC1220*	SCM220*	SPCM20*	SPCT20*
IPC	SC1210	SCM210	SPCM10	SPCT10
Physics or Environmental Systems	SC1280 SC1290	SCM280 SCM290	SPCM90	SPCT90
Chemistry	SC1250	SCM250		SPCT50

\*EOC Tested Course

## Options for Required Electives

### Fine Arts and Physical Education

Course	GE Course Numbers		SE Course Numbers	
	TEKS	Modified (M)	Modified (M)	Alternate (Alt)
Fine Arts: Art I Art II	varies	varies		SPS117 SPS118
Found of Pers Fitness	PE1249	PE1249		
Team Sports or Partner PE: TeamSports	PE1250 PE1254	PE1250 PE1254		
Individual Sports or Partner PE: Indiv Sports	PE1251 PE1253	PE1251 PE1253		
Aerobic Activities or Partner PE: Aerobic Act	PE1241 PE1255	PE1241 PE1255		

\*This course will count as 1 credit rather than .5 credit

### Reading

Course	GE Course Numbers		SE Course Numbers	
	TEKS	Modified (M)	Modified (M)	Alternate (Alt)
Reading I	LA1273		SPA170	SPAT170
Reading II	LA1274		SPA171	SPAT171
Reading III	LA1275		SPA172	SPAT172

### Career and Technical Education

Course	GE Course Numbers:					Credits
	CTE	CTE ABLE	CTE SEAS	CTE AC	CTE VAC	
Principles of Human Services	CC1250	SPU154	SPE154	SPS11L		1
Interpersonal Studies	CC1252	SPU155	SPE155	SPS12L		½ -1
Intro to Culinary Arts	CC1254			SPS115		1
Principles of Hospitality	CC4254			SPS116		1
Principles of Business, Marketing & Finance	CC1233			SPS11J		1
Career Prep I					SPV151	2
Career Prep II					SPV152	2
Dollars and Sense- Money & Me	CC1240				SPV143	½

CTED courses are taught by special education teachers and only special education students are enrolled in these courses. For these course descriptions and other CTE course options, refer to the CTE section of the course description handbook.

Course	SE Course Numbers	
	Alternate (Alt)	Local Credits
Activities for Daily Living I	SPS14D	1
Activities for Daily Living II	SPS14E	1
Activities for Daily Living III	SPS14F	1
Activities for Daily Living IV	SPS14K	1

These courses provide individualized instruction for acquiring skills for daily living including: nutrition, food preparation, safety and emergency procedures, and personal health issues (hygiene, grooming, dressing, and communicating with health care professionals). Instruction will focus on independent living skills that will facilitate progress in the IEP.

Grade Placement: 11-12, 12+

### SPA150 Navigating Life with Hearing Loss

This course will provide the necessary information, resources, and opportunities to empower students who are deaf or hard of hearing to effectively apply information and skills learned in educational, home and community settings in order to facilitate achievement in secondary and post-secondary environments. This course will be taught on the Martin campus.

Grade Placement: 9-12

## **Non-required Electives for Local Credit only**

These are courses that are designed to facilitate progress in the IEP as determined by the ARD committee. Instruction is focused on skills the student needs to facilitate movement towards post-secondary goals. However, these courses are not eligible for state credit to meet graduation requirements.

### **Adaptive/Study Skills**

#### **SPA173 AI & VI Support IV**

This course is designed to provide instruction on adaptive and/or study skills for students with auditory and/or visual impairments.

Grade Placement: 12

1 local credit

### **Functional Academics**

#### **SPS15C Communication Skills**

This course provides individualized instruction for acquiring skills in receptive and expressive language (reading, listening, writing, speaking, sign language, pictures/symbol exchange, Assistive/Adaptive Technology devices).

Instruction will focus on improving the mode(s) of communication that will facilitate progress in the IEP. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: After completing English I-IV

1 local credit

#### **SPV144 Mathematical Applications**

This course is designed to facilitate progress in the IEP in functional skills of mathematics for the workplace and independent living.

Grade Placement: 12

1 local credit

#### **SPS14P Mathematical Applications**

This course is designed to facilitate progress in the IEP in functional skills of mathematics for the workplace and independent living. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: 12+

1 local credit

### **Social/Emotional Skills**

#### **SPE158 or SPU158 Life Management**

These courses provide direct teaching, training, and reinforcement of specific skills needed for social emotional competencies. Lessons and materials focus on developing the interpersonal social, emotional, communication, and problem-solving skills needed for students to make progress in the IEP

Grade Placement: 9-12

1 local credit

#### **SPS15G Community Living**

This course provides individualized instruction for acquiring knowledge and skills about local government and community as well as citizenship responsibilities such as obeying laws, voting, and recycling. Instruction will focus on social expectations in community settings that will facilitate progress in the IEP. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: After completing required social studies courses

1 local credit

### **Independent/Daily Living Skills**

#### **SPS14H Home Living**

This course provides individualized instruction for acquiring skills in and maintaining a residence including: managing personal living space, grocery shopping, budgeting, paying bills, and time management (developing hobbies and leisure activities). Instruction will focus on independent living skills that will facilitate progress in the IEP. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: 12+

1 local credit

### **Employability/Vocational Skills**

#### **SPS14J School to Work Prep**

This course provides classroom based individualized instruction as identified in the IEP in vocational skills including introduction to various occupations, specific tasks required for those occupations, and assessment of vocational aptitude and interests. School to Work Prep can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: 9-12+

1 local credit

### **SPS14N Neighborhood Experiences**

This course provides individualized instruction as identified in the IEP in mobility within the neighborhood community via written instructions and maps. Use of neighborhood resources such as the post office, bank, library, recycling plant, and local stores will also be explored. Neighborhood Experiences can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: 9-12+

1 local credit

### **SPS12W Community Based Exploration and Training I**

This double blocked course is based in the community and provides individualized instruction and support to facilitate the maintenance and generalization of acquired vocational skills identified in the IEP. Students will explore, sample and train in various occupational settings with a job coach.

Grade Placement: 10-12+

1 local credit

### **SPS14W Community Based Exploration and Training II**

This double blocked course is based in the community and provides individualized instruction and support to facilitate the maintenance and generalization of acquired vocational skills identified in the IEP. Students will explore, sample and train in various occupational settings with a job coach. CBET II can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Grade Placement: 10-12+

1 local credit

### **SPV141 School to Work Training**

This course helps students transition from junior high to high school and facilitate progress in the social skills identified in the IEP that are necessary for the world of work. Emphasis is also placed on career exploration and independent living skills.

Grade Placement: 9

1 local credit

### **SPV154 Workplace Introduction**

This double-blocked course prepares students to enter the workforce by facilitating progress in the IEP in the areas of communication, problem-solving, and interpersonal skills. Students will learn and practice job searching techniques, how to complete job applications based on the requirements of employers and role play job interviewing skills. Additionally, this course provides an opportunity for students to experience real-life work tasks in the community and/or in the classroom. Supervised job-shadowing develops work-related ethics, social skills, and specific job skills as identified by the IEP.

Grade Placement: 10

1 local credit

### **SPV114 Community Transition I**

### **SPV115 Community Transition II**

These courses assess students' interests and aptitudes while assisting them to obtain employment. Students are also provided an opportunity to research a variety of career options based on their individual interests and aptitudes. The primary focus is on obtaining employment and developing a career portfolio.

Grade Placement: 11-12

1 local credit

## **Community Based Transition**

### **SPT 110 Community Based Independent Living**

This course is designed to meet the Transition IEP goal in the area of Daily/Adult living. It is taught in a community setting and will support students' progress toward their individualized post secondary goals as identified by the IEP and transition plan. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

1 local credit

### **SPT 120 Community Based Instruction (CBI)**

This course is designed to meet the Transition IEP goal in the area of Community Experiences. It is taught in a community setting and will support students' progress toward their individualized post secondary goals as identified by the IEP and transition plan. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

1 local credit

### **SPT 130 Community Based Vocational Instruction (CBVI)**

This course is designed to meet the Transition IEP goal in the area of Employment. It is taught in a community setting and will support students' progress toward their individualized post secondary goals as identified by the IEP and transition plan. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

1 local credit



### **SPT 140 College Prep**

This course is designed to meet the Transition IEP goal in the area of Post Secondary Education. It is taught in a community setting and will support students' progress toward their individualized Post secondary goals as identified by the IEP and transition plan. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services. 1 local credit

### **Options for High School Graduation**

The focus for grades 9-12 will be for students to satisfactorily complete foundation credit requirements and minimum curriculum requirements identified in the IEP and as determined by the ARD committee. Based on individual needs as determined by the ARD committee, a student may then continue to receive services on a high school campus or in the community. After four years of high school, if the ARD committee deems the student continues to need services, students may participate in a graduation ceremony without graduating/ terminating services.

After meeting foundation credit and curriculum requirements, an ARD committee will graduate students when a student completes the requirements of the Individualized Education Program (IEP) and one of the following conditions:

- Full-time employment and sufficient self-help skills to maintain employment without direct and ongoing support from the school district
- Demonstration of specific employability and self-help skills that do not require direct ongoing support from the school district
- Access to services that are not within the legal responsibility of public education or to employment or educational options for which the student has been prepared by the academic program
- No longer meets age eligibility requirements and has completed requirements specified in the IEP

TEC 28.025 (c)

### **\*\*\*\* LEADERSHIP COURSES \*\*\*\***

#### **SL1230 - STUDENT COUNCIL LEADERSHIP**

This class provides an opportunity for students to take leadership positions in the planning of school and community activities. The students must apply and be selected by the sponsor and principal

Grade Placement: 9-12

1 credit

Prerequisite: Sponsor/Principal Approval

#### **SS1261 - AVID I**

This course will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills. WIC-R strategies are refined as well as Cornell note taking and Socratic questioning strategies. Students refine life goals setting, elaborate on explanation of a process, and begin preparation for college entrance testing.

Grade Placement: 9

1 credit

#### **SS1262 - AVID II**

This course continues to develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration and reading skills. Oral presentation language and problem-solution analysis skills are refined along with continued refinement of WIC-R, Cornell note taking, and questioning strategies. Students will start taking college entrance examinations beginning with the PSAT in October.

Grade Placement: 10

1 credit

Prerequisite: AVID I

#### **SS1263 - AVID III**

This course enhances the strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills. The focus is on readiness for college testing and selection, document-gathering for the college and financial aid application process, and career research.

Grade Placement: 11

1 credit

Prerequisite: AVID II

**SS1264 - AVID IV**

This course develops strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills. Students finalize college admissions essays, continue focus on college placement examinations, and examine/prepare for college life by selecting courses and finding support services available on university campus.

Grade Placement: 12

1 credit

Prerequisite: AVID III

**\*\*\*\* NON-CREDIT**

**\*\*\*\* NC1031 - ATHLETIC TRAINER/MANAGER**

Students serving as athletic trainers/managers will support the organization, management, and delivery of an athletic program.

Grade Placement: 11-12

No Credit

Prerequisite: Principal Approval

**NC1032 - LIBRARY OPERATIONS**

This course is designed to provide student-centered learning that will help the student understand and use correctly library resources, including all forms of media and a wide variety of audio-visual equipment.

Grade Placement: 10-12

No Credit

Prerequisite: Librarian Approval

**NC1033 - STUDENT OFFICE ASSISTANT**

Students serving as office assistants will be responsible to an assigned administrator and must report one period each day to perform primarily clerical duties to expedite necessary documentation for the classroom, library, and offices.

Grade Placement: 11-12

No Credit

Prerequisite: Principal Approval

**NC1011 - MASTERY ASSISTANCE CENTER**

Students attend regular education classes and receive support services such as modified materials, highlighted texts, having tests read, and assistance with assignments from a special education teacher.

Grade Placement: 9-12

No Credit

**NC1055 - GED PREPARATION**

Students may enter this program at Venture School through application and/or partial transfer.

Grade Placement: none

No Credit

**\*\*\* MISCELLANEOUS CODES \*\*\*\***

NC0081 - ON JOB TRAINING, PERIOD 1  
 SEM NC0082 - ON JOB TRAINING, PERIOD 2  
 NC0083 - ON JOB TRAINING, PERIOD 3  
 NC0084 - ON JOB TRAINING, PERIOD 4  
 NC0085 - ON JOB TRAINING, PERIOD 5  
 NC0086 - ON JOB TRAINING, PERIOD 6  
 NC0087 - ON JOB TRAINING, PERIOD 7  
 NC0089 - ON JOB TRAINING, PERIOD 8  
 NC0040 - LUNCH

NC2050 - GRADUATE-END OF 1<sup>st</sup>  
 NC0091 - NO CLASS, PERIOD 1  
 NC0092 - NO CLASS, PERIOD 2  
 NC0093 - NO CLASS, PERIOD 3  
 NC0094 - NO CLASS, PERIOD 4  
 NC0095 - NO CLASS, PERIOD 5  
 NC0096 - NO CLASS, PERIOD 6  
 NC0097 - NO CLASS, PERIOD 7  
 NC0098 - NO CLASS, PERIOD 8

*Note: Prerequisite courses identified in green italics and in parentheses are course names from years prior to the 2017-2018 school year. These courses are no longer available but will serve as a prerequisite where indicated.*

**Agriculture, Food, and Natural Resources**

**CC1210 – PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES**

This course provides a foundation for students pursuing careers in food safety, animal breeding and health, and farming efficiency. They will develop leadership skills in the student organization and through their supervised agriculture experience as they study and develop technical knowledge and skills related to plant and soil systems, animal systems, and food products and processing systems. They will learn to perform basic power, structural and technical system skills in ag applications and will study the relationship of agriculture, food, and natural resources to that of safety, health, and the environment.

Grade Placement: 9-12

1 credit

Location: Home Campus

**CC1211 – SMALL ANIMAL MANAGEMENT**

Students will identify and develop skills and knowledge needed to take advantage of career and entrepreneurship opportunities in the field of small animal care and management. They will learn about the domestication and influence of small animals on society; physical characteristics, breeds, and habitat of different species; proper use of lab equipment; and disease transmission and prevention. Animal species may include, but are not limited to: small mammals, amphibians, reptiles, birds, dogs, and cats.

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 10-12

0.5 credit

Location: Home Campus

**CC1212 – EQUINE SCIENCE**

Students will recognize the importance of the equine industry including equestrian, racing, rodeo, and therapy. They will describe the skeletal, muscular, respiratory, reproductive, and circulatory systems and will study equine nutritional needs; equine management, such as equipment and facilities, safe handling, and breeding procedures; and the identification, control, and treatment of equine pests and diseases. Equine species may include, but are not limited to: horses, donkeys, and mules.

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 10-12

0.5 credit

Location: Home Campus

**CC1213 – LIVESTOCK PRODUCTION**

Students will assess the importance of U.S. livestock production on the world commodity markets as they study livestock breeding and nutrition, commodity prices and costs, and business operations. They will learn to track performance data; describe common veterinary procedures and skills; practice animal restraint techniques; and explain the anatomy and physiology related to nutrition, reproduction, health, and management. Species to be addressed may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 10-12

1 credit

Location: Ag Science Center

**CC1214 – ADVANCED ANIMAL SCIENCE**

Students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production through both field and laboratory investigations using scientific methods and equipment. They will study principles of breeding, reproduction, genetics and heredity; anatomy and physiology of different livestock species; nutritional requirements of ruminant and non-ruminant animals; and animal diseases and parasites. *This course satisfies a high school science graduation requirement.*

Grade Placement: 11-12

1 credit

Prerequisite: Biology and Chemistry or IPC; Algebra and Geometry; Small Animal Management, Equine Science, (*Animal Science*), or Livestock Production; Veterinary Medical Applications is recommended.

Location: Ag Science Center

**CC1215 – WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT**

Students will analyze the importance of wildlife, with an emphasis on use and management and the economic impact of public recreation. They will learn to identify various game, fowl, and fish species and the diseases and parasites that can

impact wildlife populations. They will examine natural cycles and ecological concepts regarding succession, population dynamics, and pollution sources; and they will apply cartographic skills to natural resource activities.

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 9-12

1 credit

Location: Home Campus, Ag Science Center

### **CC1216 – VETERINARY MEDICAL APPLICATIONS**

Students will explore career opportunities in the veterinary field as they learn to perform veterinary assistant tasks. They will study animal systems and care, veterinary hospital management, and medical terminology. They will explore animal identification, characteristics, behavior, and temperament; the purpose and function of body systems; animal diseases; and nutritional requirements. Students will learn to support animal doctors and technicians in their daily tasks by cleaning and maintaining equipment, feeding, exercising and grooming patients, preparing and sanitizing surgery suites, and restraining and handling patients.

Grade Placement: 11-12

1 credit

Prerequisite: Equine Science, Small Animal Management, (*Animal Science*), or Livestock Production

Location: Ag Science Center

### **CC1217 – HORTICULTURE SCIENCE**

Students will identify career and entrepreneurial opportunities in the field of horticulture as they develop technical skills in the management and production of horticultural plants. The greenhouse is used to provide hands-on experience as students learn to classify plants, manage the horticultural production environment, propagate plants, create designs and landscapes using plants, and describe the processes of fruit, nut, and vegetable production.

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 11-12

1 credit

Location: CTC

### **CC1218 – FLORAL DESIGN**

*Certification opportunity: Texas Floral Design Certification*

Students will analyze and create floral designs through the identification of design principles and techniques in floral art and interiorscapes, using cut flowers as well as silk flowers. They will develop skill in the management factors of floral enterprises such as: control of temperature, preservatives, and cutting techniques; identification of tools, chemicals, and equipment used in floral design; and management of pests. *This course satisfies the fine arts graduation requirement.*

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 11-12

1 credit

Location: CTC

### **CC1219 – AGRICULTURE MECHANICS AND METAL TECHNOLOGIES**

Students will acquire technical knowledge and skills related to power, structural, and technical agricultural systems including principles of electricity and wiring, plumbing, concrete construction, carpentry, fencing, and hot and cold metal techniques. Students will learn to safely use hand tools as well as oxy-fuel welding and cutting equipment and electric-arc welding equipment.

Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources

Grade Placement: 10-12

1 credit

Location: Ag Science Center

### **CC1277 – INTRODUCTION TO WELDING**

This course provides an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include: industrial safety and health practices, hand-tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.

Grade Placement: 10-12

1 credit

Location: Home Campus, Ag Science Center

### **CC4216 – PRACTICUM IN AGRICULTURE – VETERINARY ASSISTANT – Available in 2018-2019**

*Certification opportunity: Certified Veterinary Assistant*

This course is designed to give students an opportunity to develop the knowledge and skills necessary for taking the Certified Veterinary Assistant exam. They will work both in the classroom and in local animal clinics in preparation for this exam. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Veterinary Medical Applications, Application

Location: Ag Science Center

## Architecture and Construction

### **CC1221 – INTERIOR DESIGN**

This course addresses psychological, physiological, and sociological needs of individuals in their living and working environments. The students will develop leadership and employability skills for the industry as they apply principles of space utilization, zoning, and traffic patterns and evaluate the interrelationship of the construction industry to the economy. Architectural styles, furniture styles, site selection, environmental impact issues, lighting, and material selection will all be addressed for both residential and nonresidential settings.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1223 – PRINCIPLES OF CONSTRUCTION**

This class provides an overview to the various fields of architecture and construction, including career opportunities in the fields. Students will be introduced to the safe use of hand tools and power tools and the care and maintenance of these tools. They will learn to provide material and time estimates for projects, interpret architectural and engineering working drawings and specifications used in construction.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1222 – ARCHITECTURAL DESIGN I**

Students will gain knowledge of the design principles, history, techniques, and tools related to the production of drawings, renderings, and scaled models for residential or non-residential purposes. They will learn about building code and zoning requirements; draw schematic site plans, floor plans, building elevations, sections, and perspectives; compare the use of architectural elements such as form, color, texture, and space; and develop an understanding of architectural history and culture.

Grade Placement: 10-12

1 credit

Prerequisite: Algebra I and English I; Geometry recommended

Location: Home Campus

### **CC4222 – ARCHITECTURAL DESIGN II**

*Certification opportunity: Autodesk Revit Certified Associate*

Students will gain advanced knowledge and skills in the design principles, design history, techniques, and tools of architectural design. They will develop a foundation for entry into a career in architecture or into a postsecondary degree program. Tasks will include estimating job costs and developing schedules, demonstrating the ability to safely use tools and equipment, and developing advanced skill in the use of computer-aided drafting and emerging technologies in the field. They will apply these concepts to simulated and actual work situations.

Grade Placement: 11-12

2 credits

Prerequisite: Architectural Design I

Location: CTC

### **CC4223 – BUILDING MAINTENANCE TECHNOLOGY I**

*Certification opportunity: OSHA (Occupational Safety and Health Administration) General Industry*

Students will gain knowledge and skills needed to enter the field of building maintenance or to enter a postsecondary degree program in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and HVAC systems as well as learning methods for repair and installation of drywall, roof, and insulation systems. They will interpret various types of working drawings pertaining to commercial construction and will use both hand and power tools.

Grade Placement: 11-12

2 credits

Location: CTC

### **CC4224 – BUILDING MAINTENANCE TECHNOLOGY II**

Students will develop advanced knowledge and skills in the field of building maintenance in preparation for entry to a postsecondary program or to a career as a building maintenance technician/supervisor or as a construction project manager. Students acquire additional knowledge in safety, Occupational Safety and Health Administration (OSHA) standards, electrical circuits, maintenance of electrical and HVAC systems, and concepts of historic preservation.

Grade Placement: 12

2 credits

Prerequisite: Building Maintenance Technology I

Location: CTC

### **CC4220 – CONSTRUCTION TECHNOLOGY PRACTICUM**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures,

interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Building Maintenance Technology II or concurrent, Application

Location: CTC

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

#### **CC1256 – FASHION DESIGN I**

Students will develop an understanding of the fashion industry with an emphasis on design and construction. Principles and elements of effective design will be applied as the students demonstrate effective construction techniques through creation of original clothing and accessories. They will evaluate the factors influencing the apparel industry: labor laws, environment, technology, fashion cycle, and economic cycles.

Grade Placement: 10-12

1 credit

Location: Home Campus

#### **CC4257 – FASHION DESIGN II**

Students will develop an advanced understanding of the fashion industry, possible careers and entrepreneurship opportunities, leadership skills, and technology in the fashion, textile, and apparel field. The students will produce quality fashion products, demonstrate techniques used in personal fashion image analysis, and will create a portfolio of fashion designs.

Grade Placement: 11-12

2 credits

Prerequisite: Fashion Design I or (*Fashion Design Exploration*)

Location: SHHS only

#### **CC1225 – ANIMATION I**

Students will apply academic knowledge and skills in the creation of animation projects through storyboarding, modeling, editing, and scene development. They will apply ethical decision making regarding the laws of using technology in animation, including client confidentiality and providing proper credit. They will develop their technical skills, recognize the principles and elements of design, and research the history and evolution of animation.

Grade Placement: 10-12

1 credit

Location: Home Campus

#### **CC4226 – ANIMATION II**

*Certification opportunity: Autodesk 3D Studio Max Certified Associate*

Students will develop advanced understanding and skills in the field of animation. They will use advanced production elements such as transitions, edits, framing, angle, and lighting techniques; orthographic and isometric drawing techniques; and commercial production applications. They will learn to analyze target audiences; design color and compositional elements, characters, environments, and props; incorporate music and sound effects; render scenes; and produce titles and credits.

Grade Placement: 11-12

2 credits

Prerequisite: Animation I

Location: CTC

#### **CC1227 – COMMERCIAL PHOTOGRAPHY I**

Students will develop an understanding of the commercial photography industry and career opportunities with a focus on creating quality photographs. They will analyze and apply the elements and principles of art to photographs; demonstrate knowledge of different types of cameras and lenses; practice photographic composition and layout; identify the characteristics of different types of photographic media; and demonstrate knowledge of the basics of digital photography.

Grade Placement: 9-12

1 credit

Location: Home Campus

#### **CC1228 – COMMERCIAL PHOTOGRAPHY II**

*Certification opportunity: Adobe Photoshop*

Students will build on the concepts taught in Commercial Photography I and develop an advanced understanding of the industry. They will build technical skill in the field as well as develop their employability skills such as critical-thinking, ethical decision making, and time management.

Grade Placement: 10-12

1 credit

Prerequisite: Commercial Photography I or (*Photography*)

Location: Home Campus

### **CC4228 – PRACTICUM IN PHOTOGRAPHY**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Commercial Photography II, Application

Location: CTC

### **CC1226 – AUDIO/VIDEO PRODUCTION I**

Students will understand the evolution and current trends of modern video broadcast production techniques in fields such as television, film and multimedia production. Students will apply legal and ethical decision-making skills and develop a basic understanding of the audio and video production process. They will describe and practice various videography techniques such as framing, composition, focus, and exposure and will design and implement pre-production and post-production processes as they use current technology in various settings.

Grade Placement: 10-12

1 credit

Location: Home Campus

### **CC4230 – AUDIO/VIDEO PRODUCTION II**

*Certification opportunity: Adobe Premiere Pro*

Students will build on the concepts taught in Audio/Video Production I and develop an advanced understanding of the industry, including identifying the responsibilities and relationships of the production team. They will understand the regulatory agency guidelines and technical broadcast standards of the FCC and will apply the pre-production, production, and post-production processes to various project assignments.

Grade Placement: 11-12

2 credits

Prerequisite: Audio/Video Production I

Location: CTC

### **CC1231 – GRAPHIC DESIGN AND ILLUSTRATION I**

Students will apply academic, communication, and technology skills in art and design projects as they learn about the career opportunities in the field. They will use art elements and principles including photographic works, multimedia applications, and digital and print media to create original two- or three-dimensional projects.

Grade Placement: 11-12

1 credit

Location: CTC

### **CC4232 – GRAPHIC DESIGN AND ILLUSTRATION II**

*Certification opportunity: Adobe InDesign*

Students will develop an advanced understanding of graphic design and illustration. They will be expected to interpret, evaluate, and justify design decisions and to identify and apply art elements and principles to designs and illustrations as they develop skill in composition, perspective, color choices, and printing concepts.

Grade Placement: 12

2 credits

Prerequisite: Graphic Design and Illustration I or (*Advertising and Graphic Design*) or Graphic Design III (FA1225)

Location: CTC

### **CC1229 – DIGITAL AUDIO TECHNOLOGY I**

Students will develop an understanding of the multiple audio production career opportunities that exist in radio, film, animation, game design, and live productions such as concerts or theatre as they learn to work with audio production equipment including different microphones, audio consoles, equalizers, recording devices, and cabling. They will study production elements such as dialogue, sound effects, music and environment.

Grade Placement: 11-12

1 credit

Location: CTC

### **CC1230 – DIGITAL AUDIO TECHNOLOGY II**

Students will develop advanced understanding and skills in the field of digital audio technology. They will become increasingly familiar with the legal and ethical regulations of the FCC and will practice applying these skills to their advanced technical opportunities as they work on various projects.

Grade Placement: 12

1 credit

Prerequisite: Digital Audio Technology I

Location: CTC

### **CC4233 – PRACTICUM IN ART, AUDIO VIDEO TECHNOLOGY, AND COMMUNICATIONS**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Concurrent with Animation II, or Audio/Video Production II, or Graphic Design II, or Fashion Design II, Application

Location: CTC

## **Business Management and Administration**

### **CC1233 – PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE**

This introductory course will give students knowledge of private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. They will practice word processing and other technological communication skills as they learn to analyze the sales process and financial management principles, the role that government and the legal system play in business, and the principles of money.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1234 – BUSINESS INFORMATION MANAGEMENT I**

Students will apply technical skills to address business applications of emerging technologies, create word-processing documents, develop spreadsheets, formulate a database, and make an electronic presentation using appropriate software. They will 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.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1235 – BUSINESS INFORMATION MANAGEMENT II**

*Certification opportunity: Microsoft Office Specialist Exams*

Students will develop advanced technical skills and show mastery to an industry standard through success on the Microsoft Office exams. They will develop management and communication skills as they create, interpret, and share items such as tables, charts, and infographics to accomplish specific occupational tasks.

Grade Placement: 10-12

1 credit

Prerequisite: Business Information Management I or (*Computer Information Applications*)

Location: Home Campus

### **CC1237 – BUSINESS LAW**

Students will learn the terminology of the legal field and will identify the different types of law, courts, and regulations in the judicial system. They will explain the difference in personal and real property, identify the principles of contracts in business, research negotiable instruments, analyze the concepts of agency and employment, and identify the different types of business organization and how they differ within the legal system.

Grade Placement: 11-12

1 credit

Location: Home Campus

### **CC1238 – GLOBAL BUSINESS**

Students will analyze global trade theories, international monetary systems, trade policies, politics and laws relating to global business, as well as cultural issues, logistics, and international human resource management. Topics will include the International Monetary Fund, exchange rates, the North American Free Trade Agreement, global logistics, global advertising, and data analysis for international market potential.

Grade Placement: 10-12

0.5 credit

Location: Home Campus

### **CC1239 – MAPPING YOUR FUTURE**

This course is designed to prepare students for the transition from high school to post-secondary college and career pursuits. They will use the Career Cruising Career Guidance System to do self-assessments, explore educational and career options, explore the college application process, learn about financial aid options, and learn about the job application process. They will apply technical communication and reasoning skills as they research their career and educational options and develop individual career portfolios highlighting their life goals and career plans for the future.

Grade Placement: 9-12

0.5 credit

Location: Home Campus



## **CC4234 – PRACTICUM IN BUSINESS MANAGEMENT and FINANCE**

*Certification opportunity: NRF National Professional Customer Service Certification*

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: At least 2 credits in Business or Finance courses, one of which must be Accounting I or Accounting with QuickBooks; Application

Location: CTC

### **Education and Training**

## **CC1249 – PRINCIPLES OF EDUCATION AND TRAINING**

Students will explore the various careers available within the education and training career cluster and the personal characteristics which are required to be successful in this field. They will develop knowledge and skills that are necessary to be successful in this field, investigate training options for different occupations in the field, and examine the trends or issues that have influenced the development of education across the United States.

Grade Placement: 9-10

1 credit

Location: Home Campus

## **CC4250 – INSTRUCTIONAL PRACTICES—READY, SET, TEACH I**

This course is for the student who wants to pursue a career in education. Students will study child and adolescent development as well as principles of effective teaching and training. They will serve an internship under the guidance of their classroom teacher and an elementary teacher in the district and will gain hands-on experience in planning and directing individual and group activities, preparing materials, creating short and long term goals for students, and assisting with data and recordkeeping duties. Upon successful completion of specific criteria in this course, students will be given the opportunity to earn a "Letter of Intent" from the Arlington ISD which provides the opportunity for future employment with the district.

Grade Placement: 11-12

2 credits

Prerequisite: Principles of Education and Training; Application

Location: Home Campus

## **CC4251 – PRACTICUM IN EDUCATION AND TRAINING—READY, SET, TEACH II**

In this second year course, students will participate as interns at elementary, junior high, or high schools under the supervision of their high school teacher and mentor teacher at the field site. They will expand their knowledge of effective teaching practices and will take on more responsibility in the classroom as they learn to evaluate and analyze the effectiveness of lesson plans and instructional strategies.

Grade Placement: 12

2 credits

Prerequisite: Instructional Practices—Ready, Set, Teach I Application

Location: Home Campus

### **Finance**

## **CC1240 – MONEY MATTERS**

Students will investigate money management from a personal financial perspective. They will learn to manage their finances on a daily basis and will study various methods of achieving short and long term goals, such as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning.

Grade Placement 9-12

0.5 credit

Location: Home Campus

## **CC1241 – BANKING AND FINANCIAL SERVICES**

Students will develop knowledge in the economic, financial, technological, international, social, and ethical aspects of banking to become competent employees and entrepreneurs. They will incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. Additional topics include credit, bank accounts, stock market, real estate, and international banking.

Grade Placement: 10-12

0.5 credit

Location: Home Campus

### **CC1242 – ACCOUNTING I**

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. They will learn accounting terminology, the fundamental accounting equation and its application to accounting procedures, and the basic steps in the accounting cycle. This course is strongly recommended for students planning to major in Business in college.

Grade Placement: 10-12

1 credit

Location: Home Campus

### **CC1343 – HONORS ACCOUNTING II**

In this second year course emphasis will be placed on partnerships, analysis of financial statements, and managerial and operational accounting. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will also be expected to complete a research paper each semester and a project during the second semester which will be presented in an academic paper.

Grade Placement: 11-12

1 credit

Prerequisite: Accounting I

Location: Home Campus

### **CC1244 – ACCOUNTING WITH QUICKBOOKS**

*Certification opportunity: Intuit QuickBooks Certification*

QuickBooks is a comprehensive tool for managing small business finances more effectively. This course will take students with no prior knowledge of computerized accounting to a stage where they can confidently use accounting terminology, the fundamental accounting equation, and basic steps in the accounting cycle as they perform day-to-day operations with QuickBooks. At the end of the course all students will be prepared for the opportunity to earn the Intuit QuickBooks Certification.

Grade Placement: 10-12

1 credit

Location: Home Campus

### **CC4234 – PRACTICUM IN BUSINESS MANAGEMENT**

*Certification opportunity: NRF National Professional Customer Service Certification*

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: At least 2 credits in Business or Finance courses, one of which must be Accounting I or Accounting with QuickBooks; Application

Location: CTC

## **Health Science**

### **CC1260 – PRINCIPLES OF HEALTH SCIENCE**

This course is designed to provide an overview of all phases of the health care industry including diagnostic, therapeutic, and support services. Students will identify the employment opportunities, technology, and safety requirements needed in the industry. They will employ verbal and nonverbal communication skills, develop leadership skills, identify career clusters related to health science, and identify academic requirements for advancement such as certification, licensure, registration, and advanced degrees.

Grade Placement: 9-10

1 credit

Location: Home Campus

### **CC4260 – HEALTH SCIENCE (THEORY AND LAB)**

*Certification opportunity: BLS Certification, Phlebotomy Certification, EKG Certification*

Through classroom, laboratory, and simulation experiences, students will learn and apply skills of the health science professional, including vital signs, cardiopulmonary resuscitation, automated external defibrillator, environmental protection, safety in the health care environment, and admission/transfer/discharge procedures. They will learn to perform skills specific to a health science professional such as medical assistant, dental assistant, emergency medical technician-basic, phlebotomy technician, and pharmacy technician.

Grade Placement: 11-12

2 credits

Prerequisite: Principles of Health Science or 1 PLTW Biomedical course; Biology

Recommended Prerequisite: Medical Terminology and Anatomy & Physiology

Location: CTC

### **CC1261 – MEDICAL TERMINOLOGY**

Students will be introduced to the structure of medical terms, including prefixes, suffixes, word roots, combining singular and plural forms, medical abbreviations and acronyms. Students will develop a comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1263 – PHARMACOLOGY**

*Certification opportunity: Pharmacy Technician Certification*

Students will study how chemical agents, both natural and synthetic, affect biological systems. They will study the classification of prescription and nonprescription agents to understand the treatment, care, and restoration of the patient's health. Course content will include routes of drug medication; classes of drugs; terms associated with pharmacology; safety, legal, and ethical issues; medication calculations; and dispensing and administration practices.

Grade Placement: 12

1 credit

Prerequisite: Biology; Chemistry; successfully completed at least one course from Health Science cluster

Location: CTC

### **CC4261 – PRACTICUM IN HEALTH SCIENCE I**

*Certification opportunity: Patient Care Technician: OSHA General Industry Healthcare Certification*

Through classroom instruction and first-hand observation, students will preview a broad range of careers within the health care industry. Students will have the opportunity to observe and to perform practical application of previously studied skills related to the health science field. The practical application experiences may occur in a school lab and/or community health facility location appropriate to the nature and level of experience of each student and under the supervision of the teacher and/or facility mentor.

Grade Placement: 12

2 credit

Prerequisite: Earn 2 or more credits from Health Science Theory and Lab or 2 or more PLTW Biomedical courses; Biology; Application

Recommended Prerequisite: Anatomy & Physiology

Location: CTC

### **CC1264 – SPORTS MEDICINE I**

*Certification opportunity: BLS Certification*

Students will be provided an opportunity for the study and application of the components of sports medicine as it applies to athletes and the athletic teams. Skills will include emergency injury assessment and treatment, application of splints and braces, and preventive measures that can be taken to prevent injuries. They will learn about the career options available in the field of sports medicine.

Grade Placement: 11-12

1 credit

Prerequisite: Principles of Health Science

Recommended Prerequisite: Anatomy & Physiology

Location: CTC

### **CC1265 – SPORTS MEDICINE II – Available in 2018-2019**

*Certification opportunity: American College of Sports Medicine Certified Personal Trainer*

Students will advance their knowledge of the application of the components of sports medicine. This class will require time outside of the classroom to work with the athletes and athletic teams.

Grade Placement: 12

1 credit

Prerequisite: Sports Medicine I, Anatomy & Physiology

Location: CTC

### **CC1266 – HEALTH INFORMATICS**

*Certification opportunity: Billing and Coding Specialist Certification (CBCS)*

Students will develop a fundamental knowledge of the concepts of health information systems technology and the tools for collecting, storing, and retrieving health care data. They will design, develop and use technologies such as electronic medical records, patient monitoring systems, and digital libraries while managing the vast amount of data generated by these systems.

Grade Placement: 11-12

1 credit

Prerequisite: Business Information Management I or (*Computer Information Applications*); Medical Terminology

Location: CTC

### **CC1360 – PLTW PRINCIPLES OF BIOMEDICAL SCIENCE**

**This course receives weighted GPA.** In this first of a series of four courses, students will investigate the body systems and health conditions, including heart disease, diabetes, sickle-cell disease, and infectious diseases. They determine the factors that led to the death of a fictional person and investigate lifestyle choices and medical treatments that might have

prolonged the person's life. Activities and projects introduce students to human physiology, medicine, and research processes. Key biological concepts are embedded in the curriculum.

Grade Placement: 9-12

1 credit

Prerequisite: 9<sup>th</sup>-Biology or concurrent: 10<sup>th</sup>-12<sup>th</sup>-Biology and grade level science

Location: Home Campus

### **CC1361 – PLTW HUMAN BODY SYSTEMS**

**This course receives weighted GPA.** In this second course, students will investigate the human body systems and other health conditions in order to determine the factors that led to the death of a fictional person. Key biological concepts including homeostasis, metabolism, inheritance, feedback systems, and defense against disease are embedded throughout the course.

Grade Placement: 10-12

1 credit

Prerequisite: Principles of Biomedical Science

Location: Home Campus

### **CC1362 – PLTW MEDICAL INTERVENTIONS**

**This course receives weighted GPA.** In this third course, students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. They explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Grade Placement: 11-12

1 credit

Prerequisite: Principles of Biomedical Science; Human Body Systems

Location: CTC

### **CC1363 – PLTW BIOMEDICAL INNOVATION**

**This course receives weighted GPA.** In this capstone course, students design innovative solutions for the health challenges of the 21<sup>st</sup> century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Students are expected to present their work to an audience of STEM professionals.

Grade Placement: 12

1 credit

Prerequisite: Prin. of Biomedical Science; Human Body Systems; Medical Interventions (may be concurrent)

Location: CTC

### **SC1223 – ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS**

See description under the Science section of the Course Description Handbook

Location: CTE Center

1 credit

### **SC1224 – MEDICAL MICROBIOLOGY**

See description under the Science section of the Course Description Handbook

Location: CTE Center

1 credit

### **SC1225 – PATHOPHYSIOLOGY**

See description under the Science section of the Course Description Handbook

Location: Home Campus, CTE Center

1 credit

## **Hospitality Services**

### **CC1254 – INTRODUCTION TO CULINARY ARTS**

Students will study the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations from fast food to high-end restaurants. Specific skills studied will include food production skills, hospitality skills, quality-control practices, service techniques, and health and safety skills. They will gain the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the food service industry.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC4254 – CULINARY ARTS**

*Certification opportunity: ServSafe Food Handler Certification*

Students will study the fundamentals of safely cooking and baking items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, fruits, vegetables, yeast and quick breads, and desserts. They will learn to use technology to develop purchasing specifications, convert standardized recipes, and calculate and manage food costs.

Grade Placement: 11-12

2 credits

Prerequisite: Introduction to Culinary Arts or (*Nutrition and Food Management*)

Location: CTC

### **CC4255 – ADVANCED CULINARY ARTS**

*Certification opportunity: ServSafe Food Protection Manager Certification*

This course will give students the opportunity to extend the content and enhance the skills introduced in Culinary Arts. Students will evaluate global cuisines including the culture, history, and indigenous ingredients; develop a comprehensive protein product knowledge including fish and shellfish products; develop advanced pastry and baking skills; and evaluate nutrition concepts as they affect health and wellness.

Grade Placement: 12

2 credits

Prerequisite: Culinary Arts

Location: CTC

### **CC4256 – PRACTICUM IN CULINARY ARTS**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Concurrent with Advanced Culinary Arts, Application

Location: CTC

### **CC1253 – TRAVEL AND TOURISM MANAGEMENT**

*Certification opportunity: NRF National Professional Customer Service Certification*

Students will study management principles and procedures of the travel and tourism industry. They will study geography, special considerations for international travel, and modes of travel such as airline, cruising, and rail. They will learn to guide others as they make informed travel decisions regarding budgets, safety, and types of accommodations.

Grade Placement: 11-12

1 credit

Location: CTC

### **CC4253 – HOSPITALITY SERVICES**

*Certification opportunity: NRF National Professional Customer Service Certification*

Students will integrate hands-on experience and project-based instruction to prepare for a career and/or postsecondary training in hospitality and hotel services. They will become familiar with all aspects of hotel operations, including developing communication and marketing skills; analyzing safety and security issues and solutions for groups in multiple environments; understanding check-in and check-out procedures, housekeeping processes, food service systems, and engineering systems.

Grade Placement: 11-12

2 credits

Prerequisite: Travel and Tourism Management

Location: CTC

### **CC4258 – PRACTICUM IN HOSPITALITY SERVICES**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Travel and Tourism Management and Hospitality Services, or concurrent; Application

Location: CTC

## **Human Services**

### **CC1250 – PRINCIPLES OF HUMAN SERVICES**

Students will investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. A variety of activities will include explaining

the impact of nutrition and preparing nutritious snacks or meals, investigating causes and prevention of child abuse, demonstrating simple clothing repair and alteration techniques, and investigating specific state requirements for licensure in personal care services such as cosmetology or child care.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1251 – CHILD DEVELOPMENT**

This course will focus on knowledge and skills related to child growth and development from prenatal through school-age children. Students will investigate the role that prenatal care plays in the health of children; the physical, emotional, social, and intellectual needs of the child at each stage of development; the protection and safety of children; the roles and responsibilities of parenting; proper nutrition at each stage of development; and the role of schools in child development.

Grade Placement: 10-12

1 credit

Location: Home Campus

### **CC1252 – INTERPERSONAL STUDIES**

This course examines how the relationships between individuals and among family members affect the quality of life. Students will acquire knowledge and skills to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Grade Placement: 9-12

0.5 credit

Location: Home Campus

### **CC4291 – COSMETOLOGY I Plus CC4292 – COSMETOLOGY PRACTICUM I CC4293 – COSMETOLOGY II Plus CC4294 – COSMETOLOGY PRACTICUM II**

*Certification opportunity: Texas Cosmetology Operators License*

**Cosmetology is a two-year program intended for students who are serious about obtaining their Texas Cosmetology Commission State Operator License. The student is expected to pass the exam to obtain their license at the end of the second year, before graduation. Both parts of the exam, written and practical application, must be passed in order to obtain the license.** Classroom instruction includes sterilization and sanitation processes, chemical principles involved in the use of hair and beauty products, shampooing, hair cutting and styling, coloring, permanent waving, and manicuring. Students must complete 1000 clock hours in the Cosmetology classes before being eligible to sit for their exam; therefore, good attendance is mandatory. Students will attend class 4 periods.

Grade Placement: 11 for Cosmetology I; 12 for Cosmetology II

Prerequisite: Application and instructor approval; pass Cosmetology I to take Cosmetology II

4 credits each year

Location: CTC

### **CC4252 – PRACTICUM IN HUMAN SERVICES**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Successful completion of 2 credits in Human Services; Application

Location: CTC

## **Information Technology**

### **CC1236 – WEB TECHNOLOGIES**

*Certification opportunity: Certified Web Designer Apprentice or Associate (WOW)*

Using industry-standard software, students will interact in a business technology environment as they analyze the design and functionality of web pages using design elements such as proximity, repetition, contrast, alignment, color theory, and typography. They will create web pages to capture and keep viewers' interests using current web standards and web development skills such as version control, documentation, web application security, and compatibility across multiple browsers and devices.

Grade Placement: 10-12

1 credit

Prerequisite: Computer course recommended

Location: Home Campus

### **CC4274 – COMPUTER MAINTENANCE (THEORY AND LAB)**

*Certification opportunity: CompTIA A+ Certification*

Students will acquire an understanding of hardware technologies, identify the purpose and function of computer components, explain how mobile devices connect and share data, and understand error messages and symptoms of

hardware failures. They will have hands-on experience as they install and configure software programs, configure and verify network connections, and resolve hardware and software client problems.

Grade Placement: 11-12

2 credits

Location: CTC

### **CC4275 – COMPUTER TECHNICIAN PRACTICUM**

In this lab and/or work based course, students gain skill 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. They will demonstrate professional standards and employability skills required by business and industry.

Grade Placement: 12

2 credits

Prerequisite: Computer Maintenance, Application

Location: CTC

### **CC4276 – PRACTICUM IN INFORMATION TECHNOLOGY**

In this capstone course, students combine classroom instruction with business and industry experiences to prepare them with the skills to be successful in a fast-changing workplace environment. They are taught job specific skills applicable to their training station which may include the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems in the information technology industry. Students who wish to take this course must have their own transportation in order to be able to travel to their practicum site(s).

Grade Placement: 12

2

credit

Prerequisite: Earned at least 2 credits from PreAP Computer Science I (CS1360), AP Computer Science A (CS1370), or Advanced Computer Science III (CS1380), Application

Location: CTC

## **Law, Public Safety, Corrections, and Security**

### **CC1267 – PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

Students will be introduced to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. They will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services and will be provided with an overview of the skills necessary for careers in these areas.

Grade Placement: 9-12

1 credit

Location: Home Campus

### **CC1268 – LAW ENFORCEMENT I**

This course is an overview of the history, organization, and functions of local, state, and federal law enforcement. It will focus on planning, managing, and providing legal services, public safety, protective services and homeland security, including professional and technical support services. Students will become familiar with law enforcement terminology, the classification and elements of crime, and the ethical behavior standards required for people who choose a career in law enforcement.

Grade Placement: 10-12

1 credit

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

Location: Home Campus

### **CC1269 – LAW ENFORCEMENT II**

*Certification opportunity: 911 Dispatch Certification*

This course further explores the knowledge and skills necessary to prepare for a career in law enforcement, including the role of first responders, telecommunications personnel, emergency equipment operators, and courtroom personnel. Topics will include techniques used to manage crisis situations and maintain public safety, protocols for domestic violence situations, procedures for serving warrants and summons, crowd control methods, disaster response roles, and crime scene investigation.

Grade Placement: 11-12

1 credit

Prerequisite: Law Enforcement I

Location: CTC

### **CC1271 – CORRECTIONAL SERVICES**

*Certification opportunities: Corrections Certification and Level II Security Certification*

This course is designed to prepare students for the certification required for employment as a correctional officer. The student will analyze rehabilitation and alternatives to institutionalization. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting.

Grade Placement: 12 1 credit  
Prerequisites: Principles of Law, Public Safety, Corrections & Security, Law Enforcement I  
Location: CTC

### **CC1270 – COURT SYSTEMS AND PRACTICES**

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

Grade Placement: 11-12 1 credit  
Prerequisite: Law Enforcement I  
Location: CTC

### **CC4267 – AISD POLICE ACADEMY—PRACTICUM IN LAW ENFORCEMENT**

The Arlington Police Department and the Arlington Independent School District have joined together in a cooperative effort to design and implement a high school police academy within the Arlington ISD. The result of this collaboration is a year-long program that will enable participants to earn a total of two elective high school credits and be provided a hands-on learning experience for those wanting to pursue a career as a police officer. Student activities include but are not limited to daily physical training, team and leadership building, policing instruction from APD personnel, obstacle course activities, defensive tactics instruction, SWAT training, report writing, crime scene investigations and handcuffing techniques.

Grade Placement: 12 2 credits  
Prerequisites: Application and interview; Law Enforcement I  
Location: CTC

### **CC4868 - FIREFIGHTER I – AISD FIRE ACADEMY, YEAR 1**

This course is the first year of a two-year commitment to the Arlington Independent School District Fire Academy. It is a dual credit course conducted in cooperation with Tarrant County College and the Arlington Fire Department. During the two years, students will receive the training and skills necessary to sit for the exams to become Texas Certified Firefighters and National Registry Emergency Medical Technicians at the end of the second year. Instruction will consist of classroom and field experiences. Enrollment is limited but is open to students from all Arlington high schools. Interested students should see their counselor for information about the application and selection process. This course is GPA exempt.

Grade Placement: 11 2 credits  
Prerequisite: Eligible for Early Enrollment at TCC, Application, Interview  
Location: CTC

### **CC6868 – FIREFIGHTER II – AISD FIRE ACADEMY, YEAR 2**

*Certification opportunity: Texas Commission of Fire Protection Certification, National Registry Emergency Medical Technician Certification*

This course is the second year of a two-year commitment to the Arlington Independent School District Fire Academy. It is a continuation of Firefighter I. This course is GPA exempt.

Grade Placement: 12 3 credits  
Prerequisite: Successful completion of Firefighter I; passed (or concurrent) Anatomy and Physiology or Human Body Systems  
Location: CTC

### **SC1226 – FORENSIC SCIENCE**

Forensic Science is a year-long course that uses a structured and scientific approach to the investigation of various types of crimes and the psychology of criminal behavior. This course provides opportunities for students to learn terminology and investigative procedures related to crime scene investigation. Students will learn the history, legal aspects, and career options for forensic science. *This course will satisfy a credit for Advanced Science.*

Grade Placement: 11-12 1 credit  
Prerequisite: Biology and Chemistry  
Location: Home Campus

### **CC6869 – EMERGENCY MEDICAL TECHNICIAN** *Certification opportunity: National Registry Emergency Medical Technician Certification*

This course will prepare students to sit for the National Registry Emergency Medical Technicians exam for certification as Emergency Medical Technician (EMT)-Basic, the entry-level certification for Emergency Medical Services. This course includes the skills necessary to provide emergency medical care at a basic life support level with an emergency service or other specialized services. EMTs work beside paramedics in the delivery of pre-hospital care. Enrollment is limited but is open to students from all Arlington high schools. Interested students should see their counselor for information about the application and selection process.

Grade Placement: 12 only 1.5 credits



Prerequisite: Eligible for Early Enrollment at TCC, Application, Interview; Medical Terminology and Anatomy & Physiology or PLTW Human Body Systems

Location: CTC

## Manufacturing

### **CC1277 – INTRODUCTION TO WELDING**

This course provides an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include: industrial safety and health practices, hand-tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.

Grade Placement: 10-12

1 credit

Location: Home Campus, Ag Science Center

### **CC4277 – WELDING I**

*Certification opportunity: OSHA (Occupational Safety and Health Administration) General Industry*

Students will evaluate the function and application of the tools, equipment, technologies, and materials used in welding. Topics will include: joint design, symbols, welds, and the concepts and intricacies of inspections and related codes. Students will analyze and demonstrate proper procedures for plasma arc cutting on metals, shielded metal arc welding, gas metal arc welding, and flux cored arc welding.

Grade Placement: 11-12

2 credits

Location: CTC

### **CC4278 – WELDING II**

*Certification opportunity: AWS Welding Certification*

This course builds on knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as they relate to personal and career development. They will perform advanced cutting processes and welds using a variety of materials to produce intermediate and final manufactured products.

Grade Placement: 12

2 credits

Prerequisite: Welding I

Location: CTC

### **CC4279 – PRECISION METAL MANUFACTURING I**

*Certification opportunity: OSHA (Occupational Safety and Health Administration) General Industry*

This course will provide necessary skills in machining as well as a real-world foundation for any engineering discipline. Students will learn the concepts and skills that form the technical knowledge required in precision machining and will evaluate the function and application of the tools, equipment, technologies, and materials used in precision machining. They will perform bench work and layout, precision measurements, manual lathe work, and manual milling work.

Grade Placement: 11-12

2 credits

Location: CTC

### **CC4280 – PRECISION METAL MANUFACTURING II**

*Certification opportunity: Certified SOLIDWORKS Professional Exam*

Students will build on the manual machining skills gained in Precision Metal Manufacturing I as they move into the use of Computer Numerical Control (CNC) machining. They will study various CNC systems to differentiate the development and implementation of those systems, learn the process planning and tool selection within a CNC lab environment, learn to operate a CNC lathe and CNC mill, manually program a CNC lathe and a CNC mill, and understand and implement quality control procedures.

Grade Placement: 12

2 credits

Prerequisite: Precision Metal Manufacturing I

Location: CTC

### **CC4281 – PRACTICUM IN MANUFACTURING**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Concurrent with Welding II or Precision Metal Manufacturing II, Application

Location: CTC

## Marketing

### **CC1245 – ENTREPRENEURSHIP**

In this class students will learn what is needed to be a successful entrepreneur. They will develop an idea and write a business plan to develop and promote the business and its products and services as they develop an entrepreneurial mindset. They will study the concepts of capital requirements, return on investment, and profit potential. Students will have the opportunity to take their business plan to competition with Youth Entrepreneurs, the student organization for entrepreneurship.

Grade Placement: 11-12

1 credit

Location: CTC

### **CC1246 – SPORTS AND ENTERTAINMENT MARKETING**

This course will provide students with an understanding of the business side of the sports and entertainment industries. Students will learn the basics of marketing and develop original and creative ideas for entertainment and sports related businesses such as sponsorships, event marketing and promotions, and endorsement contracts through assignments, projects, computer simulations, and group activities.

Grade Placement: 11-12

0.5 credit

Location: CTC

### **CC1247 – SOCIAL MEDIA MARKETING**

This course investigates the rise of social media and how marketers integrate social media tools into their overall marketing strategy. Students will learn how to manage a successful social media presence for an organization, techniques for gaining customer buy-in to achieve their marketing goals, and how to properly select the platforms to engage consumers and measure the results of these efforts.

Grade Placement: 11-12

0.5 credit

Location: CTC

### **CC1248 – ADVERTISING**

This course provides a comprehensive look at how communication tools can be used to reach target audiences and increase consumer knowledge. Students will study advertising techniques such as print, broadcast, and digital; and they will explore the social, cultural, ethical, and legal issues of advertising and sales promotion.

Grade Placement: 11-12

0.5 credit

Location: CTC

### **CC1257 – FASHION MARKETING**

Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities. They will learn about the channels of distribution for fashion products; define the purpose and know the limitations of marketing research; learn to analyze pricing strategies to determine prices of products; and prepare a buying plan, purchase orders, and invoices.

Grade Placement: 11-12

0.5 credit

Location: SHHS only

### **CC4245 – PRACTICUM IN MARKETING**

*Certification opportunity: NRF Customer Service and Sales Certification*

In this capstone course students will have unpaid opportunities for first-hand experience in the area of marketing through experiences both in the classroom and in local businesses. These experiences may consist of observations, shadowing, and hands-on activities for two periods per day and will demonstrate the importance of a knowledge of economics, technology, marketing concepts and strategies in the business world. Students who wish to take this course must have their own transportation in order to be able to travel to their practicum site(s).

Grade Placement: 12

2 credits

Prerequisite: Earned 2 credits in Marketing courses; Application

Location: CTC

## Science, Technology, Engineering, and Mathematics

### **CC1380 – PLTW-INTRODUCTION TO ENGINEERING DESIGN**

**This course receives weighted GPA.** This foundation course, in a series of Project Lead the Way ([www.pltw.org](http://www.pltw.org)) pre-engineering courses, introduces students to the field of engineering. Students will develop problem solving skills, with an emphasis on developing a 3-D model of an object, beginning with hand sketching and advancing to 3-D modeling software. The course emphasizes the design process of a product, how it is produced, analyzed and evaluated using a computer aided design system. This science, technology, and math integrated program focuses on the engineering design

processes while helping students develop skills that will better prepare them for a rigorous academic college curriculum. **Students who score high enough on the PLTW end-of-course exam can apply for college credit at PLTW-affiliated universities. The time limit for application for credit varies by university so students should apply immediately after passing the exam.**

Grade Placement: 9-12

1 credit

Prerequisite: 9<sup>th</sup> grade: passed regular 8th grade math with an 80 and Algebra I concurrent;

10<sup>th</sup> grade & up: Passed Alg. I and Geometry concurrent

Location: Home Campus

### **CC1381 – PLTW-PRINCIPLES OF ENGINEERING**

**This course receives weighted GPA.** This Project Lead the Way ([www.pltw.org](http://www.pltw.org)) pre-engineering course will guide students toward an understanding of the field of engineering and engineering technology. Students apply the principles of physics to various technology systems and manufacturing processes helping them learn how engineers and technicians use science, technology, and math in an engineering problem-solving process to benefit people. The course addresses concerns about social and political consequences of technological change. This science, technology, and math integrated program focuses on the engineering design processes while helping students develop skills that will better prepare them for a rigorous academic college curriculum. **Students who score high enough on the PLTW end-of-course exam can apply for college credit at PLTW-affiliated universities. The time limit for application for credit varies by university so students should apply immediately after passing the exam.** *This course will satisfy a credit for Advanced Science.*

Grade Placement: 9-12

1 credit

Prerequisite: Successful completion of PLTW Introduction to Engineering Design (IED) and Algebra I and two science credits (may be concurrent)

Location: Home Campus

### **CC1382 – PLTW-DIGITAL ELECTRONICS**

**This course receives weighted GPA.** This Project Lead the Way ([www.pltw.org](http://www.pltw.org)) pre-engineering course is a course that provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. This science, technology, and math integrated program helps students develop skills that better prepare them for a rigorous academic college curriculum. **Students who score high enough on the PLTW end-of-course exam can receive college credit at PLTW-affiliated universities. The time limit for application for credit varies by university so students should apply immediately after passing the exam.** *This course will count as a math credit.*

Grade Placement: 10-12

1 credit

Prerequisite: Successful completion of PLTW Introduction to Engineering Design (IED), Algebra I, Geometry and Algebra II (may be concurrent)

Location: Home Campus

### **CC1383 – PLTW-AEROSPACE ENGINEERING**

**This course received weighted GPA.** This Project Lead the Way ([www.pltw.org](http://www.pltw.org)) course applies principles of aeronautics, atmospheric and space flight. As students explore the physics of flight, they will design an airfoil, propulsion system, and rockets. Students also learn basic orbital mechanics using industry-standard software. They will explore robot systems as well through projects such as remotely operated vehicles. **Students who score high enough on the PLTW end-of-course exam can receive college credit at PLTW-affiliated universities. The time limit for application for credit varies by university so students should apply immediately after passing the exam.**

Grade Placement: 11-12

1 credit

Prerequisite: Successful completion of PLTW Introduction to Engineering Design (IED), Algebra I, Geometry and Algebra II (may be concurrent)

Location: CTC

### **CC1284 – PLTW-ENGINEERING DESIGN AND DEVELOPMENT**

This course is the senior capstone course of the Project Lead the Way ([www.pltw.org](http://www.pltw.org)) pre-engineering sequence. Students will work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding courses and are guided by an engineering mentor. Students will present progress reports, submit a final written report, and present their solutions to a panel of outside reviewers at the end of the course.

Grade Placement: 12

1 credit

Prerequisite: Passed Algebra I, Geometry, Algebra II, Introduction to Engineering Design and at least one other PLTW course

Location: CTC

### **CC4283 – PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH**

This course is designed to provide an opportunity for senior students who have taken the Project Lead the Way pre-engineering courses to obtain hands-on work experience with an area engineering firm. Students will apply technical skills to address business applications of engineering and business concepts and will develop their insight into the economic, financial, technological, international, social, and ethical aspects of engineering.

Grade Placement: 12

2 credits

Prerequisite: Passed two or more PLTW courses or passed Robotics I and taking Robotics II concurrently; Application, 16 years of age

Location: CTC

### **CC4284 – CAREER PREP PRACTICUM – CLASS D WATER OPERATOR**

*Certification Opportunity: Occupational Safety and Health Administration (OSHA) certification; Texas Department of Environmental Quality Class D Water Operators License*

Students combine classroom instruction with observation and hands-on experiences at area water industries. The practicum experiences combined with the classroom instruction is intended to help students acquire the knowledge and skills needed to obtain the entry level TCEQ Class D Water Operator license and the Occupational Safety and Health Administration (OSHA) Certification.

Grade Placement: 12

2 credits

Prerequisite: Application

Location: CTC

### **CC1285 – ROBOTICS I**

Through the implementation of the engineering design process, students will transfer academic skills to component designs in a project-based environment. They will learn the function and application of the technology, tools, equipment, and materials used in robotic and automated systems as they produce and test their prototypes. They will also explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Grade Placement: 11-12

1 credit

Location: CTC

### **CC1286 – ROBOTICS II**

Students will expand on the skills developed in Robotics I as they explore artificial intelligence and programming in the robotic and automation industry. They will apply mathematics and physics to problems and will use an engineering design problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the process. This course satisfies a high school mathematics graduation requirement.

Grade Placement: 12

1 credit

Prerequisite: Robotics I

Location: CTC

## **Transportation**

### **CC4285 – AUTOMOTIVE TECHNOLOGY I**

*Certification opportunity: OSHA (Occupational Safety and Health Administration) General Industry*

Students will study the major automotive systems and the principles of diagnosing and servicing these systems as well as the applicable safety and environmental rules and regulations. They will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems; tool identification; and proper tool and equipment use.

Grade Placement: 11-12

2 credits

Location: CTC

### **CC4286 – AUTOMOTIVE TECHNOLOGY II**

*Certification opportunity: ASE Student Certification*

Students will expand on the knowledge and skills developed in Automotive Technology I as they use critical-thinking skills and structured problem-solving skills to diagnose vehicle malfunctions, solve problems, make decisions, and perform more challenging service operations. Students will also become more skilled at reading and interpreting documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals. Career options and employability skills will be emphasized.

Grade Placement: 12

2 credits

Prerequisite: Automotive Technology I

Location: CTC

**CC4287 – PRACTICUM IN TRANSPORTATION**

This course is designed to give students supervised practical application of previously studied knowledge and skills in an arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations.

Grade Placement: 12

2 credits

Prerequisite: Concurrent with Advanced Automotive Technology II, Application

Location: CTC

**ARLINGTON ISD INTERNATIONAL BACCALAUREATE  
PROGRAM COURSE DESCRIPTION HANDBOOK**

**2017-2018**

**\*\*\*International Baccalaureate\*\*\***

**Program Offerings**

In addition to completing courses in each of the six IB subject groups, students must also successfully complete the following requirements in order to earn the IB Diploma:

- **Theory of Knowledge** (see course description below)
- **Extended Essay:** an in-depth study of a focused topic within one of the IB subjects. This is an independent research project, but students will have a faculty mentor to help guide them through the process.
- **Creativity, Action, Service (CAS) hours:** Students will spend at least 150 hours in activities which foster creativity, promote physical activity, and involve service to the larger community—local or global. CAS helps students realize IB's goal of "educating the whole person and fostering more caring and socially responsible attitudes."
- **Exams:** students will take IB exams in each of their subjects except the Arts, Film, Dance and Theory of Knowledge. IB exams are administered throughout the world and are graded on global standards.
- **(HL) Higher Level/ (SL) Standard Level:** students must take three of their six IB courses at the Higher level and three at the standard level. Higher level courses **must** be taught over a two year period. Some, but not all, Standard Level courses are taught in one year. Check the course descriptions to see whether a SL course requires one or two years.

**Please Note:** Courses may vary by campus. See the IB Coordinator for courses offered on your campus.

**FABA31 - IB VISUAL ARTS SL (YEAR ONE OF SL/HL)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 6 Arts/Electives. Students will demonstrate growth and commitment through the study of art by developing a portfolio of their art work and documenting their growth through the research workbook. The work will also reflect an inquiring attitude of awareness of the local and global environment. This course will emphasize studio work with some focus on research. This course will fulfill the Texas graduation requirements for fine arts.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program, Art I or Teacher Approval

**FABB31 - IB VISUAL ARTS SL (YEAR ONE - OPTION B)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 6 Arts/Electives. Students will demonstrate growth and commitment through the study of art by developing a portfolio of their art work and documenting their growth through the research workbook. The work will also reflect an inquiring attitude of awareness of the local and global environment. This course will emphasize research with some focus on studio work. This course will fulfill the Texas graduation requirements for Fine Arts.

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, Art I or Teacher Approval

**FABA41 – IB VISUAL ARTS SL (YEAR TWO)**

This course is a continuation of IB Visual Arts SL - Year One. Students will continue to demonstrate growth and commitment in their portfolio and research notebook, and will present their art in an IB sponsored art show in the spring semester.

Grade Placement: 12

1 credit

Prerequisite: IB Visual Arts Standard Level A

**FABB41 - IB VISUAL ARTS SL (YEAR TWO - OPTION B)**

This course is a continuation of IB Visual Arts SL - Year One. Students will continue to demonstrate growth and commitment in their portfolio and research notebook, and will present their art in an IB sponsored art show in the spring semester.

Grade Placement: 12

1 credit

Prerequisite: IB Visual Arts Standard Level B

**FABC41 - IB VISUAL ARTS HL (YEAR TWO)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 6 Arts/Electives. Students will demonstrate growth and commitment through the study of art by developing a portfolio of their art work and documenting their growth through the research workbook. The work will also reflect an inquiring attitude of awareness of the local and global environment. This course will emphasize studio work with some focus on research.

Grade Placement: 12

1 credit

Prerequisite: IB Visual Arts Standard Level Year One

**FABD31 - IB DANCE SL (YEAR ONE)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. This course will fulfill the Texas graduation requirements for fine arts.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program, Dance II, or Teacher Approval

**FABD41 - IB DANCE HL (YEAR TWO)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. Students will build on the skills and knowledge of IB Dance SL. This course will fulfill the Texas graduation requirements for fine arts.

Grade Placement: 12

1 credit

Prerequisite: IB Dance SL (Year One)

**FABF31 - IB FILM SL (YEAR ONE FOR HL)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. The IB Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program or Teacher Approval

**FABF41 - IB FILM HL (YEAR TWO)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. Students will build on the skills and knowledge of IB Film SL.

Grade Placement: 12

1 credit

Prerequisite: IB Film Standard Level Year One

**FABP31 - IB MUSIC SL (YEAR ONE FOR HL)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 6 Arts/Electives. Students will study music theory, composition, and obtain general knowledge of music from different periods of both Western and non-Western cultures. This course will emphasize a performance component as well as written work. This course will fulfill the Texas graduation requirement for Fine Arts. This course may be taken as one year SL, or as the first year of HL two year.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program, AP Music Theory or Teacher Approval

**FABP41 - IB MUSIC HL (YEAR TWO)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. Students will build on the musical skills and knowledge of IB Music SL. They will further develop their performance skills through solo music making and their compositional skills through exploration and investigation of musical elements.

Grade Placement: 12

1 credit

Prerequisite: IB Music SL

**FABT31 - IB THEATRE SL****FABT33 - IB THEATRE HL (YEAR ONE)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program or Teacher Approval

### **FABT41 - IB THEATRE HL (YEAR TWO)**

This course fulfills the International Baccalaureate (IB) requirements for Group 6 Arts / Electives. Students will build on the skills and knowledge of IB Theatre HL Year One.

Grade Placement: 12

1 credit

Prerequisite: IB Theatre HL (Year One)

### **FLB131 - IB FRENCH III SL**

This course will fulfill the first year of the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). This course will provide students with the skills needed to create language for communication: listening, speaking, reading, and writing. The cultures of French-speaking countries are integrated throughout the course, resulting in the student making connections and obtaining a global perspective. **Students must continue with IB French IV in the senior year.**

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, French I & II

### **FLB141 - IB FRENCH IV SL**

This course is a continuation of IB French III SL and will fulfill the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). It will focus on the skills and content of IB French III with an increased emphasis on higher level language production, both oral and written.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program, IB French III SL or French III

### **FLB231 - IB GERMAN III SL (YEAR ONE)**

This course will fulfill the first year of the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). This course will provide students with the skills needed to create language for communication: listening, speaking, reading, and writing. The cultures of German-speaking countries are integrated throughout the course, resulting in the student making connections and obtaining a global perspective. **Students must continue with IB German IV in the senior year.**

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, German I and German II

### **FLB241 - IB GERMAN IV SL (YEAR TWO)**

This course is a continuation of IB German III SL and will fulfill the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). It will focus on the skills and content of IB German III with an increased emphasis on higher level language production, both oral and written.

Grade Placement: 12

1 credit

Prerequisite: Enrolled in the IB Program, IB German III

### **FLB331 - IB LATIN SL (YEAR ONE)**

This course will fulfill the first year of the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). The classical languages standard level (SL) course can be taken in Latin. The course provides students with the opportunity to study a historically significant language that is also embedded in many modern languages.

The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students learn to translate Latin works accurately and sensitively. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. **Students must continue with IB Latin IV in the senior year.**

Grade Placement: 11

1 credit



Prerequisite: Enrolled in the IB Program, Latin I and Latin II

### **FLB341 - IB LATIN SL (YEAR TWO)**

This course is a continuation of IB Latin III SL and will fulfill the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). It will focus on the skills and content of IB Latin III with an increased emphasis on higher level language production.

Grade Placement: 12

1 credit

Prerequisite: Enrolled in the IB Program, IB Latin SL (Year One)

### **FLB435 - IB AB INITIO SPANISH I SL (YEAR ONE)**

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program

### **FLB445 - IB AB INITIO SPANISH II SL (YEAR TWO)**

This course will be a continuation of the studies in IB Ab Initio Spanish I SL. **Students must continue with IB Ab Initio II in the senior year.**

Grade Placement: 12

1 credit

Prerequisite: Enrolled in the IB Program, IB Ab Initio Spanish I SL

### **FLB431 - IB SPANISH III SL**

This course will fulfill the first year of the International Baccalaureate (IB) curriculum requirements for Group 2 Language B (Second Language). This course will enable the student to understand and use the language appropriately, with an emphasis on language, cultural interaction and communication through the student's writing, speaking, listening and reading. Students will develop an awareness of the languages and the cultures of the Spanish-speaking world, resulting in the student making connections and obtaining a global perspective. **Students not testing their junior year must continue with IB Spanish IV in the senior year.**

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, Spanish I & II

### **FLB441 - IB SPANISH IV SL**

This course will be a continuation of the studies in IB Spanish III SL. The emphasis will be on oral and written communications.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program, IB Spanish III SL or Spanish III

### **FLB471 - IB SPANISH V SL**

This course will be a continuation of the studies in IB Spanish III SL. The emphasis will be on oral and written communications.

Grade Placement: 12

1 credit

Prerequisite: Enrolled in the IB Program, IB Spanish IV SL or Spanish IV

### **LAB131 - IB ENGLISH III HL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 1 Language A1. This rigorous pre-university program will draw from the literary heritage of English in addition to offering the international perspective of world literature. Students will read works selected from IB recommended reading lists and will demonstrate oral and written competencies based on IB standards. This course will fulfill the Texas graduation requirements for English III. This course must be followed by IB English IV Higher level (HL) in the senior year.

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, English II

### **LAB141 - IB ENGLISH IV HL (YEAR TWO)**

This course is a continuation of IB English III and will fulfill the International Baccalaureate (IB) requirements for Group 1 Language A1 HL. Students will continue to improve their proficiency in literary analysis and oral and written communication. This course will fulfill the Texas graduation requirements for English IV.

Grade Placement: 12

1 credit

Prerequisite: IB English III

### **LAB231 - THEORY OF KNOWLEDGE**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Theory of Knowledge. This course challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in the global society. This course is meant to encourage students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. **This course is taken the spring of the junior year and the fall of the senior year. This course is required for the IB Diploma.**

Grade Placement: 11 & 12

1 credit

Prerequisite: Enrolled in the IB Program

### **MAB131 - IB MATH STUDIES SL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 5 Mathematics. The focus of this course is to introduce important mathematical concepts through the development of mathematical techniques and their application to real life situations. Areas of study will include polynomial, radical, exponential, logarithmic, and trigonometric functions. Throughout the course students will become aware of the differences in international mathematical notation and will develop an understanding of mathematics as a means of universal communication.

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, Can be concurrently enrolled in Algebra II.

### **MAB141 - IB MATH STUDIES SL (YEAR TWO)**

This course is the second year of IB Math Studies SL. Students will be exposed to the four broad conceptual themes which follow: 1) Exploring data – observing patterns and departures from patterns; 2) Planning a study – deciding what and how to measure; 3) Anticipate patterns – producing models using probability and simulation; and 4) Statistical Inference – confirming models. Students will submit a mathematical project involving research, the collection of data, analysis of the data and detailed and accurate mathematics.

Grade Placement: 12

1 credit

Prerequisite: Completion of IB Math Studies SL Year One

### **MAB231 - IB MATH SL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 5 Mathematics. The aims of this course are to enable students to develop logical, critical, and creative thinking, to develop an understanding of the principles and nature of advanced mathematics, to employ and refine their powers of abstraction and generalization, and to appreciate the multiplicity of cultural and historical perspectives of mathematics. This course will emphasize the study of polynomial, radical, exponential, logarithmic, and trigonometric functions. In addition the course will include polar and parametric equations and sequences and series. **This is the first year of a two year course.**

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, Algebra II and Geometry

### **MAB241 - IB MATH SL (YEAR TWO)**

This is the second year of IB Math SL. The curriculum consists of topics in Algebra, Functions and equations, Circular functions and trigonometry, Vectors, Statistics and probability, Calculus, and a Mathematical exploration - a piece of written work that involves investigating an area of mathematics. Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. The students will transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; and record methods, solutions and conclusions using standardized notation.

Grade Placement: 12

1 credit

Prerequisite: Completion of IB Math SL Year One.

### **MAB233 - IB MATH HL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 5 Mathematics. The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program, Algebra II and Geometry

**MAB243 - IB MATH HL (YEAR TWO)**

This is the second year of IB Math HL. **This is the second year of a two year course.**

Grade Placement: 12

1 credit

Prerequisite: Completion of IB Math HL Year One.

**SCB131 - IB BIOLOGY SL****SCB133 - IB BILOGY HL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 4 Experimental Sciences. Students will study topics in biology from the molecular to global biome issues. The course will focus on critical thinking skills necessary to explore diverse strategies in the experimental sciences on an international stage. The group 4 project will be utilized to reinforce the relationships among the different disciplines of science. This course will fulfill the Texas graduation requirements for Biology. **This course must be followed by IB Biology II in the senior year unless testing completed in junior year.**

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program

**SCB141 - IB BIOLOGY II HL (YEAR TWO)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 4 Experimental Sciences. Students will explore in greater detail topics in biology from the molecular to global biome issues. The course will focus on critical thinking skills necessary to explore diverse strategies in the experimental sciences on an international stage. **This is the second year of a two year course.**

Grade Placement: 12

1 credit

Prerequisite: Enrolled in the IB Program, IB Biology SL in the junior year

**SCB231 - IB CHEMISTRY SL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 4 Experimental Sciences. Students will demonstrate understanding and application of chemistry concepts and terminology at the macroscopic and microscopic level. The ability to analyze, synthesize and evaluate scientific information will evolve from practical experiences and use of the scientific method. The Group 4 project will be utilized to reinforce the relationships among the different disciplines of science. This course will fulfill the Texas requirement for chemistry.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program

**SCB241 - IB CHEMISTRY SL (YEAR TWO)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 4 Experimental Sciences.

**This is the second year of a two year course.**

Grade Placement: 12

1 credit

Prerequisite: IB Chemistry SL (Year One)

**SCB431 - IB Environmental Systems and Societies SL (Year One)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 4 Experimental Sciences or Group 3, Individuals and Societies. The course approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of environmental issues from a local as well an international viewpoint and promotes a critical awareness of a diversity of cultural perspectives. The IB Environmental Systems & Societies course will enable students to apply the knowledge, methodologies and skills gained from previous science classes and appreciate that environmental issues may be controversial, and may provoke a variety of responses. The Group 4 Project will be utilized to reinforce the relationship among the difference disciplines of science. **This is the first year of a two year course.**

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program

**SCB441 – IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL (YEAR TWO)**

This course is the continuation of IB Environmental Systems & Societies SL, Year One.

Grade Placement: 12

1 credit

Prerequisite: IB Environmental Systems & Societies – Year One

**SCB331 - IB PHYSICS SL (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 4 Experimental Sciences. The IB Physics course will develop knowledge, methods and experimental techniques that can be applied to a scientific problem to analyze, evaluate and then synthesize a solution. IB Physics will foster creativity and stimulate critical thinking while developing an appreciation for the possibilities and limitations of science. The Group 4 Project will be utilized to reinforce the relationships among the different disciplines of science. This course will fulfill the Texas requirement for Physics. **This is the first year of a two year course at some campuses.**

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program

### **SCB341 - IB PHYSICS SL (YEAR TWO)**

This course is a continuation of IB Physics SL, Year One and will fulfill the International Baccalaureate requirements for Group 4 Experimental Sciences. **This is the second year of a two year course at some campuses.**

Grade Placement: 12

1 credit

Prerequisite: IB Physics – Year One

### **SSB131 - HISTORY OF AMERICAS HL - REGIONAL STUDIES (YEAR ONE)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 3, Individuals and Societies. This is a two year curriculum. The course is designed to integrate the histories of Canada, Latin America and the United States. Included will be a comparative analysis of cultural, political, social, and economic issues. This course will fulfill the Texas requirements for US History. **This course must be followed by IB History of Americas - 20<sup>th</sup> Century Topics - Higher Level (HL) in the senior year.**

Grade Placement: 11

1 credit

Prerequisite: Enrolled in the IB Program

### **SSB141 - HISTORY OF AMERICAS-20TH CENTURY TOPICS HL - REGIONAL STUDIES (YEAR TWO)**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 3, Individuals and Societies. Year Two of this two-year course will provide students a more in-depth study of 20<sup>th</sup> Century Topics with emphasis on the United States and its relationship with the rest of the world. **This is the second year of a two-year course.**

After successfully completing the two years of SSB131 and SSB141, U.S. Government credit will be earned at Bowie High School, Lamar High School and Sam Houston High School. The credit for Government will be posted on the transcript with a grade of "P".

Grade Placement: 12

1 credit

Prerequisite: History of Americas HL, Year One.

### **SSB331 - IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY SL/HL (YEAR ONE)**

This course will fulfill the IB requirement for Group Six Arts/Electives. In today's society, information technology controls and dictates many aspects of our lives. The global use of IT raises important issues about social and ethical concerns that shape our society. The focus of ITGS will be on providing the opportunity for students to understand information technology systems and their influence and impact on social issues in a project-based environment. The underlying theme throughout the course will be internationalism and the global community.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program and BCIS or Teacher Approval

### **SSB341 - IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY HL (YEAR TWO)**

This course builds on the knowledge and skills of ITGS SL and fulfills the International Baccalaureate requirements for Group 6 Arts and Electives. The focus is on providing the opportunity for students to understand information technology systems and their influence and impact on social issues. The objectives are expanded to include a portfolio of research studies.

Grade Placement: 12

1 credit

Prerequisite: IB ITGS SL

### **SSB431 - IB GEOGRAPHY SL (YEAR ONE)**

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program

### **SSB231 - IB Economics SL**

This one-year course fulfills the International Baccalaureate IB requirement for Group Six Arts/Electives. This course will cover both microeconomics and macroeconomics. Students will learn how supply and demand are tools for a wide variety of issues, locally as well as globally. They will understand the principles of economics that apply to the economic system as a whole, examining major issues facing countries' economic growth, development, unemployment, inflation, and income distribution. This course will fulfill the Texas graduation requirements for economics and prepares students to take the IB Economics SL exam.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program or Teacher Approval

**SSB321- IB Psychology SL**

This one-year course fulfills the International Baccalaureate (IB) requirement for Group Six Arts/Electives. This one-year course is the study of our behavior and its relationship to our day to day experiences. Students will examine the biological, cognitive, and learning perspectives of psychology, as well as one of the following sub-topics: cultural, dysfunctional, lifespan, psychodynamic or social psychology. During the spring semester, students will learn research methods and apply their knowledge to a simple experimental study using quantitative methods. This course prepares students to take the IB Psychology SL Exam.

Grade Placement: 11, 12

1 credit

Prerequisite: Enrolled in the IB Program or Teacher Approval

**CSB131 – IB Computer Science SL**

This course serves as an introduction to computers and the study of managing and processing information. The emphasis is on solving real world problems by means of computer programming (software engineering). Students will learn thoroughly the JAVA programming language and apply those skills in exploring how computers work. Some topics covered include structures programming techniques, file management, data structures, classes, objects, graphics, debugging, hardware components, and social implications. Upon completion of the course the student will have created software such as a database or an animated graphics display. This course represents college level computer science and prepares students for the IB Computer Science SL Exam.

Grade Placement: 11, 12

1 credit

Prerequisite: Algebra II

**LAB131 IB English III Language and Literature HL**

This course will fulfill the International Baccalaureate (IB) curriculum requirements for Group 1 Language A. The English Language and Literature course aims to develop students' appreciation and use of the English language through the study of literature, as well as non-fiction texts. Students develop their reading, writing, and speaking abilities in a variety of contexts, focusing in particular on the language of the texts they study to become aware of the role of each text's wider context in shaping its meaning. Texts are chosen from a variety of sources, genres and media. The course is designed to be flexible - teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. This course will fulfill the Texas graduation requirements for English III and must be followed by IB English IV Higher Level (HL) in the senior year.

Grade Placement: 11

1 credit

Prerequisite: English II

**LAB141 IB English IV Language and Literature HL**

This course is a continuation of IB English III and will fulfill the International Baccalaureate (IB) requirements for Group 1 Language A HL. Students will continue to improve their proficiency in literary analysis and oral and written communication. This course will fulfill the Texas graduation requirements for English IV.

Grade Placement: 12

1 credit

Prerequisite: IB English III