

SAISD

San Angelo Independent School District

Mission Statement

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

Goals

The district goals for 2011-2012 are to:

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

Students and Parents,

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

San Angelo ISD would like to recognize and thank Sarah Caledron, 11th grade student enrolled at Lake View High School for the 2011-2012 Course Catalog cover design. Sarah is a student of Randy Hensley's Graphic Design and Illustration Class taught at West Texas Training Center.

SAN ANGELO INDEPENDENT SCHOOL DISTRICT

1621 University
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Superintendent

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ASSURANCE OF NONDISCRIMINATION

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

Inquiries and complaints regarding discrimination are to be directed to:

- ❖ **Title VII** (race, color, or national origin)(student inquiries)
Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507 (student)
Carl Dethloff, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 765 (personnel)
- ❖ **Title IX**
Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507
- ❖ **American With Disabilities ACT and Section 504 Nondiscrimination ACT**
Jana Anderson, 309 W. Avenue M, San Angelo, TX 325-657-4055 ext. 301

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Section A

General Information

Consult this section for information about

- Superintendent's Message
- Planning Your High School Program
- Graduation Requirements
- Course Planning Worksheet



SAN ANGELO

INDEPENDENT SCHOOL DISTRICT

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

January 7, 2011

Dear Students and Parents,

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

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

Best wishes,

A handwritten signature in cursive script that reads "Carol A. Bonds".

Carol Ann Bonds
Superintendent

Planning Your Texas Achievement Plan

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

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

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

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

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

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

GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE NINE IN 2008-2009

With the passage of HB 3, San Angelo ISD will continue to require .5 credit of Health and 1 credit of Technology.

SUBJECT	RECOMMENDED PROGRAM	DISTINGUISHED ACHIEVEMENT
ENGLISH	4 credits	4 credits
MATHEMATICS	4 credits—Algebra I, Geometry, Algebra II Additional credit may be AGA successfully completed prior to Algebra II. Any other fourth math credit may be selected after successful completion of Algebra I, Geometry, and Algebra II.	4 credits—Algebra I, Geometry, Algebra II Algebra I, Geometry, and Algebra II must be successfully completed prior to fourth credit, fourth credit may not be AGA
SCIENCE	4 credits (Must include a Biology, a Chemistry, and a Physics, the additional credit may be IPC and must be successfully completed prior to Chemistry and Physics. The 4 th credit may be selected from Environmental Systems, AP Science courses, Anatomy and Physiology.	4credits (After successful completion of a Biology, a Chemistry, and a Physics course, the 4 th credit may be selected from Environmental Systems, AP Science courses, Anatomy and Physiology)
SOCIAL STUDIES	1 credit—WORLD GEOGRAPHY 1 credit—WORLD HISTORY 1 credit—UNITED STATES HISTORY ½ credit—GOVERNMENT ½ credit—ECONOMICS	1credit—WORLDGEOGRAPHY 1 credit—WORLD HISTORY 1 credit—U. S. HISTORY ½ credit—GOVERNMENT ½ credit—ECONOMICS
ECONOMICS	½ credit (SAISD Requirement)	½ credit (SAISD Requirement)
HEALTH	1 credit	1 credit
PHYSICAL EDUCATION		
TECHNOLOGY	1 credit (SAISD Requirement)	1 credit (SAISD Requirement)
FINE ARTS	1 credit	1 credit
LANGUAGES OTHER THAN ENGLISH	2 credits (any two levels in the same language)	3 credits (any three levels in the same language)
SPEECH	½ credit	½ credit
ELECTIVES	4 credits	3 credits
TOTAL	26 CREDITS	26 CREDITS + 4 ADVANCED MEASURES

ADDITIONAL COURSE INFORMATION FOR STUDENTS ENTERING GRADE NINE IN 2008-2009

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

ADDITIONAL INFORMATION FOR DISTINGUISHED ACHIEVEMENT PROGRAM FOR STUDENTS ENTERING GRADE NINE IN 2008-2009

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

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

**GRADUATION REQUIREMENTS FOR STUDENTS
ENTERING GRADE NINE IN 2009-2010 and BEYOND**

SUBJECT	RECOMMENDED PROGRAM	DISTINGUISHED ACHIEVEMENT
ENGLISH	4 credits	4 credits
MATHEMATICS	4 credits—Algebra I, Geometry, Algebra II Additional credit may be AGA successfully completed prior to Algebra II. Any other fourth math credit may be selected after successful completion of Algebra I, Geometry, and Algebra II.	4 credits—Algebra I, Geometry, Algebra II Algebra I, Geometry, and Algebra II must be successfully completed prior to fourth credit, fourth credit may not be AGA
SCIENCE	4 credits (Must include a Biology, a Chemistry, and a Physics, the additional credit may be IPC and must be successfully completed prior to Chemistry and Physics. The 4 th credit may be selected from Environmental Systems, AP Science courses, Anatomy and Physiology.	4credits (After successful completion of a Biology, a Chemistry, and a Physics course, the 4 th credit may be selected from Environmental Systems, AP Science courses, Anatomy and Physiology)
SOCIAL STUDIES	1 credit—WORLD GEOGRAPHY	1credit—WORLDGEOGRAPHY
	1 credit—WORLD HISTORY	1 credit—WORLD HISTORY
	1 credit—UNITED STATES HISTORY	1 credit—U. S. HISTORY
ECONOMICS	½ credit—GOVERNMENT	½ credit—GOVERNMENT
	½ credit—ECONOMICS	½ credit—ECONOMICS
HEALTH	None Required	None Required
PHYSICAL EDUCATION	1 credit	1 credit
TECHNOLOGY	1 credit (SAISD Requirement)	1 credit (SAISD Requirement)
FINE ARTS	1 credit	1 credit
LANGUAGES OTHER THAN ENGLISH	2 credits (any two levels in the same language)	3 credits (any three levels in the same language)
SPEECH	½ credit	½ credit
ELECTIVES	4 ½ credits	3 ½ credits
TOTAL	26 CREDITS	26 CREDITS + 4 ADVANCED MEASURES

**ADDITIONAL COURSE INFORMATION FOR STUDENTS
ENTERING GRADE NINE IN 2009-2010 and BEYOND**

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

**ADDITIONAL INFORMATION FOR DISTINGUISHED ACHIEVEMENT PROGRAM
FOR STUDENTS ENTERING GRADE NINE IN 2009-2010 and BEYOND**

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

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

DISTINGUISHED ACHIEVEMENT ADVANCED MEASURES FOR STUDENTS ENTERING GRADE NINE IN 2009 – 2010 and BEYOND

A student must achieve any combination of **four** of the following advanced measures. Original research projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student Performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

1. original research/project that is
 - judged by a panel of professionals in the field that is the focus of the project; or
 - conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - related to the required curriculum set forth in the TEKS.
 - may not be used for more than two of the four advanced measures.
2. test data where a student receives
 - a score of three or above on the College Board advanced placement examination;
 - a score of four or above or an International Baccalaureate examination; or
 - a score on the preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) or the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student; or
3. college academic courses including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 (80) or higher

Graduation Requirements for Students with Disabilities

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

Section B

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

Consult this section for information about

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

Top Ten Gets You In—In accordance with Texas Education Code 51.803, you are eligible for automatic admission to a Texas public college or university of your choice as an undergraduate student if you earn a grade point average in the top 10 percent of your high school graduating class, or the top 8 percent for admission to the University of Texas at Austin. You must complete the requirements for the Recommended or Distinguished Program of Study. For more information contact your school counselor.

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

Pre-Registration Course Selection

In the course description section of this book, you will find a brief description of each course offered in the San Angelo ISD high schools, at the grade levels during which specified courses may be taken and any possible prerequisites.

If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered, and an alternative selection will be made. Finally, changes can occur at the state and district level that could change course offerings, information concerning grade placements and prerequisite requirements. Also, some elective subjects may not be available at the high school you will be attending.

Pre-registration will take place in February and March each school year, and students are urged to plan their course selections carefully. Although students will receive specific instructions and assistance from the school counselors during the pre-registration process, **the responsibility for selecting career and graduation choices rests with students and parents**. Students will choose specific courses with parental approval, and counselors will verify that those choices will meet graduation requirements.

Admissions

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

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

Classification Credits

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

- Freshman (9th) 0 – 5 ½ credit, and at least first year in high school

- Sophomore (10th) 6 – 11½ credits, and at least second year in high school
- Junior (11th) 12 – 17½ credits, and at least third year in high school
- Senior (12th) 18 credits, and at least fourth year in high school

For information on class ranking guidelines see Section F.

TEXAS ASSESSMENT PROGRAM TAKS and STAAR

In the spring of 2012 the State of Texas Assessments of Academic Readiness (STAAR) will replace the Texas Assessment of Knowledge and Skills (TAKS) as the new state assessment program. For grades 3 – 8, the STAAR program will assess the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific assessments will be replaced with a series of 12 end-of-course assessments: Algebra I, Geometry, Algebra II, English I, English II, English III, Biology, Chemistry, Physics, World Geography, World History, and U.S. History. English III and Algebra II assessments will include a performance standard that indicates college readiness.

The freshman class of 2011-2012 (Class of 2015) is the first group to have EOC assessments as part of their graduation requirements. In order to graduate, a student must not only achieve a minimum cumulative score on the end of course assessments taken but also achieve a minimum score on each individual end of course assessment.

The class of 2012, 2013, and 2014 are required to pass the Exit Level TAKS. The Exit Level TAKS requires mastery of a written composition section, as well as reading, mathematics, science, and social studies.

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

Programs Designed For Academically Talented Students

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

Gifted/Talented Program

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

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

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

FURLOUGH POLICY—TEMPORARILY EXITED

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

PERMANENT EXIT FROM GIFTED PROGRAMS

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

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

TRANSFER POLICY FOR GIFTED PROGRAMS

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

APPEAL POLICY FOR GIFTED PROGRAMS

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

Pre-AP and Advanced Placement Programs

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

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

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

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

Pre-AP and Advanced Placement courses are available in English, mathematics, science, social studies, and foreign language. Additionally, the high school curriculum includes Advanced Placement courses for those students who have special abilities in the arts and computer science. **SAISD will pay 50% of the student's portion of the AP exam fee for those students currently enrolled in the AP class. For students with financial hardship please contact your counselor or the campus AP Coordinator. Students not enrolled in the AP class who wish to take the AP exam will be responsible for 100% of that test fee.**

Academic Dual Credit Enrollment

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

Correspondence Courses

State policy allows a student to earn a maximum of two state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. Correspondence courses are an option for those students who do not have room for all courses in their schedule. Correspondence courses must meet graduation requirements and be approved by a school counselor. Correspondence courses do not count towards class rank. Courses can be taken through Texas Tech University or the University of Texas in Austin at the student's expense. **For additional information contact the counseling center offices.** It is the procedure of this district that students be advised to not take correspondence courses until they enter high school (9th grade and beyond).

Texas Virtual School Network

During the 80th Texas Legislative Session, Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The TxVSN provides courses to supplement the instructional programs of public school districts and open enrollment charter schools. Students may not take any PreAP/AP course through the TxVSN that is offered on the high school campus. Any charge for the course not covered by the district will be the responsibility of the student.

Credit By Examination (Without Prior Instruction)

Credit by exam is available to students who are enrolled in grade nine through twelve and who are interested in being awarded credit toward high school graduation. Interested students may apply to take an exam at no cost one time each year. The student must not have been previously enrolled in the class. Credit is granted to students who attain ninety percent (90%) or above mastery on the examination for acceleration. Credit by Exam opportunities are offered three times per semester. Students who qualify are allowed to take the exam once a year. San Angelo ISD currently administers the Texas Tech credit by exams. Study guides are available on the Texas Tech web site: www.dce.ttu.edu

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

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

Credit By Examination (With Prior Instruction)

Credit by exam is available for students that have taken a course but failed with a score of 60 or higher. Credit will be granted to students who attain seventy percent (70%) or above mastery on the exam. An exam is available at no cost one time each year. Students are allowed to take the local exam one time a year. San Angelo ISD currently administers Texas Tech credit by exams. The local credit by exam is offered three

times per semester. A copy of the testing schedule and application deadlines may be obtained in the counseling center offices or the district assessment office. Study guides are available on the Texas Tech web site: www.dce.ttu.edu.

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

SAT/ACT Preparation

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

For additional prep courses visit these websites:

ACT— www.act.org/aap/index.html

SAT— www.collegeboard.com/splash/

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

Career and Technical Education Program

Tech Prep Courses

Many career and technical courses offered in San Angelo ISD are Tech Prep/articulated courses. These courses are college-level technical courses that allow high school students to qualify for college credit through local formal agreements with community colleges. High school teachers teach the courses after receiving TEA-required training. Locally articulated courses may be awarded college credit after completion of the course. Articulated courses are tuition free, however, students may have to pay a small fee to have the college credit hours placed on their transcript. These courses provide technical job-related skills, and several programs provide additional certifications which enable students to exit to the workforce and/or continue their post-secondary education.

Vocational/Technical Dual Credit Courses

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

West Texas Training Center

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

English Language Learners

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

the parents, of the LPAC. LPAC meetings will be held within four weeks of the enrollment of LEP students and at the end of each school year in accordance with Chapter 89.

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

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

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need
- Register for the Selective Service or are exempt from this requirement

AND

- Complete the Recommended High School Program or Distinguished Achievement Program in high school
- Enroll in a non-profit public college or university in Texas within 16 months of graduation from a public or accredited private high school in Texas and
- Have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (AP, IB or CLEP).

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

The academic requirements for continuing in the program are:

For awards made on or after 09/01/2005

- At the end of the first year, the student entering the program from high school must be meeting the *school's* Satisfactory Academic Progress (SAP) requirements.

- At the end of his/her first year in the TEXAS Grant program, the person entering the program on the basis of an associate's degree must have completed at least 75 percent of the hours attempted, have an overall grade point average (GPA) of at least 2.5 on a 4.0 scale and must have completed at least 24 semester credit hours during the year.
- At the end of the second year in the program or later years, all students must complete at least 75 percent of the hours attempted in the prior academic year, have an overall college grade point average (GPA) of at least 2.5 on a 4.0 scale and complete at least 24 semester credit hours per year.

Where may awards be used?

A TEXAS Grant may be used to attend any public institution of higher education in Texas.

How can you apply?

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

Early Graduation

A student may choose to graduate from high school in fewer than four years. This decision needs to be considered early in their high school career as much planning is required. Students who graduate within 36 months of entering high school may be eligible for the State of Texas Early Graduation Scholarship Program. To qualify for Early Graduation scholarships students must graduate from a public high school in Texas on or after September 1, 2003, complete at least the recommended curriculum, be a Texas resident, have attended high school in Texas for the majority of high school, have written permission from a parent or legal guardian to graduate early and complete grades 9 – 12 within 36 – 41 continuous months. For more information contact your school counselor.

Extracurricular Activities

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

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grade below 70 will be allowed to practice or rehearse during a suspension but cannot perform or compete. Students that fail the same Advanced, Pre-AP, AP, or Dual Credit course for a second time during the same school year will not be exempted from the UIL eligibility requirements. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

PAYS

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

Special Education Programs

A free, appropriate, public education is available for all students in the San Angelo Independent School District. A continuum of instructional services and a variety of facilities are available to students to ensure a successful high school experience and smooth transition into the student's post school setting. Each student

identified as a student with a disability in one or more of the disability categories as specified in the Individuals with Disabilities Education Improvement Act is eligible for any combination of special education services. Such service plans (called Individual Education Plans) are developed by the student's Admission, Review, and Dismissal (ARD) Committee. Depending on the student's needs and the student's goals for the future, any combination of the following services can be provided in addition to all other appropriate services offered in the general instructional programs.

GENERAL CURRICULUM

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

MODIFIED CURRICULUM

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

ALTERNATIVE CURRICULUM STANDARDS

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

ALTERNATIVE SETTINGS

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

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

19+ PROGRAMS

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

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

GLOSSARY OF TERMS

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

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

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

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

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

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

TAKS-Accommodated (TAKS-A): One of the tests available by the Texas Assessment System which meets the IDEA requirements for those subjects and grade levels that are currently assessed with the TAKS. The student must be eligible as a student with disabilities to take this test.

TAKS-Modified (TAKS-M): One of the alternative tests required by the Texas Assessment System which assesses the student's progress in the general curriculum and it allows significant accommodations and supports to enable a student to demonstrate their acquired skills in the Texas Essential Elements and Skills. The student must be eligible as a student with disabilities and meet specific participation requirements to take this test.

TAKS-Alternate (TAKS-Alt): One of the alternative tests required by the Texas Assessment System which assesses the student's progress in the prerequisites to the Texas Essential Knowledge and Skills in the areas of Reading, Math, Science, and Social Studies. The student must meet the defined participation requirements and have a significant cognitive disability to qualify to take this test.

Section C

Course

Descriptions

Consult this section for information about

- English/Language Arts
- Journalism
- Speech
- Mathematics
- Science
- Social Studies
- Languages Other Than English
- Art
- Choir
- Band and Orchestra
- Theater Arts
- Teen Leadership
- Health
- Physical Education
- Interscholastic Competitive Sports (Athletics)
- Military Science (ROTC)
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Career Development
- Education and Training
- Finance
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Marketing
- Transportation, Distribution, and Logistics

ENGLISH/ LANGUAGE ARTS

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

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

English I PreAP (ENG 1)
Credit: 1.0 PreAP-100931
Grade Placement: 9 GT-102031
Prerequisite: Teacher Approval
Recommended
Site: CFC, LVHS

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

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

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

English II PreAP (ENG 2)
Credit: 1.0 PreAP 101031
Grade Placement: 10 GT 102131
Prerequisite: Teacher Approval
Recommended
Site: CHS, LVHS

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

ESOL I (ENG 1) 100937
ESOL II (ENG 2) 101037
Credit: 1.0
Grade Placement: 9, 10
Prerequisite: LPAC placement
Site: CFC, CHS, LVHS

This course provides the student whose native language is not English with instruction in reading, spelling, and writing the English language. The course stresses concepts and skills in listening, speaking, reading, and writing found in the TEKS objectives.
Students may earn credits to satisfy English I and II requirements.

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

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

English III Dual Credit (ENG 3)
Credit: 1.0 DC 111131
Grade Placement: 11 DC/GT 122231
Prerequisite: Application Approval
Site: CHS

Dual Credit (English 1301, 1302)
Tuition Required

The focus will be on advanced grammar, extensive writing, and college-level reading. Independent reading outside of class time will be required.
 (Dual Credit English III taken at ASU requires English 1301, 1302, 2324)

AP English III (APENGLAN)
English Language & Composition
Credit: 1.0 AP 103231
Grade Placement: 11 AP/GT 102231
Prerequisite: Teacher Approval
Recommended
Site: CHS

This study is a college-level English course for high school juniors and is aligned with the Advanced Placement program of the College Board. While this study is an advanced course, it is also a junior English class; therefore, the basics will be covered. However, students must have a strong foundation in reading, writing, and analyzing before attempting this college-level course. Students taking this course will be reading a variety of fiction and nonfiction material to learn how the great writers compose. Students will also study the finer points of grammar usage and style as they research and compose. Great emphasis is placed on outside reading and on writing rhetorical analyses. Independent reading outside of class time will be required.

Students enrolled in this class are expected to take the Advanced

Placement Examination at the end of the course.

**AP/Dual Credit English III
English Language & Composition
(APENGLAN)** AP 103231
Credit: 1.0 AP/GT 102231
Grade Placement: 11 AP/DC 113231
AP/DC/GT 123231

**Prerequisite: Teacher Approval
Recommended
Application Approval for Dual Credit
Site: LVHS**

**Dual Credit (English 1301, 1302)
Tuition Required for Dual Credit**

This is a college-level English course for high school juniors and is aligned with the Advanced Placement program of the College Board and Howard College competencies for dual credit. While this study is an advanced course, it is also a junior English class; therefore, the basics will be covered. However, students must have a strong foundation in reading, writing, and analyzing before attempting this college-level course. Students taking this course will be reading a variety of fiction and nonfiction material to learn how the great writers compose. Students will also study the finer points of grammar usage and style as they research and compose. Great emphasis is placed on outside reading and on writing rhetorical analyses. Independent reading will be required. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

English IV (ENG 4) 101232
Credit: 1.0
Grade Placement: 12
Prerequisite: English III
Site: CHS, LVHS

This course provides a survey of literature which traces the development of the English language and our global heritage by reading representative selections from significant British and World writers. The course also includes a study of composition and research. Students will be involved in both oral and visual learning to enhance their studies. Grammar, punctuation, and spelling as part of improving writing and speech will be studied. Independent reading outside of class time will be required.

English IV Dual Credit (ENG IV)
Credit: 1.0 DC 111231
Grade Placement: 12 DC/GT 122331
Prerequisite: Application Approval
Site: CHS

**Dual Credit (English 2332, 2333)
Prerequisite English 1301, 1302
Tuition Required**

This course is a college course. It will involve the study of British and world authors with an emphasis on literary analysis and research. Independent reading outside of class time will be required.
(Dual Credit English IV taken at ASU requires English 2323 and 2325)

**AP English IV (APENGLIT)
English Literature & Composition**
Credit: 1.0 AP 103331
Grade Placement: 12 AP/GT 102331
**Prerequisite: Teacher Approval
Recommended
Site: CHS**

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

**AP/Dual Credit English IV
English Literature & Composition
(APENGLIT)** AP 103331
Credit: 1.0 AP/GT 102331
Grade Placement: 12 AP/DC 113331
AP/DC/GT 123331
**Prerequisite: Teacher Approval
Recommended
Application Approval for Dual Credit
Site: LVHS**

**Dual Credit (English 2332, 2333)
Prerequisite English 1301, 1302
Tuition Required for Dual Credit**

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

Reading I (READ I) 120932
Credit: 1.0
Grade Placement: 9-12
Prerequisite: Administrative App.
Site: CFC, LVHS

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

**Independent Study/Mentorship
Course (IND ENG) 109142**
Credit: 0.5 (IND ENG2) 109242
Grade Placement: 11-12
Prerequisite: Approval Required
Site: CHS, LVHS

During this semester course, each student will create an in-depth product at the collegiate/professional level.

This product will be documented with a portfolio and will be completed with a mentor from the community. Each student will present their final product at the end of the semester to a panel of judges for critique and evaluation. Students enrolled in this class must exhibit skills in self-directed learning, thinking, research, and communication. A student may enroll in this course twice if completely different fields of study are pursued. This course can meet the Distinguished Achievement Program requirement for an advanced measure.

JOURNALISM

Journalism I (JRNLSM)
Credit: 1.0 150932
Grade Placement: 9-12
Prerequisite: B or better in English preferred
Site: CHS, LVHS

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

Photojournalism (PHOTJOUR)
Credit: 1.0 151032
Grade Placement: 10-12
Prerequisite: Camera & Teacher Approval
Site: CHS

Photojournalism begins with the history of photography and takes students through the production of

their own photographs. Students will learn to process their own film and print their own photos. This course deals with black and white photography and digital photography. Students may use their own digital cameras, cards, and card readers, but will be provided these digital supplies if needed. Students must furnish their own 35mm single lens reflex camera equipped with a 50mm lens. Other lenses are optional. The camera must have at least a manual option: fully manual is preferable. Students must supply their own black and white film and printing paper. Deadlines will be stressed. Students will be asked to take some group shots, candid shots, and action shots for possible inclusion in the school newspaper and yearbook. They will also learn portraiture. Students who successfully complete the course will be eligible to apply to work on the newspaper staff or yearbook staff the following year.

Newspaper I (NP1) 152032
Newspaper II (NP 2) 152132
Newspaper III (NP 3) 152332
Credit: 1.0
Grade Placement: 10-12
Prerequisite: B or better in English preferred, Teacher Approval Recommended
Site: CHS, LVHS

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

Yearbook I (YBK1) 153032
Yearbook II (YBK2) 153132
Yearbook III (YBK3) 153232
Credit: 1.0
Grade Placement: 9-12
Prerequisite: B or Better in English Preferred, Teacher Approval Recommended
Site: CHS, LVHS

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

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

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

SPEECH

Communications Applications

**Speech
(COMM APP)** 160942
Credit: 0.5
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

Communications Applications is a basic oral communications course which deals with communication theory, interpersonal and group communication, and beginning public speaking. Performances before a classroom audience will be required.

This course will meet the required speech credit for graduation.

Professional Communication (PROFCOMM)

Credit: 0.5 770342
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

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

Debate I (DEBATE 1) 164032
Credit: 1.0
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

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

legal profession should take this course.

Debate II (DEBATE 2) 164132
Debate III (DEBATE 3) 164232
Credit: 1.0
Grade Placement: 10-12
Prerequisite: None
Site: CHS

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

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

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

Oral Interpretation I (ORALINT 1)
Credit: 1.0 163032
Grade Placement: 10 – 12
Prerequisite: None
Site: CHS

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

Oral Interpretation II (ORALINT2) 163132
Oral Interpretation III (ORALINT3) 163232

Credit: 1.0
Grade Placement: 10-12
Prerequisite: Oral Interpretation I
Site: CHS

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

MATHEMATICS

SAISD Mathematics Course Offerings

And

Possible Mathematics Sequence Grades 8-12

8th Grade

8th Grade Math
Algebra I Pre AP *

9th Grade

Algebra I
Algebra I Pre AP
Geometry
Geometry Pre AP

10th Grade

AGA
Geometry
Geometry Pre AP
Algebra II
Algebra II Pre AP

11th Grade

AGA (Taken before Algebra II)
Geometry
Algebra II
Algebra II Pre AP
Pre Calculus
Pre Calculus Pre AP
AP Statistics
AP Computer Science

12th Grade

Algebra II
Algebra II Pre AP
Algebra III
Pre Calculus
Pre Calculus Pre AP
AP Calculus
AP Statistics
AP Computer Science
Independent Study Math (Dual Credit)

*Any Student taking Algebra I in the 8th grade will be expected to take a math course each year of high school (grade 9-12).

Algebra I (ALG 1)
Credit: 1.0 210932
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Algebra I PreAP (ALG 1)
Credit: 1.0 PreAP 210931
Grade Placement: 9 GT 212931
Prerequisite: Teacher Approval Recommended
Site: CFC, LVHS

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

Algebra-Geometry Applications (MTHMOD)
Credit: 1.0 201232
Grade Placement: 10-12
Prerequisite: Algebra I, must be taken prior to Algebra II
Site: CHS, LVHS

In this course students continue to build on the Algebra I and Geometry foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in

both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators, with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems.

Geometry (GEOM)
Credit: 1.0 211132
Grade Placement: 9-12
Prerequisite: Algebra I
Site: CFC, CHS, LVHS

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

Geometry PreAP (GEOM)
Credit: 1.0 PreAP 211131
Grade Placement: 9-10 GT 212131
Prerequisite: Algebra I and Teacher Approval Recommended
Site: CFC, CHS, LVHS

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

Algebra II (ALG 2)
Credit: 1.0 211032
Grade Placement: 10-12
Prerequisite: Alg. I and/or Geom.
Site: CHS, LVHS

This course emphasizes the need to master functional relationships and employ them to problem-solve real situations. It provides access to

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

Algebra II PreAP (ALG 2)
Credit: 1.0 PreAP 211031
Grade Placement: 10-12 GT 212031
Prerequisite: Alg. I, Geom., and Teacher Approval Recommended
Site: CHS, LVHS

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

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

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

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

Pre-Calculus combines the use of the real number coordinate system with an extensive study of functions and their graphs, including trigonometric, polynomial, rational, exponential, and

logarithmic functions. Students will spend half the year learning trig metric functions which will be applied to real life situations. Other topics covered will be sequences and series, parametric representations, and vectors

Pre-Calculus PreAP (PRECALC)

Credit: 1.0 PreAP 221331
Grade Placement: 11-12 GT 222331
Prerequisite: Alg. II, Geom., and Teacher Approval Recommended
Site: CHS, LVHS

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

AP Calculus AB (APCALCAB)

Credit: 1.0 AP 221431
Grade Placement: 11-12 GT 222431
Prerequisite: Pre-Calculus and Teacher Approval Recommended
Site: CHS, LVHS

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

AP Statistics (APSTATS)

Credit: 1.0 211531
Grade Placement: 11-12 GT 221531
Prerequisite: Algebra II
Site: CHS, LVHS

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

Computer Science I (TACSI)

Credit: 1.0 281032
Grade Placement: 10-12
Prerequisite: Algebra I/Geometry or Teacher Recommendation
Site: CHS

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

AP Computer Science I (APTACSI)

Credit: 1.0 281031
Grade Placement: 10-12
Prerequisite: Algebra II Pre AP or Teacher Recommendation
Site: CHS

Computer Science I AP is the study of the beginning skills and concepts associated with programming methodology, programming languages data types, data structures, algorithms, and applications of computing. Design of computer systems and social implications of computer systems are integrated throughout the course. Java programming language is used. This course teaches more in-depth study of computer concepts and more advanced programming techniques

than Computer Science I. It is intended for students who seek a technology major in college such as engineering, science, mathematics, or computer science; and for students who accept the challenge and enrichment of an advanced placement course. Students who complete this course will be prepared to take the College Board Advanced Placement Exam for Computer Science A.

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

SCIENCE

SAISD Science Course Offerings

And

Possible Science Sequences

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Biology Biology Pre AP	Chemistry Chemistry Pre AP IPC	Chemistry Physics Physics Pre AP AP/DC Biology* AP Chemistry* AP/DC Environmental Science*	Anatomy & Physiology Anatomy & Physiology Pre AP Environmental Systems AP/DC Biology AP Chemistry AP Physics AP/DC Environmental Science

*AP Science Classes taken in 11th grade must be taken concurrently with a Physics class.

Students that are taking grade level science classes may register for Pre-AP or AP classes the following year but are encouraged to discuss this option with their counselor and/or teacher. Students wishing to take AP classes earlier than listed in the sequence should make sure they have met the pre-requisites and must visit with their counselor and /or the AP teacher.

Biology (BIO)

Credit: 1.0 301032
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Biology PreAP (BIO)

Credit: 1.0 PreAP 301031
Grade Placement: 9 GT 302031
Prerequisite: Teacher Approval Recommended
Site: CFC, LVHS

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

AP/Dual Credit Biology (AP BIO)
Credit: 1.0 DC 304131
Grade Placement: 11-12 AP 303131
 GT 302131
Prerequisite: Biology, Chemistry & Teacher Approval Recommended Application Approval for Dual Credit
Site: CHS, LVHS

Dual Credit (General Biology 1306, 1307 (Lecture); 1106, 1107 (Lab))
Tuition Required for Dual Credit

This course is designed to meet the requirements of both the College Board Advanced Placement course and the Competencies for Howard College General Biology lecture and lab portions. Students will be encouraged to focus on understanding

important relationships, processes, and mechanisms and potential extensions and applications of concepts. The course will cover molecules and cells, heredity and evolution, and organism and diversity. The course will include the 12 required AP labs which are quantitative, illustrate important biological principles, and utilize modern techniques currently used by practicing biologists. The students will gain experience in planning and carrying out laboratory work at least 40% of the time. Students will prepare to take the advanced placement test in biology. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Integrated Physics and Chemistry (IPC)

Credit: 1.0 300932
Grade Placement: 10-11 (Administrative Approval Only)
Prerequisite: None
Site: CHS, LVHS

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

Chemistry (CHEM)

Credit: 1.0 311032
Grade Placement: 10
Prerequisite: Algebra I and concurrent enrollment in Geometry or upper level math
Site: CHS, LVHS

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

Chemistry PreAP (CHEM)

Credit: 1.0 PreAP 311031
Grade Placement: 10-11 GT 312131
Prerequisite: Alg. I and enrolled in Geometry or upper level math and Teacher Approval Recommended
Site: CHS, LVHS

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

AP Chemistry (AP CHEM)

Credit: 1.0 AP 311131
Grade Placement: 11-12 GT 313131
Prerequisite: Chemistry, Algebra II, and concurrently enrolled in an upper level math, Teacher Approval Recommended
Site: CHS, LVHS

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

Anatomy & Physiology of Human Systems (ANAT&PHY)
Credit: 1.0 301232
Grade Placement: 11-12
Prerequisite: Biology & Chemistry
Site: CHS, LVHS

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

Anatomy & Physiology of Human Systems PreAP (ANAT&PHY)
Credit: 1.0 301231
Grade Placement: 11-12
Prerequisite: Biology & Chemistry and Teacher Approval
Recommended
Site: CHS, LVHS

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

Anatomy & Physiology of Human Systems PreAP/Dual Credit (ANAT&PHY)
Credit: 1.0 333231
Grade Placement: 11-12
Prerequisite: Biology & Chemistry and Teacher Approval
Recommended
Application Approval for Dual Credit
Site: LVHS

Dual Credit (2401 Anatomy & Physiology I and 2402 Anatomy & Physiology II)

Tuition Required for Dual Credit

This is a college level course taught to high school students. It is fast paced and requires hard work, time management skills, initiative, and discipline. Through lecture and laboratory studies students will learn the anatomy and physiology of the human body and factors that affect homeostasis. The first semester begins with basic terminology and cell structure; then extends to survey the

integumentary, skeletal, muscular, and nervous systems including special senses. The second semester studies include the endocrine, cardiovascular, lymphatic, respiratory, digestive, renal, and reproductive systems. Laboratory study is enhanced via microscopic study of tissues, preserved specimens, anatomic models, interactive computer models, and cat dissection. A strong background in biology and chemistry is recommended.

College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content. This course is designed to meet the competency requirements for Howard College.

Physics (PHYSICS)
Credit: 1.0 321232
Grade Placement: 11-12
Prerequisite: Chemistry, Enrolled Algebra II and Teacher Approval
Recommended
Site: CHS, LVHS

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

Physics PreAP (PHYSICS)
Credit: 1.0 PreAP 321231
Grade Placement: 10-12 GT 322231
Prerequisite: Algebra 1, Biology, Concurrent enrollment in Algebra II and Teacher Approval
Recommended
Site: CHS, LVHS

This course includes the Physics TEKS taught in the regular Physics course while also preparing students for the rigors of Advanced Placement courses and exams. Physics is a science course for students with above average grades. The course covers the content of Physics but goes beyond the regular course, including the writing of formal lab reports, describing processes by mathematics

and the English language, solving vector problems graphically and by the component method. It also includes writing equations for free body diagrams including friction, solving coplanar problems in which the forces are not parallel, surveying the work done by the people in atomic and nuclear physics up to the modern view of atomic structure, and expanding the properties of solids, liquids, and gases.

AP Physics B (APPHYSB)
Credit: 1.0 AP 321331
Grade Placement: 11-12 GT 322331
Prerequisite: Concurrent enrollment in Pre-Calculus, Calculus, Physics or Teacher Approval
Recommended
Site: CHS, LVHS

AP Physics is for the student who desires a college-level physics program. The course provides an in-depth study of physics theory and laboratory investigations, including such topics as mechanics, heat, kinetic theory, thermodynamics, electricity and magnetism, waves and optics, modern physics, identification of vectors, mathematics, graphical presentation of data, graphs of functions, and history of physics. This course prepares the student to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Environmental Systems (ENVIRSYS)
Credit: 1.0 330932
Grade Placement: 11-12
Prerequisite: Biology & Chemistry or Physics or taking concurrently
Site: CHS, LVHS

In Environmental Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students study a variety of topics that include the following: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments. Over 40% of the time, this course will be in the laboratory or on field trips where students will get

“hands-on” experience with the environment.

AP/DC Environmental Science (AP-ENVIR) AP 330931
Credit: 1.0 GT 332931
Grade Placement: 11-12 DC 331931
Prerequisite: Biology & Chemistry or Physics
Application Approval for Dual Credit
Site: CHS, LVHS

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

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

SOCIAL STUDIES

World Geography (W GEO)
Credit: 1.0 401132
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

World Geography PreAP (W GEO)
Credit: 1.0 PreAP 401131
Grade Placement: 9 GT 402131
Prerequisite: Teacher Approval
Recommended
Site: CFC, LVHS

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

World History (WHIST)
Credit: 1.0 401032
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

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

World History PreAP (WHIST)
Credit: 1.0 PreAP 401031
Grade Placement: 10 GT 402031
Prerequisite: Teacher Approval
Recommended
Site: CHS, LVHS

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World

History PreAP exceeds the traditional study of the geography, history, and culture of both western and non-western nations. This course provides a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students may only receive credit for World History PreAP or World History AP, not both.

AP World History (APWHIST)
Credit: 1.0 AP 412031
Grade Placement: 10 GT 402031
Prerequisite: Teacher Approval
Recommended
Site: CHS, LVHS

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

United States History (USHIST)
Credit: 1.0 400932
Grade Placement: 11-12
Prerequisite: None
Site: CHS, LVHS

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

U.S. History Dual Credit (USHIST)
Credit: 1.0 DC 411931
Grade Placement: 11 GT 422931
Prerequisite: Application Approval
Site: CHS

Dual Credit (HIST 1301, 1302)
Tuition Required

This course is designed to meet the competencies for Howard College U.S. History. It exceeds the traditional study of topics and problems covering U.S. history from 1492 to the present.

Sufficient depth is given to covering the economic, social, and political forces that have shaped American culture.

AP U.S. History (APUSHIST)

Credit: 1.0 AP 403931
Grade Placement: 11 GT 402931
Prerequisite: Teacher Approval
Recommended
Site: CHS

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

AP/Dual Credit U.S. History (APUSHIST)

423931
Credit: 1.0
Grade Placement: 11
Prerequisite: Teacher Approval
Application Approval for Dual Credit
Site: LVHS

Dual Credit (HIST 1301, 1302)

Tuition Required

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

Economics (ECO-FE)

Credit: 0.5 411242
Grade Placement: 12
Prerequisite: None
Site: CHS, LVHS

Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. Study of the stock market (buying and selling stock) is taught. Current situations serve as a

basis for illustrations. The course also makes a survey of economic principles of which all consumers need a working knowledge. Teaching strategies include problem-solving activities for involving the learner.

Economics Dual Credit (ECO-FE)

Credit: 0.5 DC 451341
Grade Placement: 12 GT 453341
Prerequisite: Application Approval
Site: CHS, LVHS

Dual Credit (ECON 2301)

Tuition Required

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

AP Economics (APMACECO)

Credit: 0.5 AP 422241
Grade Placement: 12 GT 423241
Prerequisite: Teacher Approval
Recommended
Site: CHS, LVHS

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

Government (GOVT)

Credit: 0.5 401242
Grade Placement: 12
Prerequisite: None
Site: CHS, LVHS

United States Government introduces students to the effects of history and political theories on the development

of American political behavior and institutions. Topics include the structure and functions of government, political processes, and the role of citizens in a democracy at national, state, and local levels.

Government Dual Credit (GOVT)

Credit: 0.5 DC 451241
Grade Placement: 12 GT 423341
Prerequisite: Application Approval
Site: CHS, LVHS

Dual Credit (GOVT 2301)

Tuition Required

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

AP Government (APUSGOVT)

Credit: 0.5 AP 421241
Grade Placement: 12 GT 423141
Prerequisite: Teacher Approval
Recommended
Site: CHS, LVHS

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

Social Studies Special Topics**Bible History (BIBHIST)****Credit: 1.0**

131132

Grade Placement: 11-12**Prerequisite: None****Site: CHS, LVHS**

This elective course will take students through **The Bible**, as a literary work, from the historical perspective. Students will study the Old Testament in the fall semester and the New Testament in the spring semester. This course is not focused on religion but on the impact of Israel on the history and literature of Western Civilization. This course **will not** substitute for a required social studies credit.

AP History of Art (APHISART)**Credit: 1.0**

609031

Prerequisite: None**Site: CHS**

AP History of Art is designed to provide the same general survey based introduction materials as found in a college course in art history. In this course, students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They will learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way and how that relates to the how and why "works of art" communicate visual meaning. This course **will not** substitute for a required social studies credit.

LANGUAGES OTHER THAN ENGLISH

French I (FREN 1)**Credit: 1.0**

560932

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

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

French II (FREN 2)**Credit: 1.0**

561032

Grade Placement: 10-12**Prerequisite: French I****Site: CHS**

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

French II PreAP (FREN 2)**Credit: 1.0**

561031

Grade Placement: 10-12**Prerequisite: French I and Teacher Approval****Site: CHS**

Students in French II continue their study with more emphasis on advanced forms. They gain experience in using all persons and concentrate on learning to talk, write, and read about the past. More emphasis is placed on reading, writing, original conversation, and composition. Students work with art, music, movies, and literature designed for native speakers and gain experience with

authentic materials. At least one research project is completed and understanding of various French-speaking cultures is gained. The course will begin preparing students to take the College Board French Language Advanced Placement Exam.

French III PreAP (FREN 3)**Credit: 1.0**

561131

Grade Placement: 11-12**Prerequisite: French I and II and Teacher Approval****Site: CHS**

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

AP French IV (APFRLANG)**Credit: 1.0**

561231

Grade Placement: 12**Prerequisite: French I, II, III and Teacher Approval****Site: CHS**

Students at the French IV level will continue to improve their proficiency in the language while preparing for continued study at the college level. This level studies rules and conventions for grammatical structures already mastered and increases vocabulary through extensive reading and conversation. The course will prepare students to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Latin I (LATIN 1)**Credit: 1.0**

580932

Grade Placement: 09-12**Prerequisite: None****Site: CFC, CHS**

Latin 1 is the beginning course in Latin which places emphasis on vocabulary development, basic grammar fundamentals, and translation of classical myths. Much attention is given to the study of prefixes, suffixes, and root words in the development of both English and Latin vocabularies. Consideration is given to the study of

classical influences on Western culture.

Latin II (LATIN 2)
Credit: 1.0 581032
Grade Placement: 10-12
Prerequisite: Latin I
Site: CHS

Latin II is the further study of language skills and vocabulary development. Students will practice in translations the literary selections of history, drama, and poetry of the ancient Greek and Roman writers.

Latin II PreAP (LATIN 2)
Credit: 1.0 581031
Grade Placement: 10-12
Prerequisite: Latin I and Teacher Approval
Site: CHS

Latin II is the further study of language skills and vocabulary development. Students will practice in translations the literary selections of history, drama, and poetry of the ancient Greek and Roman writers. The course will begin preparing students to take the College Board Latin Literature Advanced Placement Exam.

Latin III PreAP (LATIN 3)
Credit: 1.0 581131
Grade Placement: 11-12
Prerequisite: Latin I and II, and Teacher Approval
Site: CHS

Latin III places more emphasis on reading comprehension and vocabulary. Selections are from Homer, Virgil, Ovid, and the Vulgate. This course will continue preparing students to take the College Board Advanced Placement exam.

AP Latin IV (APLATVG)
Credit: 1.0 581231
Grade Placement: 12
Prerequisite: Latin I, II and III, & Teacher Approval
Site: CHS

Latin IV will be taught as a Latin Literature class to prepare students to take the College Board Advanced Placement Exam. This class will focus on Vergil's *The Aeneid*. Students who take this course are expected to sit for the AP Latin Vergil Exam.

Spanish I (SPAN 1)
Credit: 1.0 590932
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Spanish II (SPAN 2)
Credit: 1.0 591032
Grade Placement: 9-12
Prerequisite: Spanish I
Site: CFC, CHS, LVHS

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

Spanish II PreAP (SPAN 2)
Credit: 1.0 591031
Grade Placement: 9-12
Prerequisite: Spanish I and Teacher Approval
Site: CFC, CHS, LVHS

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

Spanish III (SPAN 3)
Credit: 1.0 591132
Grade Placement: 10-12
Prerequisite: Spanish I and II
Site: CHS, LVHS

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

Spanish III PreAP (SPAN 3)
Credit: 1.0 591431
Grade Placement: 10-12
Prerequisite: Spanish I, II, and Teacher Approval
Site: CHS, LVHS

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

AP Spanish IV (APSPAN)
AP Spanish Language
Credit: 1.0 591131
Grade Placement: 11-12
Prerequisite: Spanish I, II, III and Teacher Approval
Site: CHS, LVHS

The reading, writing, and pace of this course will be increased. The daily assignments will consist of grammar exercises, reading, writing, or vocabulary which will require approximately 45 minutes to master. (This will vary for each student.) Emphasis will be on communication skills requiring that the student be able to comprehend Spanish spoken by native speakers; read short stories, newspapers, and magazines with comprehension; and express oneself

correctly with some fluency in both writing and speaking. The course will prepare students to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

AP Spanish V (APSPALIT)

AP Spanish Literature

Credit: 1.0 591231

Grade Placement: 12

Prerequisite: Spanish I, II, III, IV and

Teacher Approval

Site: CHS, LVHS

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

FINE ARTS

Art

Art I (ART 1)

Credit: 1.0 600932

Grade Placement: 9-12

Prerequisite: None

Site: CFC, CHS, LVHS

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

Art II-Drawing (ART2DRAW) 603032

Art III-Drawing (ART3DRAW) 603132

Art IV-Drawing (ART4DRAW) 603232

Credit: 1.0

Grade Placement: 10-12

Prerequisite: Art I or Teacher

Approval

Site: CHS, LVHS

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

AP Studio Art – Drawing (APSTARTD)

Credit: 1.0 606131

Grade Placement: 11-12

Prerequisite: Art I and II, or Teacher

Approval and Portfolio Review

Site: CHS, LVHS

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

Art II Sculpture (ART2SCLP) 605032

Art III-Sculpture (ART3SCLP)605132

Art IV-Sculpture (ART4SCLP)605232

Credit: 1.0

Grade Placement: 10-12

Prerequisite: Art I or Teacher

Approval

Site: CHS, LVHS

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

Art II-Painting (ART2PATG) 604032

Art III-Painting (ART3PATG) 604132

Art IV-Painting (ART4PATG) 604232

Credit: 1.0

Grade Placement: 10-12

Prerequisite: Art I or Teacher

Approval

Site: CHS, LVHS

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

AP Studio Art 2-D Design (AP2DDP)

Credit: 1.0 606031

Grade Placement: 11-12

Prerequisite: Art I and II or Teacher

Approval Recommended and

Portfolio Review

Site: CHS, LVHS

This course is a studio class intended for highly motivated college-bound and art career-oriented students. Students will be challenged to demonstrate purposeful decision-making using the Elements & Principles of Design in an integrative two-dimensional way while producing original artwork. Emphasis will be placed on the production of quality artwork while developing mastery of concept, composition and

execution of personal ideas. Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board Advanced Placement Program for possible college credit.

AP Studio Art 3-D Design (AP3DDP)
Credit: 1.0 606231
Grade Placement: 11-12
Prerequisite: Art II Ceramics, Art II Sculpture or Portfolio Review
Site: CHS, LVHS

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

Art II-Ceramics (ART2CRMC) 607032
Art III-Ceramics (ART3CRMC)607132
Art IV-Ceramics(ART4CRMC)607232
Credit: 1.0
Grade Placement: 10-12
Prerequisite: Art I or Teacher Approval
Site: CHS, LVHS

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

Choir

Choir I (MUS1CHOR) 670932
Choir II (MUS2CHOR) 671032
Choir III (MUS3CHOR) 671132
Choir IV (MUS4CHOR) 671232
Credit: 1.0
Grade Placement: 09-12
Prerequisite: Audition and Director Approval
Site: CFC, CHS, LVHS

Choral Music I, II, III, and IV are courses for students to develop their musical and vocal skills through

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

Vocal Ensemble I (MUS1VOEN) 672032
Vocal Ensemble II (MUS2VOEN) 672132
Instrumental Ensemble III (MUS3VOEN) 672232
Instrumental Ensemble IV (MUS4VOEN) 672332
Credit: 1.0
Grade Placement: 09-12
Prerequisite: Audition and Director Approval
Site: CFC, CHS, LVHS

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

Band and Orchestra

Band I (MUS1BAND) 620932
Band II (MUS2BAND) 621032
Band III (MUS3BAND) 621132
Band IV (MUS4BAND) 621232
Credit: 1.0
Grade Placement: 09-12
Prerequisite: Audition and Director Approval
Site: CFC, CHS, LVHS

PE Substitution Marching Band(Fall Sem. Only)

Credit:0.5-1.0 (SUBMB) 520032
These courses consist of marching, concert playing, sight-reading, small ensemble playing, and individual instrumental technique. All bands are required to perform in public performances throughout the year. Students in grades nine through twelve will comprise various classes

according to achievement levels monitored during periodic auditions. The names of these classes differ with the school on which they are organized. These groups may participate in UIL competitions.

Jazz Band I (MUS1JZBD) 630932
Jazz Band II (MUS2JZBD) 631032
Jazz Band III (MUS3JZBD) 631132
Jazz Band IV (MUS4JZBD) 631232
Credit: 1.0
Grade Placement: 09-12
Prerequisite: Audition, Director Approval, and Concurrent Enrollment in a band or orchestra class.
Site: CFC, CHS, LVHS

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

Orchestra I (MUS1ORCH) 660932
Orchestra II (MUS2ORCH) 661032
Orchestra III (MUS3ORCH) 661132
Orchestra IV (MUS4ORCH) 661232
Credit: 1.0
Grade Placement: 09-12
Prerequisite: Audition and Director Approval
Site: CFC, CHS, LVHS

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

Instrumental Ensemble I (MUS1INEN) 650932
Instrumental Ensemble II (MUS2INEN) 651032
Instrumental Ensemble III (MUS3INEN) 651132
Instrumental Ensemble IV (MUS4INEN) 651232
Credit: 1.0
Grade Placement: 09-12
Prerequisite: Audition and Director Approval
Site: CFC, CHS, LVHS

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

Theater Arts

Theater Arts I (TH1) 610932
Credit: 1.0
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

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

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

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

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

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

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

Technical Theater I (TH1TECH) 612032
Credit: 1.0
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

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

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

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

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

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

Theater Production I (TH1PROD) 613032
Theater Production II (TH2PROD) 613132
Theater Production III (TH3PROD) 613232

Credit: 0.5-1.0
Grade Placement: 10-12
Prerequisite: Audition and Teacher Approval
Site: CHS, LVHS

Theater Production is for students involved in their school's Fall or Spring semester theater production as an actor, technician, or manager. Students will plan and actively participate in auditions, rehearsals, workdays, technical rehearsals, dress rehearsals, public performances and strike. Students must spend at least 80 hours outside of school time working on the production to earn credit. **This course is not offered during the school day.**

TEEN LEADERSHIP

Teen Leadership (TEENLDR) 938231
Credit: 1.0
Grade Placement: 10-12
Prerequisite: None
Site: CHS

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

HEALTH

Health (HLTHED)
Credit: 0.5 500942
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

PHYSICAL EDUCATION

Students are required to earn at least 1 unit of credit in Physical Education. The total number of allowable P.E. credits for graduation purposes is 4.0.

Students may receive only ½ credit of P.E. or P.E. Substitution per semester.

Students may receive a substitution for physical education classes through the following.

P.E. Substitutions:

- Each semester of UIL competition sport
- JROTC 1
- Two semesters of Cheerleading or Drill Team
- Two Fall semesters of marching band

Foundations of Personal Fitness (PEFOUND)
510942
Credit: 0.5-1.0
Grade Placement: 9-12
Prerequisite: None
Site: CFC, LVHS

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

Team Sports (PEITS)
Credit: 0.5 521042
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Individual Sports (PEITS)
Credit: 0.5 511042
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Lifeguard Training/Swimming Conditioning (PEAA)
Credit: 0.5 512042
Grade Placement: 10-12
Prerequisite: PE 1A
Site: CHS

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

Aerobics (PEAA)
Credit: 0.5 525042
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

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

Beginning Gymnastics (PEITS)
Credit: 0.5 513042
Grade Placement: 10-12
Prerequisite: PE 1A
Site: CHS

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

Weight Training (PEITS)
Credit: 0.5 516042
Grade Placement: 10-12
Prerequisite: PE 1A
Site: CHS

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

Outdoor Education/Adventure Sports (PEAOE)
Credit: 0.5 526042
Grade Placement: 10-12
Prerequisite: PE 1A
Site: CHS, LVHS

Students will learn basic skills in outdoor activities such as backpacking, camping, canoeing, kayaking, hiking, orienteering, climbing, and repelling. The class promotes leadership, self-awareness, self-confidence, and teamwork.

PE Partners (PEITS)
Credit: 0.5 522042
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

This class offers a unique and rewarding experience for students who are interested in working as partners with students with disabilities in adapted team sports activities. The course will be taught by a physical education teacher with the assistance of staff trained in adaptive physical education techniques. Class size will be limited to approximately 20 students, half of whom are students without disabilities and the other half will be students with disabilities. All students will learn various team sports, such as softball, floor hockey, basketball, swimming, weight lifting,

and more. Students will develop skills in relationships and diverse individuals, peer problem solving, and teamwork. The initial three weeks of the class will be directed at instruction for students without disabilities regarding the special needs of students with disabilities.

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

This class will be an in-depth look at the athletic training career. Students will learn care, prevention, evaluation,

and rehabilitation of athletic injuries, as well as basic medical terminology and documentation. Student Trainers will be required to attend practices and games, as well as travel with teams out of town as scheduled.

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

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

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

Cheerleaders are determined by tryouts each spring. Students will perform at athletic events and special functions throughout the year. PE credit is granted for fall semester only.

INTERSCHOLASTIC COMPETITIVE SPORTS

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

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

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

Female Athletic Classes		Male Athletic Classes	
Sport	Course Number	Sport	Course Number
<u>Freshman</u>		<u>Freshman</u>	
9 th Grade Volleyball/Basketball	541932	9th Grade Football/Basketball	540932
<u>Varsity/JV/Sophomore</u>		<u>Varsity/JV/Sophomore</u>	
Varsity/JV/Soph Basketball	551532	Varsity/JV/Soph Baseball	550032
Varsity/JV/Soph Cross Country	558532	Varsity/JV/Soph Basketball	551032
Varsity/JV Golf	553032	Varsity/JV/Soph Cross Country	558532
Varsity Gymnastics *	554532	Varsity/JV/Soph Football	552532
JV Gymnastics *	544532	Varsity/JV Golf	553032
Varsity Swimming *	556032	Varsity Gymnastics *	554032
JV Swimming *	546032	JV Gymnastics *	544032
Varsity/JV Soccer	555532	Varsity/JV Soccer	555032
Varsity/JV Softball	550532	Varsity Swimming *	556032
Varsity Tennis	557032	JV Swimming *	546032
JV Tennis	547532	Varsity Tennis	557032
Varsity/JV Track	558032	JV Tennis	547032
Varsity/JV/Soph Volleyball	559032	Varsity/JV Track	558032
Athletic Trainer	549032	Athletic Trainer	549032
* sport available at CHS only		* sport available at CHS only	

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. Students that fail the same Advanced, Pre-AP, AP, or Dual Credit course in the subject of English Language Arts, Mathematics, Science, Social Studies, Economics or language other than English for a second time during any six weeks period of the same school year will not be exempted from the UIL eligibility requirements. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

MILITARY SCIENCE

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

Aerospace Science I (SUBJ1)
Credit: 1.0 530932
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

PE Substitution

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

Aerospace Science II (ROTC2)
Credit: 1.0 531032
Grade Placement: 10-12
Prerequisite: Successful completion of ROTC 1
Site: CHS, LVHS

Cadets begin a Global Studies program that provides a wide range of studies that impact the United States, from political, financial, and strategic points of view. Program is broken down into different geographical regions, their history, social changes, religious issues, and technological developments. Leadership Education II covers communication/life skills, critical thinking, conflict resolution/problem solving, and developing as a leader. Students will continue wellness education started in ROTC I.

Aerospace Science III (ROTC3)
Credit: 1.0 531132
Grade Placement: 11-12
Prerequisite: ROTC 2
Site: CHS, LVHS

Cadets continue the Global Studies program that began in ROTC 2 and/or Introduction to Astronomy for ROTC 3. Leadership Education III places an emphasis on cadets preparing for "Life After High School" and increased leadership techniques. Career planning, resumes, preparing for college and personal finance are among the areas covered. Students continue wellness education.

Aerospace Science IV (ROTC4)
Option One or Two
Credit: 1.0 531232
Grade Placement: 12
Prerequisite: ROTC 3
Site: CHS, LVHS

Option One – This is an advanced course that focuses on cadet leadership and management of the cadet corps. Cadets learn to apply theories and techniques of leadership, strengthen organizational skills, develop decision making skills, and apply Air Force standards of discipline and conduct. Cadets may continue to study career and like skills as a continuation from ROTC 3 and/or begin Principles of Management for ROTC 4. Students continue wellness education and actively manage the wellness program.

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

** Note: Sophomores, Juniors, and Seniors may take more than one ROTC class (with Instructor Approval) if desiring to complete the four year program before graduation. LVHS students may take ROTC1 as a "Participating Student". "Participating Students" will not be required to wear the blue Air Force uniform, nor will they be allowed to participate in extracurricular JROTC activities.

CAREER & TECHNICAL COURSES

AGRICULTURE, FOOD, and NATURAL RESOURCES

Principles of Agriculture, Food, & Natural Resources (PRINAFRN)

Credit: 0.5 741042

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS **Fall Semester**

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

Livestock Production (LIVEPROD)

Credit: 0.5 741142

Grade Placement: 9-12 TDC 741441

Prerequisite: None

Site: CHS, LVHS **Spring Semester**

Tech Prep

Technical Dual Credit (11-12 only)

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

Equine Science (EQUINSCI)

Credit: 0.5 742742

Grade Placement: 9-12 TDC 742741

Prerequisite: None

Site: LVHS **Fall Semester**

Tech Prep

Technical Dual Credit (11-12 only)

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

Wildlife, Fisheries and Ecology Management (WFECGT)

Credit: 0.5 743242

Grade Placement: 10-12 TDC 743241

Prerequisite: None

Site: CHS **Fall Semester**

Tech Prep

Technical Dual Credit (11-12 only)

Discover the beauty of Texas through this class. Discover knowledge about managing wildlife populations and how species interact with one another. Basic ecological concepts will be studied and applied outside the classroom. Additionally a hunter safety certificate can be earned through this hands-on course.

Small Animal Management

(SMANIMGT) 742542

Credit: 0.5 TDC 742541

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS **Spring Semester**

Tech Prep

Technical Dual Credit (11-12 only)

Small animals are special creatures, whether you are a cat person, a reptile lover or you prefer pocket pets, you will experience it all. Students will attain knowledge and skills related to animal identification, animal behavior, anatomy, and the care and management of animals ranging from small mammals such as dogs and cats to amphibians and reptiles.

Veterinary Medical Application

(VETMEDAP) 743532

Credit: 1.0 TDC 743531

Grade Placement: 11-12

Recommended

Prerequisite: None

Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

Did you know that Calico cats are almost always female? This class will teach you the necessary skills needed for an entry level career in veterinary medicine. This course provides many hands-on learning experiences with small and large animals that include surgery techniques, office management, ethics, clinical exams, and hospital care.

Agriculture Mechanics and Metal Technology (AGMECHMT)

Credit: 1.0 741232

Grade Placement: 9-12 TDC 741231

Prerequisite: None

Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

Do you like working in a hands-on environment? This class may be the right choice for you. Students will actively learn tool operation, electrical wiring, plumbing, carpentry, and metal working techniques as related to the agricultural industry. Students will also learn to use the cutting torch and MIG welders laying a foundation of useful skills for the future.

Agricultural Mechanics I (Welding)

- Ag Mechanics & Metal Tech (AGMECHMT)
- Ag Power Systems (AGPOWSYS)

Credit: 2.0 735032

Grade Placement: 10-12 TDC 735031

Prerequisite: None

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

This is a hands-on classroom/laboratory/shop course designed to develop student skills in basic agricultural mechanics (welding). Students will be introduced to the world of welding through basic theory in the classroom and actual hands-on experience in the laboratory/shop area. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) and oxyacetylene welding; along with blueprints, tool identification and safety in the shop. Emphasis will be placed on the design and construction of a small metal project.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Agricultural Mechanics II (Welding II) (AGDFAB)
Credit: 2.0 735132
Grade Placement: 10-12 TDC735131
Prerequisite: Welding, Ag Mechanics & Metal Technology or Ag Mechanics I
Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

This course is a continuation of agricultural mechanics (Welding) I. Students will be introduced to more critical welding processes and applications. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) as well as GTAW (TIG welding). Students will be working with more challenging metals such as aluminum and stainless steel. Emphasis will be placed on designing and constructing larger and more challenging metal projects.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Advanced Agricultural Mechanics (PRACAFNR)
Credit: 2.0 735232
Grade Placement: 11-12
Prerequisite: Ag Mechanics II
Site: WTTC (CHS, LVHS)

This is a project-based learning experience developed by a student or group of students, teacher, and an interdisciplinary mentor team. The project provides opportunities for an in-depth study of at least one aspect of the agricultural science and technology area. The student or group demonstrates the ability to utilize a variety of resources, advanced technology, and communication skills in the development and presentation of the project.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

ARCHITECTURE and CONSTRUCTION

Welding (WELD)
Credit: 1.0 730332
Grade Placement: 9
Prerequisite: None
Site: CFC

Welding is a hands-on course that demonstrates a variety of welding processes. This course introduces oxy-fuel braze welding, oxy-fuel flame

cutting, gas metal arc welding, plasma cutting and shielded-metal arc welding. It covers the history of welding, safety and terminology. It will develop correct welding procedures for various applications using lab work to enhance welding skills. Various projects will be constructed as a result of each study of welding and measuring.

Foundations of Construction Technology (CONSTECH)

Credit: 1.0 730532
Grade Placement: 9-12
Prerequisite: None
Site: CFC, LVHS

This is a hands-on, project-based course utilizing various tools and equipment used in the construction industry. Students will explore employer expectations and work ethics found in a successful construction environment. Student will read blueprints, operate hand tools, construct projects and utilize workplace safety skills.

Construction Technology I (ADVCONST)
Credit: 2.0 733032
TDC 733031
Grade Placement: 10-12
Prerequisite: None
Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

Formerly Building Trades, this laboratory course is designed to provide job-specific training for entry-level employment in industrial/heavy construction and home building. Special emphasis placed on instruction in carpentry, shingling, sheet rocking, brick laying, form setting, load rigging, safety, leadership training, and career opportunities awareness. Students will complete a major construction project.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Construction Technology II (PRACCONS)
Credit: 2.0 733132
Grade Placement: 11-12
Prerequisite: Construction Technology I
Site: WTTC (CHS, LVHS)

This is continuation of Construction Technology I with continued emphasis on skills needed for entry level employment in industrial/heavy construction and home building.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Interior Design (INTERDSN)
Credit: 0.5 703342
Grade Placement: 10-12 TDC 703341
Prerequisite: None
Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

Interior Design will focus on housing needs, career opportunities, the elements of design and designing a room, including background materials, furniture and accessories. The course will offer the principles of design, construction of housing and designing floor plans by hand and by using computer aided drafting (CAD). Students will have the opportunity for field trips and to make creative projects.

Architectural Design (ARCHDSN)
Credit: 2.0 738031
Grade Placement: 11-12
Prerequisite: Howard College
Admission Requirements
Site: WTTC (CHS, LVHS)

Technical Dual Credit

Formerly Drafting I, this college course is taught by Howard College staff. It is designed to aid students who wish to pursue careers related to architecture, engineering and other related major industries. This course will focus on architectural and mechanical drafting procedures, practices and symbols as well as an introduction to computer-aided drafting.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Advanced Architectural Design (ADVARCH)
Credit: 2.0 738131
Grade Placement: 12
Prerequisite: Architectural Design
Site: WTTC (CHS, LVHS)

Technical Dual Credit

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

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

ARTS, A/V TECHNOLOGY and COMMUNICATIONS

These courses will fulfill the Technology credit required for graduation.

Introduction to Audio Video Production

3-D Animation

Advanced 3-D Animation

Audio Video Production

Graphic Illustration & Web Design

Business Information Management

Principles of Information

Technology

Digital and Interactive Media

Computer Technician I

Cisco Internetworking

Business Career Preparation

Introduction to Audio Video Production (PRINAAVTC)

Credit: 1.0

862032

Grade Placement: 9

Prerequisite: None

Site: CFC

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

3-D Animation (ANIMAT)

Credit: 2.0

739232

Grade Placement: 10-12 TDC739231

Prerequisite: None

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

Ever wonder how a 3D movie like Shrek is made? By working in teams, students will develop ideas for 3D animation short films, write short screenplays, technical scripts, draw storyboards, and produce and edit animation projects. Using industry standard software, students will create 3D models, apply special effects and animate creations. Students will learn the process of pre-visualization, pre-

production, production and post production. You can apply your skills to real-world competitions and use green screen technology to interact with your animations. This is a modeling intensive course so patience is required. ***This course will meet the locally required technology credit for graduation.***

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Advanced 3-D Animation

(ADVANIM)

739332

Credit: 2.0

TDC 739331

Grade Placement: 11-12

Prerequisite: 3D Animation

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit

Advanced Animation emphasizes the advanced exploration of animation principles and further utilization of rigging character models, character personalities, voice synchronization, UV mapping techniques, lighting, color, camera techniques and visual effects. Students will have project-based assessments and create short 3D films which can be entered in real-world competition. ***This course will meet the locally required technology credit for graduation.***

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Audio Video Production

(ADVAVPRO)

862332

Credit: 2.0

TDC 862331

Grade Placement: 10-12

Prerequisite: Computer aptitude

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

Lights, Camera, Action! This course focuses on the complete film production process of taking the concept to the execution of a project. While working in teams, students develop ideas for video projects, write short screenplays, technical scripts, draw storyboards, produce and edit video projects such as a short documentary, news stories, or fiction. Students will have access to video equipment, video editing software and special effects programs and audio production software. Students will integrate into their video projects a composition from personal instrumentation or a MIDI musical score, as well as remixing the video

projects' audio content. ***This course will meet the locally required technology credit for graduation.***

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Graphic Illustration and Web Design (GRAPHDI)

Credit: 2.0

751132

Grade Placement: 10-12 TDC 751131

Prerequisite: None

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

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

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Fashion Design (FASHDSN)

Credit: 1.0

701232

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

Fashion spans all aspects of the clothing and textile industry. This course will include designing, construction, and recycling of clothing and accessories. Student will be responsible for supplies for class projects.

BUSINESS MANAGEMENT and ADMINISTRATION

**Principles of Business, Marketing
and Finance (PRINBMF)**

Credit: 0.5 784142

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

This course is designed to introduce topics in finance, marketing and advertising. Students will have a better understanding of the importance of personal financial management. Explore careers and skills that are needed to succeed. Emphasis will be placed on basic management and marketing principles, concepts and practices.

**Business Information Management
(BUSIM1)**

Credit: 1.0 751032

Grade Placement: 9-12 TDC 751031

Prerequisite: None

Site: CFC, CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

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

CAREER DEVELOPMENT

**Career Preparation I
(General Employment)**

(CAREERP1) 773032

Credit: 3.0 TDC 773031

**Grade Placement: 11-12 (must be at
least 16 years old)**

Prerequisite: None

Site: CHS, LVHS

**Career Preparation II
(General Employment)**

(CAREERP2) 773132

Credit: 3.0 TDC 773131

Grade Placement: 12

Prerequisite: Career Preparation I

Site: CHS, LVHS

Tech Prep

Technical Dual Credit

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

**Business Career Preparation I
(CAREERP1)**

771032

Credit: 3.0 TDC 771031

**Grade Placement: 11-12 (must be at
least 16 years old)**

Prerequisite: None

Site: CHS, LVHS

**Business Career Preparation II
(CAREERP2)**

771132

Credit: 3.0 TDC 771131

Grade Placement: 12

Prerequisite: Business Career

Preparation I

Site: CHS, LVHS

Tech Prep

Technical Dual Credit

Business Career Preparation I and II will provide opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment. Students have the opportunity to learn employability skills, which include job-specific skills related to their training station, job

interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Students must work a minimum of 15 hours per week and obtain approved employment within the first two weeks of school. ***This course can fulfill the required graduation credit of Technology.***

Problems and Solutions (PROBS1)
(For all Clusters)

Credit: 0.5-1.0 841232

Grade Placement: 11-12

Prerequisite: None

Site: CHS, LVHS, WTTC

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

**Professional Communication
(PROFCOMM)**

Credit: 0.5 770342

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

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

EDUCATION and TRAINING

Education and Training 101 (PRINEDTR) 762442
Credit: 0.5
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

Shortages of teachers and trainers are here! Careers focusing on becoming an educator and trainer in numerous areas such as corporation, fitness venues, sales, and motivational coaching will be explored. Individualized graduation plans leading to specific education and training career pathways will be developed. This course will lay the foundation for Instructional Practices and Practicum in Education and Training.

Human Psychology (HUGRDEV)
Credit: 1.0 762532
Grade Placement: 10-12 TDC 762531
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)

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

Instructional Practices in Education and Training (INPREDTR)
Credit: 2.0 762232
Grade Placement: 11-12 TDC 762231
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit

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

Practicum in Education & Training (PRACEDTR) 762332
Credit: 2.0
Grade Placement: 12
Prerequisite: Instructional Practices in Education & Training
Site: CHS, LVHS

This course (formerly Ready, Set, Teach II) will provide students with enhanced opportunities with exemplary educators and/or trainers in direct instructional roles. **Transportation to and from the training site is the responsibility of the student.**

FINANCE

Money Matters (MONEYM) 832142
Credit: 0.5
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Banking & Financial Service (BANKFIN) 822142
Credit: 0.5
Grade Placement: 10-12 TDC 822141
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)

This new course offers the chance to learn about the international market, financial institutions, and global trade. Students will develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students will incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

Accounting I (ACCOUNTI)
Credit: 1.0 821032
Grade Placement: 10-12 TDC 821031
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)

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

Accounting II (ACCOUNT2)
Credit: 1.0 821132
Grade Placement: 11-12 TDC 821131
Prerequisite: Accounting I
Site: CHS, LVHS

Tech Prep
Technical Dual Credit

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

HEALTH SCIENCE

Health Science I

- Principles of Health Science (PRINHLSC)
- Medical Terminology (MEDTERM)
- Health Science (HLTHSCI)

Credit: 2.0 722032
Grade Placement: 11-12 TDC 722031
Prerequisite: Application
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit

This is an ideal course for students who desire to pursue a health care career. Students will gain a broader view of the medical field by learning basic anatomy and physiology and hands-on skills used in the medical field. In addition, students will learn the structure of medical terms including prefixes, suffixes, and word roots. Students will have the opportunity to participate in clinical visits to health care facilities. Students are responsible for their own transportation to clinical visits.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Practicum in Health Science (PRACHLSC) 722132
Credit: 2.0 TDC 722131
Grade Placement: 12
Prerequisite: Successful completion of Health Science I
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit

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

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

**HOSPITALITY and
TOURISM**

Hospitality and Tourism (PRINHOSP) 710742
Credit: 0.5
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Restaurant Management (RESTMGT) 701142
Credit: 0.5 TDC 701141
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)
This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations.

Culinary Arts I (CULARTS) 724032
Credit: 2.0 TDC 724031
Grade Placement: 10-12
Prerequisite: None
Site: CHS

Tech Prep
Technical Dual Credit (11-12 only)
Do you want to be a chef? Culinary Arts is a lab-based course in a commercial kitchen where you will learn the basic skills needed to become a culinary chef or pastry chef. Major emphasis is placed on safety and sanitation, catering skills, cake decorating, dining etiquette, and meal preparation. Students have the opportunity to compete in culinary contest while wearing chef coats and chef hats.

Practicum in Culinary Arts (PRACCUL) 724132
Credit: 2.0 TDC 724131
Grade Placement: 11-12
Prerequisite: Culinary Arts I
Site: CHS

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

HUMAN SERVICES

Human Services 101 (PRINHUSR) 700932
Credit: 1.0
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

Explore high-skill, high-wage, or high-demand human services careers through classroom and laboratory experiences. Topics focus on positive teen personal development and

management, interpersonal relationships, decision making skills, promotion of strong families, preparation for adult roles including child development, counseling and mental health, clothing selection and maintenance, and preparing nutritious foods throughout the life span.

Interpersonal Studies (INTERSTU) 701542
Credit: 0.5
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Interpersonal Studies is designed to address relationships and family roles. Students will receive training in communication techniques; the law and teen relationships; and dating and marriage.

Nutrition and Wellness (LNURTWEL) 711142
Credit: 0.5 TDC 711141
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)
This laboratory course will target nutrition, healthy food choices and the basics of food preparation. Students will have the opportunity to earn the Food Handler certification.

Child Development (CHILDDEV) 701742
Credit: 0.5 TDC 701741
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)
This course will cover effective parenting skills, pregnancy, and development of the child. See what being a parent is like with the "computer baby" and find that inner child in yourself on observation field trips.

Cosmetology I (COSMET1) 737031
Cosmetology II (CSMT2) 737131
Credit: 3.0
Grade Placement: 11-12
Prerequisite: Application and Teacher Approval
Site: WTTC (CHS, LVHS)

Technical Dual Credit
This is a laboratory course designed to provide job-specific training for entry-

level employment in a cosmetology career. Instruction includes sterilization and sanitation processes, shampooing, application of conditioning creams and color rinses, application of hair treatments, shaping and thinning hair, hair styling, permanent waving, hair coloring, manicuring, facial massage, and make-up. This course meets the cosmetology commission requirements. This course is a 2 year Howard College course and will require Saturdays and extra hour requirements. Upon completion of the two-year program, students will have the opportunity to take the state exam and receive a cosmetology license. **This course is taught at West Texas Training Center. Students must provide their own transportation.**

INFORMATION TECHNOLOGY

Principles of Information Technology (PRINIT)
Credit: 1.0 730032
Grade Placement: 9
Prerequisite: None
Site: CFC

Find your pathway to a career in the fast-paced, changing industry of information technology! In this course, students will gain the introductory knowledge needed to maintain, assemble and diagnose computer systems and networks. ***This course can fulfill the required graduation credit of Technology.***

Digital and Interactive Media (DIMEDIA)
Credit: 1.0 861032
Grade Placement: 9-12 TDC 861031
Prerequisite: None
Site: CHS, LVHS

Tech Prep
Technical Dual Credit (11-12 only)
 Interested in designing awesome multimedia projects? This course is designed to introduce emerging technology used in industry and will offer a hands-on approach to real-world problems. Students will gain foundational skills creating digital 2D and 3D graphic and animation projects using state of the art software and equipment. ***This course can fulfill the required graduation credit of Technology.***

Computer Technician I (COMPMTN)
Credit: 2.0 731031
Grade Placement: 11-12
Prerequisite: Howard College Admission Requirements
Site: WTTC (CHS, LVHS)

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

Computer Technician II (COMPTECH)
Credit: 2.0 731431
Grade Placement: 12
Prerequisite: Computer Technician I
Site: WTTC (CHS, LVHS)

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

Cisco Internetworking

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

Credit: 2.0 739032
Grade Placement: 11-12 TDC 739031
Prerequisite: Computer Aptitude
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit
 Want to explore one of the hottest and highest paying job fields in the country? In this course, students will learn how the Internet and network communication really works. Developed by Cisco Systems, the

leader in the networking industry, the course will provide students with the opportunity to build a personal local area network and wide area network using Cisco switches and routers. Interested students will be prepared to take the entry level Cisco certification exam. ***This course can fulfill the required graduation credit of Technology.***
This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

LAW, PUBLIC SAFETY, CORRECTIONS and SECURITY

Criminal Justice I

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

Credit: 2.0 721132
Grade Placement: 11-12 TDC 721131
Prerequisite: Application
Site: WTTC (CHS, LVHS)

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

Criminal Justice II

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

Credit: 2.0 721232

Grade Placement: 12 TDC 721231

Prerequisite: Criminal Justice I and Teacher Approval

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit

Criminal Justice II is a capstone of Criminal Justice I. The crowning jewel of this course is the out-of-class internship allowing students six weeks to work in a real-life criminal justice setting alongside law enforcement and corrections professionals.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

MARKETING

Fashion Marketing (FASMKTG)

Credit: 1.0 778032

Grade Placement: 10-12 TDC 778031

Prerequisite: None

Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

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

Sports and Entertainment Marketing (SPORTSEM)

Credit: 1.0 844032

Grade Placement: 11-12 TDC 844031

Grade 10 with teacher approval

Prerequisite: None

Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

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

proposals, and contracts in order to make these things happen!

Marketing Dynamics Career Preparation

- **Marketing Dynamics Career Preparation I (MKTDYN)**
Year One 772032
TDC 772031
- **Practicum in Marketing Dynamics (PRACMKTG)**
Year Two 772132

Credit: 3.0

Grade Placement: 11-12

Prerequisite: Application (must be 16 years old)

Site: CHS, LVHS

Tech Prep – Marketing Dynamics Technical Dual Credit – Marketing Dynamics

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

TRANSPORTATION, DISTRIBUTION, and LOGISTICS

Foundations of Automotive Technology (AUTOTECH)

Credit: 1.0 730432

Grade Placement: 9-12

Prerequisite: None

Site: CFC, LVHS

Students will have the opportunity in this hands-on course to explore safety practices, shop equipment and tools, small engines, automotive engines, and diesel engines. Learn how they operate, how to work on them, and what they are used for! This foundation course provides basic operational knowledge, car and maintenance of engine, fuel, ignition, suspension, brakes, electrical, and drive train systems.

Automotive Technology I (ADVAUTOT)

732032

Credit: 2.0

Grade Placement: 10-12

Prerequisite: None

Site: WTTC (CHS, LVHS)

Take advantage of a new state of the art facility at the West Texas Training Center in the laboratory course designed to provide job-specific training for entry level employment in automotive engine repair and service career fields. Instruction emphasizes use of all data programs, service and repair of basic components of an automobile including fuel systems, engine emission control, power train chassis, electrical brakes, and heating/air conditioning systems. Along with laboratory exercises, students will be responsible for chassis work including daily worksheets, job sheets, and written essays.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Automotive Technology II (PRACTDL)

Credit: 2.0 732132

Grade Placement: 11-12

Prerequisite: Auto Tech I

Site: WTTC (CHS, LVHS)

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

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Collision Repair and Refinishing (COLLISRR)

Credit: 2.0 731132

TDC 731131

Grade Placement: 10-12

Prerequisite: None

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only)

Take advantage of a new state of the art facility at West Texas Training Center in this rigorous classroom/laboratory course designed to provide industry established and I-CAR certified training in the advancing field of auto body repair and refinishing. Instruction emphasizes safety, shop procedures, vehicle construction, basic metal repair, welding, estimating costs, and preparation for/and application of

primer and paints. Instruction includes comprehensive classroom theories followed by hands-on application in lab settings.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Advanced Collision Repair and Refinishing

(ADVCOLLIS) 731232

Credit: 2.0 TDC 731231

Grade Placement: 11-12

Prerequisite: Collision Repair and Refinishing

Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit

This course is a continuation of Collision Repair and Refinishing. Students will complete advanced methods of collision damage repair including estimating costs, structural analysis and repair, mechanical and electrical components, advanced sheet metal and part replacement, advanced refinishing, frame repair, and steering and suspension. Students will continue in leadership training, professional standards and career opportunities awareness.

This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.

Section D

Courses Serving Students with Disabilities

**Consult this section for information about
course offerings**

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Study Skills
- Health
- Physical Education
- Technology
- Transition Skills/Career Preparation

ADDITIONAL COURSES SERVING STUDENTS WITH DISABILITIES

The following list contains course offerings which include courses with modified or alternative achievement standards based on the Texas Essential Knowledge and Skills Statements, as well as courses that meet specific needs related to the student's disability. In most cases these courses are taught by special education teachers, but in some cases may be taught by general education teachers in collaboration with special education teachers. . Modification in content is determined by the student's ARD committee in order to meet the needs of an individual student who is identified as having a disability as specified in the Individuals with Disability Education Improvement Act. Placement and course selections for each student are reviewed at least once annually. These courses are indicated with an "*" to designate that they are courses provided specifically for students identified with a disability who have specific educational needs. Students who are not identified as a student with a disability as specified in IDEIA are not eligible to participate in these courses for credit toward graduation. Please note that enrollment in these courses may affect specific graduation requirements.

Each course number has 6 digits. The course numbers listed for these courses contain the first 5 digits and the 6th digit will be added for the individual student based on the location of the course as determined by the ARD Committee.

Please Note: The last number for each course indicates the potential place the course can be offered:

- 4** Modified curriculum placement (previously "resource" or "applied")
- 5** Alternative curriculum placement (previously "functional")
- 6** General education classroom
- 9** BMT

ENGLISH/ LANGUAGE ARTS

***Basic English I (BENG 1)**
Credit: 1.0 10093_
Grade Placement: 9/ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

Basic English I is based on the Texas Essential Knowledge and Skills (TEKS) of the general education English I course with modified achievement standards. This course provides a year long integrated study of reading, writing, listening, and speaking skills with students practicing all forms of writing including: describing, reporting, and persuading. Improved grammar usage, spelling, and vocabulary are stressed along with an emphasis on organizing logical arguments with clearly expressed thesis and evidence. English I students read extensively in multiple genres from world literature including selected stories, dramas, novels, and poetry. Independent reading will be required.

***Basic English II (BENG 2)**
Credit: 1.0 10103_
Grade Placement: 10/ ARD Committee Approval
Prerequisite: English I
Site: CHS, LVHS

Basic English II is based on the Texas Essential Knowledge and Skills (TEKS) of the general education English II course with modified achievement standards. This course provides a year long integrated study of reading and writing skills with special emphasis on preparing for the appropriate TAKS (TAKS, TAKS I, or TAKS M) reading and writing test. Emphasis is placed on writing techniques concentrating on persuasive writing and a research writing component. A thematic study of world literature is included. Independent reading will be required.

***Basic English III (BENG 3)**
Credit: 1.0 10113_
Grade Placement: 11/ARD Committee Approval
Prerequisite: English II
Site: CHS, LVHS

Basic English III is based on the Texas Essential Knowledge and Skills (TEKS) of the general education English III course with modified

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

***Basic English IV (BENG 4)**
Credit: 1.0 10123_
Grade Placement: 12/ARD Committee Approval
Prerequisite: English III
Site: CHS, LVHS

Basic English IV is based on the Texas Essential Knowledge and Skills (TEKS) of the general education English IV course with modified achievement standards. This course provides a survey of literature which traces the development of the English language and our global heritage by reading representative selections from significant British and World writers. The course also includes a study of composition and research. Students will be involved in both oral and visual learning to enhance their studies. Grammar, punctuation, and spelling as

part of improving writing and speech will be studied. Independent reading is required.

***Basic Reading I, II, III (BRDIM I,2,3)**
Credit: 1.0 12093_, 12103_, 12113_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

***Literacy Skills 1-8 (LITSKL 1-8)**
Credit: 1.0 12193_ to 12263_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

These courses are designed to address the alternative achievement standards as defined by the Essence Statements and/or the Links to Texas Essential Knowledge and Skills (TEKS). Literacy Skills courses will assist students in developing skills in the areas of word identification, letter-sound relationships, use of a variety of texts, vocabulary development, comprehension, text structures, literary concepts, and literary response.

***Communications 1-8 (COMM1-8)**
Credit: 1.0 190135 to 190835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

MATHEMATICS

***Basic Algebra (BALG)**
Credit: 1.0 21093_
Grade Placement: 9/ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

Basic Algebra is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Algebra I course with modified achievement standards to meet the individual learning requirements of students. This course includes, but is not limited to, such topics as basic understanding of fundamental mathematics concepts, graphing, linear functions, quadratics, and other non-linear functions. Emphasis is on both real-world applications and abstract concepts.

***Basic Geometry (BGEOM)**
Credit: 1.0 21113_
Grade Placement: 10/ARD Committee Approval
Prerequisite: Algebra I
Site: CHS, LVHS

Basic Geometry is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Geometry course with modified achievement standards to meet the individual learning requirements of students. This course includes, but is not limited to, such topics as geometric structure, patterns, dimensionality, locus, congruence, similarity, coordinate geometry, various types of proof, and real-world applications.

***Basic Algebra-Geometry Applications (BMMA)**
Credit: 1.0 20123_
Grade Placement: 11/ARD Committee Approval
Prerequisite: Algebra & Geometry
Site: CHS, LVHS

Basic Mathematical Models with Applications is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Mathematical Models with Applications course with modified achievement standards to meet the individual learning requirements of students. This course includes, but is not limited to, real-world mathematical applications in probability, statistics, pattern design, money, science, music, art, and

technology. A computer/calculator laboratory application is an integral part of this course.

***Basic Algebra II (9BALGII)**
Credit: 1.0 21103_
Grade Placement: 10-12/ARD Committee Approval
Prerequisite: Basic Algebra I and Basic Geometry
Site: CHS, LVHS

Basic Algebra II is based on the TEKS of the general education Algebra II course with modified achievement standards to meet the individual learning requirements of students. This course includes, but is not limited to, building a basic understanding of fundamental mathematical concepts through such topics as graphing; linear and quadratic functions; non-linear functions including polynomial, radical, rational, and exponential functions and systems of equations. Emphasis is on both real-world applications and abstract concepts.

***Mathematic Skills 1-8 (MTHSKL1-8)**
Credit: 1.0 29113_ to 29183_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CHS, LVHS

Mathematical Skills are courses that address the alternative achievement standards as defined by the Essence Statements of TEKS for the enrolled grade level course. In addition to meeting state curriculum assessment requirements, the course will address math skills related their application in natural contexts such as domestic or vocational settings.

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

Real Life Mathematics are courses that address the alternative achievement standards as defined by the Links to TEKS for the enrolled grade level course. In addition to meeting state curriculum assessment requirements, the course will address math skills related their application in natural contexts such as domestic, vocational, or day activity settings.

SCIENCE

*Basic Biology (BBIO)

Credit: 1.0 30103_
Grade Placement: 9/ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

Basic Biology is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Biology course with modified achievement standards. Biology is the study of living things and how they are related to each other and to their environment. It includes the study of cellular structure, cell physiology, classification of living organisms, genetics, change over time, anatomy, physiology, and ecology. Laboratory work will be done 40% of the time.

*Basic Chemistry (9BCHEM1)

Credit: 1.0 31103_
Grade Placement: 10/ARD Committee Approval
Prerequisite: Basic Algebra I and Completed or Concurrent Enrollment in Basic Geometry
Site: CHS, LVHS

Basic Chemistry I is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Chemistry I course with modified achievement standards to meet the individual learning requirements of students. Topics presented include theories and problem-solving in the following areas: atomic structure, the periodic table, chemical bonding, the mole concept, chemical reactions, stoichiometry, gas laws, ionization, acid-base theories, pH, equilibrium, oxidation-reduction reactions, and an introduction to organic chemistry. Laboratory work will be done at least 40% of the time. This Basic Chemistry course has a reduced emphasis on math as compared to Chemistry I.

*Basic Physics (9BPHY)

Credit: 1.0 32123_
Grade Placement: 11-12/ARD Committee Approval
Prerequisite: Basic Chemistry and Completed or concurrent enrollment in Basic Algebra II
Site: CHS, LVHS

Basic Physics is based on the Texas Essential Knowledge and Skills (TEKS) of the general education

Physics course with modified achievement standards to meet the individual learning requirements of students. This course covers the content of Physics including the writing of formal lab reports, describing processes by mathematics, and the English Language, solving vector problems graphically and by the component method. It also includes writing equations for free body diagrams including friction, solving coplanar problems in which the forces are not parallel, surveying the work done by the people in atomic and nuclear physics up to the modern view of atomic structure, and expanding the properties of solids, liquids, and gases. This Basic Physics course has a reduced emphasis on math as compared to Physics.

*Basic Environmental Science (BEVSYS)

Credit: 1.0 33093_
Grade Placement: 11/ARD Committee Approval
Prerequisite: IPC and Biology
Site: CHS, LVHS

Basic Environmental Systems is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Environmental Systems course with modified achievement standards. Environmental Systems explores the principles of the environment. Topics to be included are environmental resources, energy production and use, and population. It is a laboratory/field activity course where students study and experience the various aspects of the environment. Over 40% of the time, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

*Basic Anatomy & Physiology of Human Systems (9BANATPH)

Credit: 1.0 30123_
Grade Placement: 12/ARD Committee Approval
Prerequisite: Basic Biology and Basic Chemistry
Site: CHS, LVHS

Basic Anatomy and Physiology of Human Systems is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Anatomy and Physiology course with modified achievement standards to meet the individual learning requirements of students. In this course students will conduct in-depth

investigations of the anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. Students will also learn environmental factors that affect the body and how the body maintains homeostasis.

*Science Skills 1-8 (SCSK)

Credit: 1.0 39113_ to 39183_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

Science Skills courses address the alternative achievement standards as defined by the Essence Statements of Texas Essential Knowledge and Skills (TEKS) for the enrolled grade level course (e.g. 9th – IPC, 10th – Biology, etc.)

*Real Life Science 1-8 (REALSCI)

Credit: 1.0 390135 to 390835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CHS, LVHS

Real Life Science courses address the alternative achievement standards as defined by the Links to Texas Essential Knowledge and Skills (TEKS) for the enrolled grade level course (e.g. 9th – IPC, 10th – Biology, etc.)

SOCIAL STUDIES

*Basic World Geography (BWGEO)

Credit: 1.0 40113_
Grade Placement: 9/ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

Basic World Geography is based on the Texas Essential Knowledge and Skills (TEKS) of the general education World Geography course with modified achievement standards. World Geography is the study of countries and cultures of the earth. This course examines the interrelationship of the physical environment and the people who live in them. There is also an emphasis on reading, writing, and social studies.

***Basic World History (BWDHIS)**
Credit: 1.0 40103_
Grade Placement: 10/ARD
Committee Approval
Prerequisite: None
Site: CHS, LVHS

Basic World History is based on the Texas Essential Knowledge and Skills (TEKS) of the general education World History course with modified achievement standards. World History studies include the geography, history, and culture of western and non-western countries. Sufficient depth is given to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior.

***Basic US History (BUSHIS)**
Credit: 1.0 40093_
Grade Placement: 11/ARD
Committee Approval
Prerequisite: None
Site: CHS, LVHS

Basic United States History is based on the Texas Essential Knowledge and Skills (TEKS) of the general education United States History course with modified achievement standards. U.S. History provides students the opportunity to understand some of the social, economic, and political forces that have shaped American society, as well as to understand the historical basis for many current problems in the United States. There is an emphasis on post-reconstruction events, issues, and problems which have their roots in the past.

***Basic Economics (BECO)**
Credit: 0.5 41124_
Grade Placement: 12/ARD
Committee Approval
Prerequisite: None
Site: CHS, LVHS

Basic Economics is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Economics course with modified achievement standards. Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. Study of the stock market (buying and selling stock) is taught. Current situations serve as a basis for

illustrations. The course also makes a survey of economic principles of which all consumers need a working knowledge. Teaching strategies include problem-solving activities for involving the learner.

***Basic Government (BUSGOV)**
Credit: 0.5 40124_
Grade Placement: 12/ARD
Committee Approval
Prerequisite: None
Site: CHS, LVHS

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

***Citizenship 1-8 (ACMCT)**
Credit: 1.0 490135 to 490835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

STUDY SKILLS

***Basic Study Skills 1-8 (BSS)**
Credit: 0.5/sem. 95003_ to 95073_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

HEALTH

Basic Health (BHLTH)
Credit: 0.5 50094_
Grade Placement: per ARD Comm.
Prerequisite: None
Site: CFC, CHS, LVHS

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

Personal Health/Hygiene 1-8(APHH)
Credit: 0.5/sem 502135 to 502835
Grade Placement: per ARD Comm.
Prerequisite: Taken in order
Site: CHS, LVHS

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

PHYSICAL EDUCATION

***Basic Physical Education (BPE)**
Credit: 0.5/sem 52093_
Grade Placement: ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

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

***Adapted Physical Education 1-8 (ADPE)**
Credit: 0.5/sem. 52213_ to 52283_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

Adapted Physical Education involves adapting, modifying, and changing a physical activity so it is appropriate for the person with a disability. It is a

specially designed program of motor activities for the individual student. The motor activities focus on development of fundamental motor skills which lead to the acquisition of physical fitness, enabling the student to participate to the maximum extent possible in aquatics, dance, body management, group games, and sports.

TECHNOLOGY

***Introduction to Keyboarding (AKEYB)**
Credit: 0.5/sem 80094_
Grade Placement: ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

Introduction to Keyboarding is a modified course that is designed to teach the use of the keyboard or assistive device, and to teach the basic operation of the computer and its applications. Word processing skills are developed through activities that apply these skills including completing job applications, creating resumes, writing reports, and personal communications.

TRANSITION SKILLS/CAREER PREPARATION

***CTED Business Information Management (BUSIM1)**
Credit: 1.0 75103_
Grade Placement: ARD Committee Approval
Prerequisite: None
Site: CHS, LVHS

This class is an introduction to Basic Business Computer Information Systems, based on the Texas Essential Knowledge and Skills (TEKS) of the general education Business Computer Information Systems course, is modified to meet the individual learning requirements of students. Students will develop skills for success in the workplace. Students will use the computer lab and updated software packages to develop technology skills with application to personal or business situations

focusing on word processing, spreadsheets, data bases, desktop publishing, presentation management, networking, telecommunications, operating systems, and emerging technologies.

This course can fulfill the required graduation credit of Technology.

***Community Skills 1-8 (ACOMSK)**
Credit: 1.0 979135-979835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

***Recreation/Leisure 1-8 (ARECL)**
Credit: 1.0 529135 to 529835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

commercial facilities, etc.). As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

***Personal/Social Skills 1-8 (APSS)**
Credit: 1.0 97813_ to 93883_
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

***Activities of Daily Living 1-8 (AADL)**
Credit: 1.0 977135 to 977835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

the levels of instruction, skills build and expand to promote transition to independent living.

***Occupational Preparation 1-8 (AOCPRP)**
Credit: 1.0 968135 to 968835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CFC, CHS, LVHS

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

***Occupational Investigation 1-4 (BOCINV)**
Credit: 1.0 967135 to 967435
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CHS, LVHS

Occupational Investigation courses include achieving proficiency in decision-making and problem solving as an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, career interest/information, and or Community Based Vocational Instruction to set and achieve realistic career and education goals. Students will examine the rights and responsibilities of employees and employers including safety issues and guidelines, "comp" time versus overtime, reasonable work hours, benefits and withholding (taxes, social security), social skill

development, job search and descriptions, and availability to work. Portfolio development will be reviewed and updated regularly. This course is taught and coordinated by the Vocational Adjustment Coordinator.

***Vocational Experience 1-4 (BVOCEX)**
Credit: 1.0 960135 to 960835
Grade Placement: ARD Committee Approval
Prerequisite: Taken in order
Site: CHS, LVHS

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

***CTED Hospitality Services (HOSPSRVS)**
Credit: 1.0 710835
Grade Placement: 9-12
Prerequisite: ARD Committee Approval
Site: CHS

Students will explore career opportunities in the hospitality industry. Students will investigate restaurant servers, housekeeping, prep cook, and serv-safe essentials.

***CTED Practicum in Hospitality Services (PRACHOSP)**
Credit: 2.0 710935
Grade Placement: 11-12
Prerequisite: Hospitality Services and ARD Committee Approval
Site: CHS

This course is a continuation of Hospitality Services. Enhanced training will be provided for hands-on skills for restaurant servers, housekeeping, prep cook, and serv-safe essentials. Students will need to be able to work independently.

***CTED Building Maintenance**

Technology

(BLDGMAN)

Resource: 711034

Credit: 2.0 Self-Contained: 711035

Grade Placement: 9-12

Prerequisite: ARD Committee

Approval

Site: CHS

***CTED Advanced Building**

Maintenance Technology

(ADBUILD)

Resource: 711134

Credit: 2.0 Self-Contained: 711135

Grade Placement: 10-12

Prerequisite: ARD Committee

Approval

Site: CHS

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

Section E

Educational Planning

For Life:

Finding the Right Key for Unlocking Your Future

Consult this section for information about

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

College Timeline Checklist

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

8th Grade

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

9th Grade Freshman Year

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

10th Grade Sophomore Year

AUGUST

- Check credits to make sure you are on schedule for graduation.
- Check with your guidance counselor to make sure your courses meet college entrance requirements.
- Student athletes should check NCAA requirements www.ncaaclearinghouse.net

SEPTEMBER

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

OCTOBER

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

DECEMBER/JANUARY

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

THROUGHOUT THE YEAR

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

11th Grade Junior Year

AUGUST

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

SEPTEMBER

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

OCTOBER

- Take the PSAT for National Merit Scholar recognition.

OCTOBER/NOVEMBER

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

DECEMBER

- Review college information entrance requirements.
 - Review financial aid and scholarships information available in the counseling center.
- <http://central.saisd.org/>
<http://lakeview.saisd.org/>

JANUARY/FEBRUARY

→If you plan to apply for a ROTC scholarship or admission to a service academy, write for application packets.

→Sign up for and take the SAT/ACT test preparation course before taking the SAT/ACT.

→Register for the SAT, ACT, and achievement tests.

→**Student athletes should check NCAA requirements.** www.ncaaclearinghouse.net

FEBRUARY/MARCH

→Plan a program of study for your senior year with your counselor.

→Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing).

→Take as many academic courses as possible.

→Participate in community service activities.

MAY/JUNE

→Participate in the district's SAT/ACT preparation program.

→Take SAT/ACT. Take SAT II Achievement test(s).

→Update your record book of activities for your junior year.

SUMMER (Before Senior Year)

→Student athletes should register with the NCAA Clearinghouse.

→Select the top five to ten colleges you feel best meet your needs.

→Try to trim your list to five or six colleges by August.

→Make sure to include a "sure bet", two or three "good prospects," and a "dream school".

→Be sure to contact your top college choices for applications and scholarships.

→Plan college visits and arrange for interviews if required. (Try to see college campuses while classes are in session and students are on campus.)

→Request catalogs, applications, financial aid information, and specific information about your proposed major area of study.

→Take an approved TSI assessment unless exempted based on TAKS, SAT, or ACT scores.

www.utexas.edu/academic/tsi/

→If you are a student athlete, be sure to check the current NCAA eligibility criteria.

NCAA (National Collegiate Athletic Association Eligibility Regulations.)

www.ncaaclearinghouse.net

12th Grade Senior Year

AUGUST

→Research scholarships and loan possibilities.

→Check your credits. Be sure you have all of the required courses and credits for graduation.

→Make any adjustments needed in your schedule to meet the requirements of the particular course of study you have selected or the particular college you wish to attend.

SEPTEMBER

→Meet with your guidance counselor to review your records.

→Match your records with the entrance requirements of the colleges you are considering.

→Submit to the counselor a list of your activities and awards.

→Begin to talk with teachers and other people who know you well and whom you will ask to write letters of recommendation for you.

→Prepare a resume to assist any person from whom you will request a letter of recommendation.

→Update all information throughout the year.

→Choose a minimum of three colleges to which you will apply.

→Your selection should include at least one that you feel will definitely accept you.

→Send for application materials and financial aid information if you have not already done so.

→Check college catalogs for deadline dates for application for admissions, housing, financial aid, required entrance exam (SAT I/ACT), and acceptable financial aid form (FFS or FAFSA).

→Register for an approved TSI assessment unless you are exempt.

<http://www.utexas.edu/academic/tsi/>

→If you are a candidate for early decision, file your application in time to meet that deadline. Also, be sure to check the LAST acceptable test date for an early decision candidate.

→Register to take the appropriate test (SAT or ACT).

→Consider participating in the SAT or ACT prep course.

→Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Call or write ahead for an appointment. Meet with college representatives when they visit your high school.

OCTOBER

→Distribute application and recommendation forms to guidance counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous

recommendations—**always allow at least two weeks** for them to complete recommendations.)

- Arrange sending of transcript and recommendations to colleges.
- Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, and punctuation, etc.
- Meet application deadlines for early decision (usually November 1), for housing, scholarships, or financial aid.

→ Take/retake the SAT I or ACT if necessary. Find out the SAT II requirements of your college choices. If required, register to take SAT II test on a date when you will **NOT** be taking the SAT.

YOU ARE NOT PERMITTED TO TAKE THE SAT AND SAT II ON THE SAME DATE.

NOVEMBER

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

DECEMBER

→ Look back over your time line to be sure you have completed each step in the college admissions process. Your application(s) should be mailed before January. Request that SAT I or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These forms are available in the guidance office.

→ Expect notification of early decision acceptance or deferral by December 15. If you are not accepted, file your other applications

IMMEDIATELY.

- Ask your parents to begin gathering their financial information.
- Take the SAT II that is required by the colleges of your choice.
- If you are a student athlete, be sure to check the current NCAA eligibility criteria.

NCAA (National Collegiate Athletic Association Eligibility Regulations.)

www.ncaaclearinghouse.net

JANUARY

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

FEBRUARY/MARCH

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

APRIL

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

MAY

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

SPRING BEFORE COLLEGE FRESHMAN YEAR

→When you receive your Advance Placement test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so

→Participate in the orientation program of the college you will attend. This may occur in the spring or may take place just prior to the fall term.

→Update your record book for your senior year including all scholarships earned.

→Check on opportunities to pre-register for fall term classes and explore all campus resources.

Helpful Hints for a Visit to a College Campus

Sample Letters for College Inquiries:

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

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

Street Address
City, State Zip Code

Date

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

To Whom It May Concern:

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

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

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

Thank you.

Sincerely,
Name

Tests for College-Bound Students

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

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

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

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

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

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

PLAN (Practice ACT)

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

College Admission Tests

Different colleges require different admission tests. To find out which tests are required, you should check the catalog of any college to which you plan to apply. Most colleges require the score of the Scholastic Aptitude Test (SAT I) or the American College Testing program (ACT).

Application forms for the tests are available in the high school guidance offices. It is your responsibility to have the scores (from the testing agency) sent directly to the colleges of your choice.

SAT I (Scholastic Aptitude Test)

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

- Critical Reading
- Mathematics
- Test of Standard Written English

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

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

ACT (American College Testing Program)

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

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

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

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

Texas Success Initiative (TSI)

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

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

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

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

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

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

- Composite score 23 or higher on the ACT with a score of 19 or higher on math and/or English tests.
- Combined score 1070 or higher on the SAT with a score of 500 or higher on the critical reading and/or math sections.
- Score at least a 2200 on the math section and a 2200 with a writing sub score of 3 on the ELA section of the Exit Level TAKS exam.

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

College Credit and Placement Tests

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

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

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

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

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

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

Vocational-Technical or Business School

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

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

Military Service

Students who are interested in entering a branch of the military service will want to contact one or more recruiting officers in order to determine the enlistment program that best meets their personal interests. A variety of programs are available through each branch of military service. If you are considering entry into the military service, take the Armed Services Vocational Assessment Battery (ASVAB) during your junior or senior year of high school.

Overview of the State Migrant Education Program

All students face challenges in their journey towards academic success, but some individual students and some groups of students face a greater number and/or severity of challenges. When trying to obtain an education, migrant students often face multiple and significant difficulties such as economics, health, interrupted schooling, and cultural differences.

Identifying the population

A migratory child is a child who accompanies a parent, spouse or guardian who is involved in a migratory activity such as agriculture, dairy, or fishing. This means that within a 36 month cycle, the primary purpose for family is to obtain temporary or seasonal employment in migratory work.

Goal

The goal of the migrant education program is to provide migratory children with the opportunity to meet the same challenging state content and performance standards that the state has established for all children. The Migrant Education Program must give priority for services to migrant students:

- Who are failing, or most at risk of failing to meet the state's academic standards
- Whose education has been interrupted during the regular school year

Progress toward this goal is measured by examining how well migrant students:

- Make passing grades in all their subjects and courses.
- Perform at or above grade level in terms of their reading, writing, math, science, and social studies knowledge and skills (TEKS).
- Pass state-mandated assessments such as the TAKS.
- Graduate from high school.
- Enroll in post secondary education.

The Texas Migrant Education Program is a supplementary program that provides instructional and support services assistance **above and beyond minimum foundation programs**. These focus on the following:

- Migrant Services Coordination (All Levels)
- Identification and Recruitment (Ages 3-21)
- Early Childhood Education (Age 3 through Grade 2)
- Graduation Enhancement (Grades 7-12)
- Parental Involvement (Age 3 through Grade 12)
- Secondary Credit Exchange and Accrual (Grades 9-12)
- New Generation System for Migrant Student Record Transfer (Ages 3-21)

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Section F

District Standards and Supplemental Information

Consult this section for information about

- College entrance examination dates
- Tutorials
- Conditions for Dropping a Class
- The Grading System in San Angelo
- Exemptions
- Grade Average and Rank in Class
- Official Rank Guidelines
- School Attendance Zone Plan for High School
- NCAA (National collegiate Athletic Association Eligibility Regulations)

Schedule of College Entrance Examination

Scholastic Aptitude Test (SAT I) – All SAT I tests are given at Central High School and/or Lakeview. Students may pick up a registration packet at Central or Lake View High School Counseling Centers.

Central HS Code: 446-115 Lake View HS Code: 446-110

Test Dates

Posted in the counseling center on your campus, or

Visit the site www.collegeboard.com

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

Test Dates

October 2010

October 2010

Location

Central High School

Lake View High School

Registration

Registration information

available from Counseling Centers

American College Test (ACT) – All ACT tests are given at Central High School and/or Lake View High School. Students may pick up a registration packet from Counseling Centers

Central HS Code: 446-115 Lake View HS Code: 446-110

Test Dates

Posted in the counseling center on your campus, or

Visit the site www.actstudent.org

PLAN (Pre-ACT)

October 2011

October 2011

Central High School

Lake View High School

Registration information

available from Counseling Centers

Advanced Placement Test – All tests are given at Central High School and/or Lake View High School

Test Dates

First two weeks in May, 2012

Tutorials

Tutorial sessions (no fee charged) are conducted by teachers on each campus as described in the individual course syllabus. Students who need extra help with their studies or who are unable to achieve satisfactorily should avail themselves of this opportunity. Parents should encourage students to attend tutorial sessions when the need exists.

Conditions for Dropping a Class

Students must meet the following conditions if dropping a class:
(Freshmen are expected to be enrolled in a full day's schedule)

- Students must be enrolled in six graded classes.
- Class change request forms must be filled out and the appropriate teacher, parent, and student signatures must be acquired prior to the schedule change.
- No course will be dropped after the tenth (10th) week in each semester.

Method of Marking Grades

Teachers will report grades numerically in grade books, on report cards, and on transcripts.

Teachers will evaluate student academic performances. Upon early indication of a student's unsatisfactory performance, the parents should be notified of the student's deficiency. Three-week progress reports will be sent home for all students.

Report cards will be sent to parents each six (6) weeks. Semester grades will be computed as follows:

- Add all three (3) six weeks grades twice together with final exam grade once and divide by seven (7).

Students will receive credits and grade points by semester averages. Each semester of work completed successfully will count $\frac{1}{2}$ credit except in Career and Technical Education and work coop programs in which a greater credit may be granted. Each semester of work failed (below 70) in a required course must be repeated or have an overall average of seventy (70) for the year in that course to receive full credit. State law requires 90% attendance rule to receive credit.

Exemptions

- For purposes of this document the six core subject areas are English, Mathematics, Science, Social Studies, Foreign Language, and Computer courses.
- Courses taken in the six core academic subject areas may not be counted as elective courses in determining eligibility for exemption from semester exams.
- Teacher records are the final record in determining averages and attendance.
- A student may take a semester exam to improve his or her semester average. Students should also understand their semester average may be lowered as well.

The following criteria will be utilized:

Grade	Criteria	Fall Semester Exemptions	Spring Semester Exemptions
9	80+ average in subject, Passed TAKS in the respective core subject for 9 th grade (spring semester only), No more than 3 absences per semester in subject	Science Social Studies Foreign Language Elective Courses	English Mathematics Computer Courses Elective Courses
10	80+ average in subject, Passed TAKS in the respective core subject for 10 th grade , No more than 3 absences per semester in subject	Foreign Language Computer Courses Elective Courses	English Mathematics Science Social Studies Elective Courses
11,12	80+ average in subject, Passed TAKS in the respective core subject for Exit Level, No more than 3 absences per semester in subject	Foreign Language Computer Courses Elective Courses	English Mathematics Science Social Studies Elective Courses

Approved 5/2006

Grade Average and Rank in Class EIC (Local)

RANK IN CLASS	The following guidelines shall be used in the District to determine grade point averages for ranking graduates:
GRADE WEIGHTING BEGINNING WITH THE CLASS OF 2007	<p>Effective with the class of 2007, students shall have ten points added to each semester grade of local advanced and pre-advanced placement courses and 15 points added to each semester grade of advanced placement courses and college-level dual credit courses that are equivalent to high school advanced placement courses.</p> <p>Credit shall be awarded for dual credit courses if the course includes all TEKS required for high school course credit. No weighted value for dual credit courses shall be allowed unless the high schools offer an equivalent course at the advanced placement level.</p>
BEGINNING WITH THE CLASS OF 2015	<p>Effective with the class of 2015, students shall have five points added to each semester grade of pre-advanced placement courses, and ten points added to each semester of advanced placement courses and college-level dual credit courses in the core subjects of English, mathematics, science, social studies, and foreign languages.</p> <p>All other courses shall be considered grade-level courses and shall not receive the benefit of the weighted grade averages.</p> <p>The resulting weighted grade values shall be added together and the sum divided by the number of semester grade entries.</p>
TRANSFER STUDENTS	Weighted courses used in determining the GPA/class rank that are listed on the transcript of a transferring student must have been offered as part of academic program of the respective Ninth Grade Education Planning Guide that applies to the particular graduating class of the receiving District high school.
INCLUSIONS	<p>The following grades shall be used in calculating the numerical grade average and rank in class, and in determining the honor graduates:</p> <ol style="list-style-type: none"> 1. Semester grades earned for high school credit during grade 8; 2. Semester grades earned during grades 9, 10, and 11; 3. The first semester of the 12th grade; and 4. The average of the fourth and fifth six-week grades of the 12th grade. <p>Physical education and physical education equivalent courses shall be used in the calculation of GPA/class rank.</p> <p>Beginning with students who enter grade 9 in the 2011-2012 school year, class rank shall be calculated using only the grades earned in the required core subjects of English, mathematics (including AP Computer Science), science, social studies, and foreign languages according to the following:</p> <ol style="list-style-type: none"> 1. Semester grades earned for high school credit during grade 8; 2. Semester grades earned during grades 9, 10, and 11; and 3. The first semester of the 12th grade.

EXCLUSIONS	Driver's education, correspondence, credit by exam, and audited courses shall be excluded from computations of rank in class.
TIES	In case of a tie in class rank, the following procedure shall be followed to determine the ranking. These criteria are listed in order of importance; the campus principal shall apply them sequentially to the extent necessary to identify the student with the highest class rank: <ol style="list-style-type: none"> 1. The student with the most advanced placement/dual credit courses 2. The student with the highest numerical grade average of all advanced placement/dual credit courses taken
TOP TEN PERCENT	All students whose cumulative grade point averages comprise the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for the local procedure for determining valedictorian and salutatorian shall not apply to the procedure for determining the top ten percent as indicated under Early Graduates.
EARLY GRADUATES	A student who completes high school requirements in fewer than four years shall be eligible to be ranked in the top ten percent of the class with which he or she actually graduates for purposes of automatic admission noted above, but shall not be eligible to be selected valedictorian, salutatorian, or top ten high ranking graduate for District honors.
SELECTION OF VALEDICTORIAN, SALUTATORIAN, AND OTHER HIGH-RANKING GRADUATES	The selection of valedictorian, salutatorian, and other high-ranking honor graduates to be recognized during graduation activities and ceremonies is not an essential component of education and therefore not a right similar to the right to receive an education. In order to be selected as valedictorian, salutatorian, or a top ten high-ranking honor graduate, the student shall meet the academic requirements, have attained the appropriate rank in class (first through tenth place), and must be enrolled in the same high school in the District for all of the last two years in high school.

Revised 11/2010

Official Rank Guidelines as of 2009-2010 and Beyond

SENIORS

- Includes early graduates, who will be reclassified as seniors second semester
- Carver – Graduates are ranked with home campus
- Summer School and PAYS Graduates – Students will be included in overall count but rank will be done (placed) by hand

JUNIORS

- Includes all students enrolled on the last day of class
- Carver students are ranked with home campus
- PAYS students will be included in overall count but rank will be done (placed) by hand

OTHER

- Students withdrawn prior to last day of school year – Ranked as of “withdrawal date” ...not included in final ranking of school year
- Student’s official classification will be determined immediately after summer school
- Night school students will not be ranked in the official rank

School Attendance Zone Plan for High School

- The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to San Angelo ISD. Specific information relating to school attendance zone may be obtained at each campus or at the San Angelo ISD Administration Building or at <http://busroute.saisd.org/edulog/webquery/>.
- Students shall attend the high school as determined by the attendance zone in which the legal guardian resides.
- If the student moves within the district to a new attendance zone, the pre-registration at the previous school does not guarantee enrollment into the same courses at the new school of attendance.
- Power of Attorney is not sufficient to establish a student's residence attendance zone.
- Transfer request forms are available in the Director of Pupil Services office.
- Transfer request documentation must be resubmitted yearly. No transfer for the 2010-2011 school year will be reviewed prior to May 1, 2010.

Guide for College-Bound Student Athletes National Collegiate Athletic Association Eligibility Regulations

NCAA CLEARINGHOUSE

The NCAA Initial-Eligibility Clearinghouse is an organization that works with the National Collegiate Athletic Association, NCAA, to determine a student's eligibility for athletics participation in his or her first year of college enrollment. Students who want to participate in college sports during their first year of enrollment in college must register with the clearinghouse. For more information, see http://eligibilitycenter.org/ECWR2/NCAA_EMS/NCAA.html

Grade 11

Register with the eligibility center. Make sure you are still on course to meet core-course requirements (verify that you have the correct number of core courses. After your junior year, have the registrar send a copy of your transcript to the NCAA. When taking the ACT or SAT, request test scores be sent to the eligibility center (the code is "9999"). Begin your amateurism questionnaire.

Grade 12

Complete amateurism questionnaire and sign the final authorization signature on-line on or after April 2 if you are expecting to enroll in college in the fall semester. Have the registrar send your final transcript with proof of graduation to the eligibility center.

Everything is done on-line at: www.eligibilitycenter.org.

BE PROACTIVE

1. Make an appointment with your counselor to see if you are "on track"
2. Call NCAA Customer Service Line if you have questions (877-262-1492)
3. Visit the website regularly to check on your eligibility status.
4. Ask perspective colleges about athletic and academic programs.

Section G

Connecting Education And Careers

Consult this section for information about

- Preparing a Personalized Education Plan
- Achieve Texas
- Career Clusters
 - Agriculture, Food, & Natural Resources
 - Architecture & Construction
 - Arts, A/V Technology & Communications
 - Business, Management, & Administration
 - Education & Training
 - Finance
 - Government & Public Administration
 - Health Science
 - Hospitality & Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, Corrections & Security
 - Manufacturing
 - Marketing, Sales & Service
 - Science, Technology, Engineering, & Mathematics
 - Transportation, Distribution & Logistics

Preparing a Personalized Education Plan

The Texas Achievement Plan—TAP

Labor market analysts predict that jobs in the twenty-first century will require both high academic and technical skills. Labor market reports depict new job titles and work areas being added every year due primarily to ever changing technology. In order to prepare for such a highly competitive job market, students need to begin thinking early about what types of occupations they might want to pursue after high school. Planning a rigorous high school program will give students more opportunities for success and provide them with a competitive advantage over their peers when entering the job market.

Perhaps the most important decision students make is the course they choose to follow after graduating from high school. What will they do? Where will they go? Who will support them? Will they continue their education? Will they work *and* go to school? If they go to school, what will their major be? These are all very important questions. In order to answer them, students (with the help of parents, teachers, counselors, and other career professionals) need to explore their interests and make informed decisions about their futures.

Students' interests and aptitudes are very important indicators of the type of career they decide to pursue; and as they acquire new knowledge and experience, they will discover the career area best suited for their personality. To assist students in planning wisely, a set of career areas has been included in this course catalog to help students choose a general path to follow in high school. After selecting the appropriate option under the high school programs of the State Board of Education (Recommended, Distinguished Achievement, IEP), students need to consider the elective courses they will need to take.

A description of the career area, typical college majors, career opportunities by educational requirements, related high school courses, and suggested high school activities are included in each of the seven career areas: Agriculture Science & Technology; Art, Communication & Media Business and Marketing; Health Science; Management & Service; Industrial & Engineering Technology Careers; and Personal & Protective Services. Once students determine a career area of interest, they should pay special attention to the electives they choose when developing their four-year plan. Students should select elective courses identified in the **Related High School Courses** section of their career interest area.





What is Achieve Texas?

AchieveTexas is a new education initiative designed to prepare all students for a lifetime of success. It allows ALL students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

AchieveTexas is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway models have been developed for each of the Career Clusters. These models represent a recommended sequence of coursework based on a student’s interest or career goal.

A detailed brochure of each of the 81 career pathway models established in the 16 Career Clusters can be viewed and printed at www.careerclusters.org or www.achievetexas.org. Each brochure will highlight core courses and career-related electives in high school that will help prepare students for career goals. The models are based upon the Recommended High School Graduation Plan and can easily be adapted for the Distinguished Achievement High School Graduation Plan. The career pathway models also highlight examples of extended learning experiences that can enhance a student’s knowledge and skills for their specific career goals. A student can also find examples of curricular activities, such as participation in career and technical student organizations like Business Professionals of America or Skills USA, work-based learning experiences and extracurricular activities. The models also indicate industry licensures/certifications and on-the-job training experiences that may be available while still in high school as well as various levels of postsecondary education and examples of career options available to students once they have completed that level of education and training.

Focusing Education on the Future

The 16 Career Clusters

Career Clusters provide a way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as knowledge and skills structures and brochures are available for each of the sixteen clusters listed below at www.careerclusters.org, as well as more examples of postsecondary majors and career choices.

	<p>Focuses on careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Example postsecondary majors include Environmental Science, Wildlife Management, Agriculture Business and Management and Natural Resources Management. Career opportunities include Agriculture Extension Agent, Fish & Game Warden, Plant Nursery Manager, and Landscape Architect.</p>
	<p>Focuses on careers in designing, planning, managing, building and maintaining the built environment. Example postsecondary majors include Architecture, Engineering, Interior Design, Urban Planning, Drafting and CAD, or Consumer Economics. Career opportunities could include Civil Engineer, Building Inspector, Landscape Designer, Architect, Interior Designer, or an Urban Planner.</p>
	<p>Focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Example postsecondary majors include Graphics Arts, Advertising, Art Education, Journalism, Web Design/Development, or Radio, Television & Film. Career opportunities include Graphic Designer, Camera Operator, Illustrator, Network Systems Analyst, Public Relations Director, or an Art Gallery Manager.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Possible postsecondary majors include Accounting, Financial Management, Public Administration, Banking and Finance, Marketing, or Human Resource Management. Career opportunities might include Accountant, Risk Manager, Stockbroker, Real Estate Appraiser, or a Credit Analyst.</p>

	<p>Focuses on careers in planning, managing and providing education and training services, and related learning support services. Example postsecondary majors include Child Development, Family and Consumer Sciences, Multidisciplinary Studies, Early Childhood Education, Guidance and Counseling, or a Subject Specific Degree with Teacher Certification. Example career opportunities could include Elementary or Secondary Teacher, Curriculum Specialist, School Counselor, or a Child Care Administrator.</p>
	<p>Focuses on careers in planning, services for financial and investment planning, banking, insurance, and business financial management. Example postsecondary majors might include Accounting, Finance, Economics, Management, Computer Information Systems, or Business Administration. Example career opportunities could include Loan Officer, Accountant, Actuarial Analyst, Bank Examiner, or an Internal Revenue Agent.</p>
	<p>Focuses on careers in executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels. Example postsecondary majors include Government, Political Science, Criminal Justice, Law Enforcement, Law, Homeland Security, or History. Example career opportunities could include State Government, Lobbyist, Military Service, Consular Officer, or a position in Municipal Administration.</p>
	<p>Focuses on careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Example postsecondary majors include Medical Technology, Histology, Healthcare Management, Social Work, Chemistry, Biology, Biomedical Engineering, or Food and Nutrition. Example career opportunities could include Forensic Scientist, Paramedic, Social Worker, Healthcare Administrator, Registered Nurse, Physician Assistant, or a Radiographer.</p>
	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. Example postsecondary majors could include Hospitality Administration, Hotel and Restaurant Management, Tourism Management, Business Administration/Management, or Science, History, Archaeology (or other museum specialty). Example career opportunities include Culinary Arts Instructor, Caterer, Food and Beverage Manager, Independent Chef/Owner, Convention Services Manager, or Museum Technician.</p>
	<p>Human Services careers prepare individuals for employment in career pathways that relate to families and human needs. Example postsecondary majors include Child Psychology, Sociology, Dietetics, Family and Consumer Sciences, Early Childhood Education, Gerontology Counseling Services, Management, Business Administration, Marketing, Health and Wellness Promotion, or Public Relations. Example career opportunities include Fashion Consultant, Social Service Worker, Adult Educator, Dietitian, Child Care Administrator, Personal Financial Advisor, Retail/Wholesale Buyer, or a Sales Manager</p>

	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. Example postsecondary majors include Management Information Systems, Computer Programming, Telecommunications, Natural Resource Management or Visual Arts Studies. Example career opportunities include Database Manager, Multimedia Specialist, Geologist, or a Graphic Designer.</p>
	<p>Focuses on careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. Example postsecondary majors include Criminal Justice, Government, Social Work, Public Administration, Sociology, Business, or Law. Example career opportunities include Correctional Officer, Probation Officer, Department of Homeland Security, Private Law Practice, or Information Security.</p>
	<p>Focuses on careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Example postsecondary majors include Engineering Technology, Technology Management, Design Technology, or Industrial Technology. Example career opportunities include Safety Manager, Automation Technician, Electromechanical Technician, or a Quality Assurance Manager.</p>
	<p>Focuses on careers in planning, managing, and performing marketing activities to reach organizational objectives. Example postsecondary majors include Purchasing, Business Administration, General Management, Linguistics, Consumer Science and Merchandising, Electronic Commerce, Advertising, International Marketing, or Communications. Example career opportunities include Marketing Manager, Transportation Engineer, Promotions Manager, Public Relations Manager, Statistician, or a Commercial Designer.</p>
	<p>Focuses on careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. Example postsecondary majors include Aerospace, Chemical Engineering, Chemistry, Physical Science, Mathematics, or Electrical Engineering. Example career opportunities include Engineer, Engineering Technologist, Biologist, Mathematician, Chemist, or a Statistician.</p>
	<p>Focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. Example postsecondary majors include Industrial Management, Business, Engineering, Environmental Science, or International Business. Example career opportunities include Industrial Engineer, Occupational Safety and Health Administration, Logistician, Air Traffic Controller, or an Aviation Inspector.</p>