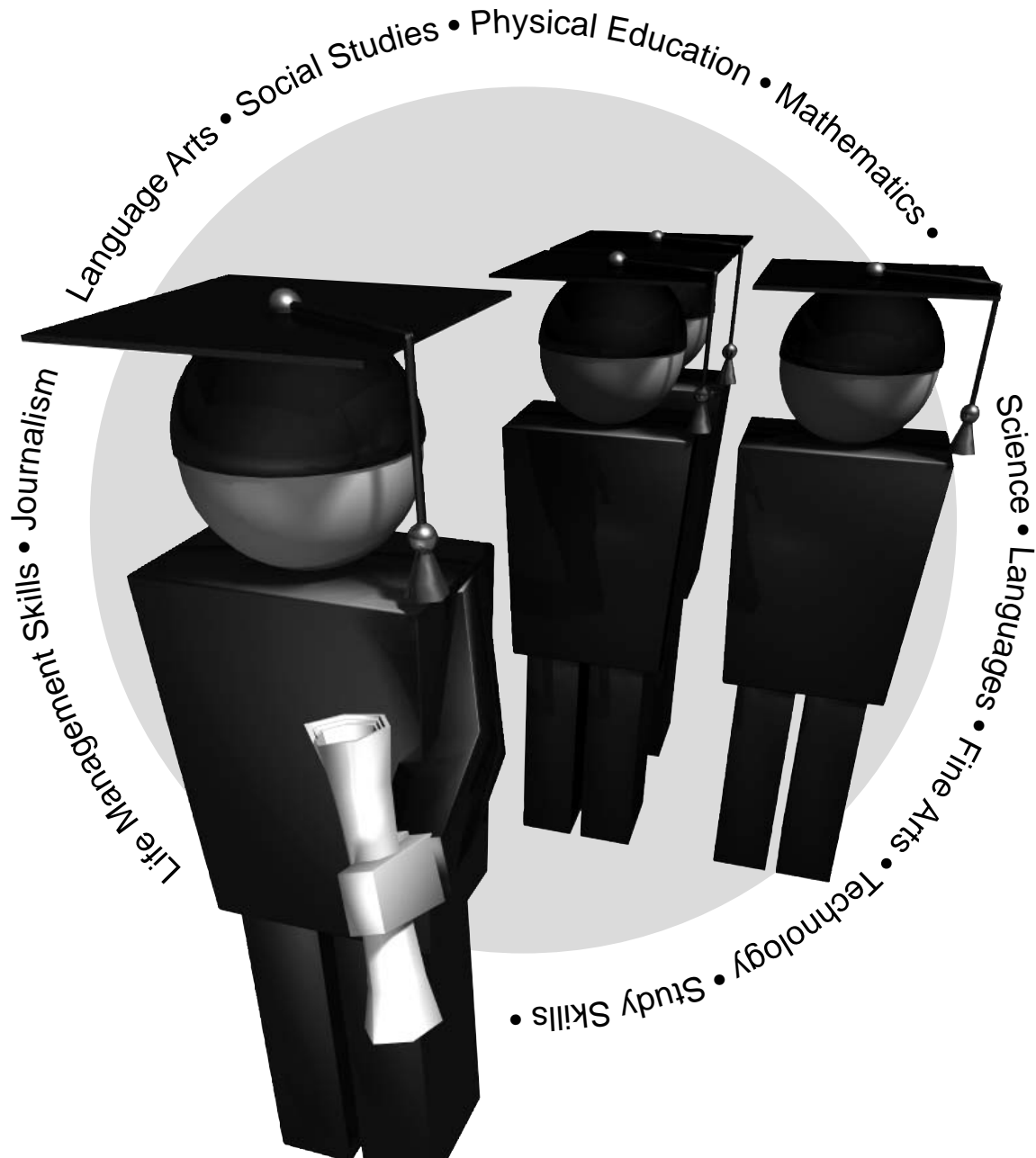


Pasadena Independent School District

HIGH SCHOOL

COURSE GUIDE



• 2009-2010 •

It is the policy of the Pasadena Independent school District not to discriminate on the basis of race, color, national origin, sex, age or handicap in its general and vocational programs, services or activities, or in its employment practices. Lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For more information about your rights or grievance procedures, contact the Title IX Coordinator at 1515 Cherrybrook Lane, Pasadena, TX 77502, 713-740-0244, and/or the Section 504 Coordinator at 1515 Cherrybrook Lane, Pasadena, TX 77502, 713-740-0267.

**PASADENA INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Marshall Kendrick..... President
Vickie MorganVice President
Jerry Speer Secretary
Frank BradenAssistant Secretary
Carmen Orozco Member
Fred Roberts Member
Nelda Sullivan Member

**PASADENA INDEPENDENT SCHOOL DISTRICT
ADMINISTRATIVE STAFF**

Kirk LewisSuperintendent
Vicki Thomas.....Deputy Superintendent for Campus Development & Planning
Candace Ahlfinger.... Associate Superintendent for Communications/Community Relations
DeeAnn Powell.....Associate Superintendent for Campus Development
Steve LaymonAssociate Superintendent for Campus Development
Joyce Eversole Associate Superintendent for Curriculum/Instruction
Julian Garcia Associate Superintendent for Facilities/Construction
John PiscacekAssociate Superintendent for Business/Finance
Jerry Dennis.....Associate Superintendent for Human Resources
Barbara Fuqua Associate Superintendent for Administrative Services
Gloria Gallegos.....Associate Superintendent for Special Programs

HIGH SCHOOL COURSE SELECTION AND REGISTRATION GUIDE

Pasadena Independent School District offers a well-balanced curriculum of required and elective courses designed to meet the needs and interests of all students. This guide will help students and their parents make decisions that incorporate educational and vocational goals into the framework of one of these plans. According to state guidelines, students have three graduation options (beginning on page 4). ***This guide lists all of the possible courses offered in Pasadena ISD, but offerings may vary by campus.*** Because the decisions are very important at this stage of the student's educational career, parents must take a more active role than ever in the student's planning activities. The administration, instructors, and school board of the Pasadena Independent School District are united in their desire for all students to plan a program appropriate for successful continuation of higher education at the college or university level or immediate employment.

Dobie High School

10220 Blackhawk
Houston, Texas 77089
Telephone: 713-740-0370
Fax: 713-740-4158
High School Code: 443-374

Principal.....Steve Jamail
Asst. Principal in charge of curriculumFranklin Moses
CounselorJennifer Boushley
CounselorJennifer Haynes
Lead CounselorJennifer Johnson
CounselorAndrea Longoria
Transition CounselorBernadette Marsh
Counselor.....Glenda Nicholson
Counselor.....Erin Thompson

Pasadena High School

206 South Shaver
Pasadena, Texas 77506
Telephone: 713-740-0310
Fax: 713-740-4085
High School Code: 445-375

Principal.....Chris Bolyard
Transition CounselorTracey Balusek
CounselorKarla Compean
CounselorJason Davis
CounselorClaudia Harmon
Lead CounselorRenee Hinte
CounselorCharlotte Young

Pasadena Memorial High School

4410 Crenshaw
Pasadena, Texas 77504
Telephone: 713-740-0390
Fax: 713-740-4156
High School Code: 445-773

Principal.....Billye Smith
Asst. Principal in charge of curriculumSteve Fleming
CounselorMahla Christopherson
CounselorElizabeth Evans
CounselorDolly Markel
Lead CounselorSharon Ottinger
Transition CounselorKim Voight
CounselorTBA

Sam Rayburn High School

2121 Cherrybrook
Pasadena, Texas 77502
Telephone: 713-740-0330
Fax: 713-740-4157
High School Code: 445-373

Principal.....Robert Stock
Asst. Principal in charge of curriculumVanessa Reyes
Transition CounselorCarol Beal
CounselorLinda Cottrell
CounselorSandra Henry
CounselorCarmela James
CounselorNikki Lewis
Lead CounselorRoberto Rios

South Houston High School

3820 South Shaver
South Houston, Texas 77587
Telephone: 713-740-0350
Fax: 713-740-4155
High School Code: 446-652

Principal.....Steve Fullen
CounselorMary Beth Alsdorf
CounselorLaBryant Benjamin
CounselorKelly Brannan
CounselorYolanda Capelo
Lead CounselorBarbara Coon
Transition CounselorB. Charlene Hogan

Tegeler Career Center

4949 Burke Road
Pasadena, Texas 77504
Telephone: 713-740-0410
Fax: 713-740-4077

PrincipalJean Cain
Social WorkerPam Browning
Special Populations CoordinatorDonna Williams

Career & Technical Center

4320 Crenshaw
Pasadena, Texas 77504
Telephone: 713-740-0802
Fax: 713-740-4081

District Career and Technology Education Director.....Sarah Wroblecki
Career and Technology Education SpecialistLaura Mann
Career and Technology Education SpecialistJayne McFarland

HIGH SCHOOL ORGANIZATION

The high school serves students in grades nine through twelve. A school year is divided into the traditional two semesters. Twelfth grade students who have earned a sufficient number of credits are eligible to attend a minimum of five classes per day on the seven-period schedule. Students involved in Career and Technology work programs will have a maximum of four classes per day on the seven-period day. The district also offers students the opportunity to earn graduation credit through summer school, extended day, evening school, dual credit, correspondence courses, virtual school, and credit by examination.

CAREER PATHWAYS

Career development is a continuous process with a range of choices. In order to have a career that is enjoyable as well as profitable, it is necessary to do some long-range planning. This begins with an assessment of interests, abilities and aptitudes. This assessment is administered to eighth grade students. Results are used by students, parents, counselors and instructors as a guide in developing career plans. By defining personal preferences and abilities and knowing what is available, students will make more realistic career decisions.

Sixteen Career Pathway clusters have been developed:

- | | |
|--|--|
| 1. Agriculture, Food & Natural Resources | 9. Hospitality & Tourism |
| 2. Architecture & Construction | 10. Human Services |
| 3. Arts, A/V Technology & Communications | 11. Information Technology |
| 4. Business, Management & Administration | 12. Law, Public Safety, Corrections & Security |
| 5. Education & Training | 13. Manufacturing |
| 6. Finance | 14. Marketing, Sales & Service |
| 7. Government & Public Administration | 15. Science, Technology, Engineering & Mathematics |
| 8. Health Science | 16. Transportation, Distribution & Logistics |

Although the groups of occupations have similarities, they can vary a great deal in terms of specific characteristics. Career Pathways provide focus and relevance to the graduation plan with a specific individualized "path" to follow based upon a career objective. Counselors will assist students with specific information concerning their Career Pathway selection.

GRADE-POINT AVERAGES AND CLASS RANKINGS

Students earn grade points based upon their numeric semester averages in all courses taken (including summer school, evening school, correspondence, and other sources outside the school district excluding intermediate school credits and driver education). The total of all grade points earned is divided by the number of courses taken in order to determine students' grade-point average (GPA).

A student's class ranking is determined during the senior year and is based on the overall grade-point average. If a student repeats a failed course, both grades and grade points will remain on the transcript. They will be used in determining the class rank and GPA. However, if a passed course is repeated, the credit and grade points earned for the repeat course will not count toward graduation and will be recorded as 0.0.

Grade-Point Average (GPA) Calculation:

A weighted grade-point system provides for equity between courses significantly more difficult "premium" and the regular subjects. This system separates course grade-point values into three categories: (1) regular courses; (2) College Board Advanced Placement (AP), Pre-AP, honors; and (3) basic courses. The complete weighted grade-point system will be used when determining class rank; however, basic course adjustments will not be made when determining academic excellence, honor roll and eligibility for organizations and offices. Grade points will not be received for courses passed where no credit ("NC") is received due to excessive absences. Students may not receive a "yearly average" in courses in which a "NC" is received due to excessive absences. Any course that is repeated in extended day/year will receive a maximum grade of 70. Students repeating a course during the regular school day, through correspondence, evening school or initial credit in extended year will receive the grade earned.

Premium grade points will be awarded only for courses designated AP/Pre-AP and Honors. Basic grade points will be awarded for Special Education courses and courses reflecting modification of Texas Essential Knowledge and Skills. Numeric averages in courses will translate into grade points as follows:

Numeric Average	Regular Grade Pt.	*Honors/Premium Grade Pt.	Basic Grade Pt.	Numeric Average	Regular Grade Pt.	*Honors/Premium Grade Pt.	Basic Grade Pt.
100	5.0	6.0	4.0	84	3.4	4.4	2.4
99	4.9	5.9	3.9	83	3.3	4.3	2.3
98	4.8	5.8	3.8	82	3.2	4.2	2.2
97	4.7	5.7	3.7	81	3.1	4.1	2.1
96	4.6	5.6	3.6	80	3.0	4.0	2.0
95	4.5	5.5	3.5	79	2.8	3.8	1.8
94	4.4	5.4	3.4	78	2.6	3.6	1.6
93	4.3	5.3	3.3	77	2.4	3.4	1.4
92	4.2	5.2	3.2	76	2.2	3.2	1.2
91	4.1	5.1	3.1	75	2.0	3.0	1.0
90	4.0	5.0	3.0	74	1.8	2.8	0.9
89	3.9	4.9	2.9	73	1.6	2.6	0.8
88	3.8	4.8	2.8	72	1.4	2.4	0.7
87	3.7	4.7	2.7	71	1.2	2.2	0.6
86	3.6	4.6	2.6	70	1.0	2.0	0.5
85	3.5	4.5	2.5	Below 70	0.0	0.0	0.0

***Honors/Premium includes AP/Pre-AP and Honors classes.** Refer to the course descriptions for additional courses receiving premium points.

There are opportunities in intermediate school resulting in high school credit for graduation. However, the grades earned for these intermediate school courses will not be included when computing the student's grade point average and class rank. Furthermore, these credits are not among the courses receiving premium points.

Senate Bill 1517 defines and restricts the courses that are exempt from the passing grade requirement for students to be eligible to participate in extra-curricular activities. The courses that are exempt in the Pasadena ISD include all Advanced Placement, (including PreAP), honors, and dual credit courses in the subjects of English language arts, mathematics, science, social studies, economics, and languages other than English.

NO PASS, NO PLAY PRE-AP (HONORS) COURSE LIST

English	Math	Science	Social Studies	Foreign Language
Eng. I Pre-AP	Geometry Pre-AP	Biology Pre-AP	W. History Pre-AP	Spanish Pre-AP
Eng. II Pre-AP	Algebra II Pre-AP	Chemistry Pre-AP	W. Geography Studies Pre-AP	French Pre-AP
	Pre-Calculus PreAP (includes PreCalculus, with no premium points)	Physics Pre-AP		German Pre-AP
				Latin (H)

GRADUATION REQUIREMENTS

Students entering grade 9 in the fall 2004, 2005, and 2006 school year are required to complete the 24 credit recommended or advanced high school program (DAP) to receive a diploma. Refer to page 8 for a chart depicting the recommended and distinguished achievement program. *Students entering grade 9 in the 2007-2008 and thereafter school year will be required to complete a 26 credit recommended or distinguished achievement program.* Refer to page 9 for a chart depicting the recommended and distinguished achievement program. During the student's 11th grade year, the student's parent and school counselor or administrator may agree that the student would be allowed to enroll in and complete courses under the minimum program. ***Students must pass all portions of the TAKS Exit Level assessment to fulfill graduation requirements of all three graduation programs.***

Students entering grade 9 in the 2005-2006 school year and thereafter must pass all portions of the TAKS Exit Level assessment and fulfill state graduation credits to be eligible to participate in the high school graduation ceremony.

Students have three graduation options listed below. Charts depicting the high school graduation programs are on pages 7-8.

- The **minimum** High School Program, which requires successful completion of 22 state approved credits
- The **Recommended** High School Program, which requires successful completion of 24 state approved credits. Students entering grade 9 in the fall of 2007 and thereafter will enter high school on the 26 credit Recommended High School Program or the Distinguished Achievement Program. Students requesting the Minimum High School Program should contact the counseling office at their campus for information. Access to this program requires parent permission.
- The **Distinguished Achievement** Program, which includes the completion of advanced requirements (described on page 6) in addition to the Recommended High School Program

Grade Classification

Grade classification is tied to units of credit earned. The requirements for each classification beyond freshman (ninth grade) are listed below. (Note: This grade classification is not the same as HB.72 eligibility.)

<i>Units of Credit</i>	<i>Grade Placement</i>
5	10 (Sophomore)
10	11 (Junior)
16	12 (Senior)

Special Education Graduation Requirements

§89.1070. Graduation Requirements.

- (a) Graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's entitlement to the benefits of the Foundation School Program.
- (b) A student receiving special education services may graduate and be awarded a regular high school diploma if:
 - (1) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements)) applicable to students in general education, including satisfactory performance on the exit level assessment instrument; or
 - (2) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's admission, review, and dismissal (ARD) committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.
- (c) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
 - (1) the student's individualized education program (IEP);
 - (2) one of the following conditions, consistent with the student's IEP:
 - (A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
 - (B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
 - (C) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;
 - (3) the state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and
 - (4) the state's or district's minimum curriculum requirements to the extent possible with modifications/ substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.
- (d) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.
- (e) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.
- (f) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection of this section.
- (g) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (h) For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

DISTINGUISHED ACHIEVEMENT PROGRAM

Students who participate in the Distinguished Achievement Program must complete the Recommended High School Program, three credits in the same foreign language, and receive any combination of FOUR of the advanced measures listed below. These measures must reflect college or professional level work which will be judged by an external review process. The advanced measures include the following:

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 and reported to an appropriate audience;
- related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills); and
- may not be used for more than two of the four advanced measures.

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 on an International Baccalaureate examination;
- a score on the PSAT that qualifies a student for recognition as:
 - a Commended Scholar or higher by the National Merit Scholarship Corporation
 - a part of the National Hispanic Scholar Program of The College Board
 - a part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
- Academic college courses with a grade point of 3.0 or higher (using the college's grading scale) Eligible courses include tech-prep programs.

The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

SUPERINTENDENT'S AWARD OF EXCELLENCE

The Superintendent's Award of Excellence (Texas Scholars Program) is designed to encourage students to take more challenging courses in high school. This recognition is sponsored by the Pasadena ISD. To earn this award, students must complete the graduation requirements for the Recommended High School Program or the Distinguished Achievement Program. Pasadena ISD graduates meeting the requirements for this award receive a medallion and special recognition at graduation ceremonies.

Students Entering High School Fall 2004, 2005, 2006

Courses	Recommended High School Program 24 Credits
English Language Arts	3 Credits <i>English I, II, III, IV</i>
Mathematics	3 credits <i>Algebra I, Geometry & Algebra II</i>
Science	3 credits <i>one of which <u>must</u> be a Biology credit. The remaining two credits may be chosen from the following areas, with no more than one credit chosen from each area:</i> <ul style="list-style-type: none"> • <i>IPC</i> • <i>Chemistry, Conceptual Chemistry, Pre-AP Chemistry, AP Chemistry</i> • <i>Physics, Conceptual Physics, AP Physics B, AP Physics C</i> <p><i>Students are encouraged to take courses in Biology, Chemistry, and Physics.</i></p>
Social Studies	4 credits <i>World History Studies – 1; World Geography Studies – 1; U.S. History – 1; U.S. Government – ½; Economics – ½</i>
Health Education	½ credit
Physical Education	1 ½ credits <i>to include ½ credit in Foundations of Personal Fitness course; only 2 units of Physical Education may count toward the required credits</i>
Languages (foreign language)	2 credits (Level 1 and 2) <i>must be from the <u>same</u> language; one additional credit is required to participate in the Distinguished Achievement Program</i>
Fine Arts	1 credit <i>may not substitute speech</i>
Speech	½ credit <i>Communication Applications</i>
Technology Applications	1 credit
Electives/Required Options	3 ½ credits <i>only 2 ½ additional credits are required for the Distinguished Achievement Program</i>
Advanced Options	Distinguished Achievement Program <i>- see page 6</i>

Students Entering High School Fall 2007 and Beyond

Courses	Recommended High School Program												
	26 Credits												
English Language Arts	4 credits <i>English I, II, III, IV</i>												
Mathematics	4 credits <i>Algebra I, Geometry & Algebra II</i> <i>The fourth credit may be chosen from Math Models (Recommended Plan only) and/or Pre-calculus, AP Statistics, or AP Calculus required for Distinguished Achievement Program)</i> <i>*Students selecting Math Models as a fourth math credit must complete Math Models prior to enrollment in Algebra II.</i>												
Science	4 credits <i>Biology, Chemistry and Physics</i> <i>The remaining one credit may be chosen from the following areas</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><i>IPC*</i></td> <td style="width: 33%;"><i>AP Environmental Science</i></td> <td style="width: 33%;"><i>Anatomy and Physiology</i></td> </tr> <tr> <td><i>AP Biology</i></td> <td><i>Aquatic Science</i></td> <td><i>Environmental Systems</i></td> </tr> <tr> <td><i>AP Chemistry</i></td> <td><i>Astronomy</i></td> <td><i>Geology, Meteorology, and</i></td> </tr> <tr> <td><i>AP Physics</i></td> <td><i>Engineering Design (Infinity Project)</i></td> <td><i>Oceanography (GMO)</i></td> </tr> </table> <i>*IPC must be taken prior to Chemistry or Physics</i>	<i>IPC*</i>	<i>AP Environmental Science</i>	<i>Anatomy and Physiology</i>	<i>AP Biology</i>	<i>Aquatic Science</i>	<i>Environmental Systems</i>	<i>AP Chemistry</i>	<i>Astronomy</i>	<i>Geology, Meteorology, and</i>	<i>AP Physics</i>	<i>Engineering Design (Infinity Project)</i>	<i>Oceanography (GMO)</i>
<i>IPC*</i>	<i>AP Environmental Science</i>	<i>Anatomy and Physiology</i>											
<i>AP Biology</i>	<i>Aquatic Science</i>	<i>Environmental Systems</i>											
<i>AP Chemistry</i>	<i>Astronomy</i>	<i>Geology, Meteorology, and</i>											
<i>AP Physics</i>	<i>Engineering Design (Infinity Project)</i>	<i>Oceanography (GMO)</i>											
Social Studies	4 credits <i>World History Studies – 1;</i> <i>World Geography Studies – 1;</i> <i>U.S. History – 1;</i> <i>U.S. Government – ½; Economics – ½</i>												
Health Education	½ credit												
Physical Education	1 ½ credits <i>to include ½ credit in Foundations of Personal Fitness course;</i> <i>only 2 units of Physical Education may count toward the required credits</i>												
Languages (foreign language)	2 credits (Level 1 and 2) <i>must be from the <u>same</u> language;</i> <i>one additional credit is required to participate in the Distinguished Achievement Program</i>												
Fine Arts	1 credit <i>may not substitute speech</i>												
Speech	½ credit <i>Communication Applications</i>												
Technology Applications	1 credit												
Electives/Required Options	3 ½ credits <i>only 2 ½ additional credits are required for the Distinguished Achievement Program</i>												
Advanced Options	Distinguished Achievement Program <i>- refer to page 6</i>												

Minimum High School Program

Consult the Campus Counseling Office regarding this program

Courses	High School Program (minimum requirement for diploma)
	22 Credits
English Language Arts	4 credits
Mathematics	3 credits <i>to include Algebra I and Geometry</i>
Science	3 credits <i>the credits must consist of Biology and Integrated Physics and Chemistry (IPC). Chemistry and Physics may be substituted for IPC.</i> <i>For students completing IPC, the remaining credit may be chosen from the following areas:</i> <ul style="list-style-type: none"> • Chemistry, Conceptual Chemistry • Physics, Conceptual Physics • GMO • Aquatic Science • Environmental Systems • Anatomy & Physiology • Astronomy
Social Studies	3 credits <i>World History Studies or World Geography Studies – 1; U.S. History – 1; U.S. Government – ½; Economics – ½</i>
Health Education	½ credit
Physical Education	1 ½ credits <i>to include ½ credit in Foundations of Personal Fitness course; only 2 units of Physical Education may count toward the required credits</i>
Languages (foreign language)	none required
Fine Arts	none required
Speech	½ credit <i>Communication Applications</i>
Technology Applications	1 credit
Electives/Required Options	5 ½ credits
Advanced Options	not applicable

COURSES REQUIRED/RECOMMENDED FOR TAKS PREPARATION

GRADE	TAKS TESTS	CONTENT of TAKS TEST	RECOMMENDED COURSES
9	<i>Mathematics</i>	Grade 8 Mathematics and Algebra I	Algebra I or higher
	<i>Reading</i>	English I	English I
			World Geography ¹
			IPC ² /Biology ²

¹ Although Social Studies is not tested at Grade 9, World Geography is required preparation for the grade 10 Social Studies TAKS test.

² Although Science is not tested at Grade 9, Biology and IPC are required preparation for the Grade 10 Science TAKS test.

GRADE	TAKS TESTS	CONTENT of TAKS TEST	RECOMMENDED COURSES
10	<i>Mathematics</i>	Grade 8 Mathematics and Algebra I	Geometry or higher
	<i>Language Arts</i>	English II	English II
	<i>Social Studies</i>	Grade 8 U. S. History and World Geography and World History	World History
	<i>Science</i>	Biology and IPC	IPC ² /Biology ² / Conceptual Chemistry/ Chemistry

GRADE	TAKS TESTS	CONTENT of TAKS TEST	RECOMMENDED COURSES
11 (Exit)	<i>Mathematics</i>	Grade 8 Mathematics and Algebra I and Geometry	Algebra II or Math Models or higher
	<i>Language Arts</i>	English III	English III
	<i>Social Studies</i>	Grade 8 U. S. History and World Geography and World History and Grade 11 U.S. History	Grade 11 U.S. History
	<i>Science</i>	Biology and IPC	Conceptual Physics, Conceptual Chemistry, Chemistry, Physics or higher

HIGH SCHOOL COURSES

Required and elective course offerings are outlined on the following pages. Students should choose their electives carefully. It may be difficult to change the elective choice after scheduling has been completed as other electives may have already been filled. In addition, decisions about electives affect the future, because students often continue in those programs year after year. Thus, this decision is an important one. The index on page 15 will help students and parents find information about particular courses:

In addition to regular course offerings, there are courses designed to meet the special learning needs of students:

- College Board Advanced Placement.....college level course developed by the College Board
- Pre-Advanced Placement.....preparation for later College Board Advanced Placement
- Courses Honorslocally developed courses, very challenging
- ESL.....determined by the Language Proficiency Assessment Committee (LPAC)
- Special Education.....determined by the Admission, Review, and Dismissal Committee (ARD)

COLLEGE BOARD ADVANCED PLACEMENT AND LOCALLY DEVELOPED PRE-AP COURSES

Developed by the College Board, Advanced Placement courses are college level and, consequently, very demanding. They are designed specifically to provide the opportunity for students to gain college credit by examination prior to college entrance. Before enrolling for these courses, students should consider their priorities and make certain they are willing to devote the time necessary to study. To be eligible for college level credit students must complete the appropriate AP test and score at required levels. Test administration dates are in May of each year. Pre-AP courses are locally developed to prepare students for the later Advanced Placement courses. All Advanced Placement and Pre-AP courses offer **PREMIUM GRADE POINTS**.

OTHER CREDIT OPPORTUNITIES

Pasadena ISD offers courses to meet the academic needs of most students. Other credit opportunities are described below.

CORRESPONDENCE COURSES

Students may earn a maximum of two credits by correspondence toward satisfying the credits necessary for graduation. The correspondence credits may be earned only from the extension divisions of the University of Texas at Austin and/or Texas Tech University.

CREDIT BY EXAMINATION

Pasadena Independent School District has AP and Pre-AP classes appropriate for most academically superior students. However, for students recognized as having truly exceptional abilities or needs, the district offers students the opportunity to accelerate through credit by examination in a course where the student has received **no prior instruction. A student will receive credit if the examination score is 90 or above.** Acceleration is defined as "testing out of a course in grades 6-12 where the student has had no prior instruction." It is important to note for students in grades 6-12 the law states, "If a student is given credit in a subject on the basis of examination, the school district must enter the examination score on the student's transcript." Parents or students interested in credit by examination for course acceleration should submit a completed application two weeks before the testing dates (November and March of each year). Credit by Examination for Spanish I and II will be held on a Saturday in November and March of each year. See your counselor for test dates information and applications. Applications can be picked up from the counselor's office. **Note: The examination score for students in grades 6-12 carries regular grade points and will be entered on the student's transcript.**

DUAL CREDIT OPPORTUNITIES

Pasadena Independent School District and San Jacinto College (Central and South campuses) offer dual credit opportunities for eligible high school students. All dual credit courses are held at the college campus. In order to be eligible for these opportunities:

- a student must be classified as a senior,
- verify that testing requirements have been met by appropriate scores on the TAKS, SAT, ACT, THEA, or Compass
- successful in advanced courses with an 80 average or above
- counselor's signature
- pay all fees due to San Jacinto College

A student may not register for a class that conflicts with scheduled high school classes. Prior to registration, students and their parent are required to attend one of the scheduled informational meetings held at San Jacinto College or the high school. Students are responsible for ensuring that the college they are planning to attend will accept transfer credits from San Jacinto College. For more information, see your high school counselor or the district website (<http://www.pasadenaisd.org/Gifted/highschool.htm>).

Premium points are awarded for courses having premium point equivalents in the regular high school programs. All grades, including "F," appear on the official high school and college transcripts. Each college course counts as three semester hours and one-half credit toward high school graduation. Grades of "A" or "B" count as advanced measures for the Distinguished Achievement Program.

The following San Jacinto Community College courses have been pre-approved for dual credit for the Pasadena ISD courses listed below. Premium points are awarded for these classes.

Pasadena ISD Courses		San Jacinto College Courses			
Course Title	Credit	S.J. Course Number	Course Title	Course Hours	Semester
English IV A	0.5	ENGL 1301	English Composition I	3	
English IV B	0.5	ENGL 1302	English Composition II	3	
Economics	0.5	ECON 2301	Principles of Macroeconomics	3	
Government	0.5	GOVT 2301	United States Government	3	

The following San Jacinto Community College courses have been pre-approved for dual credit for the Pasadena ISD courses listed below. Premium points are not awarded for these classes.

Pasadena ISD Courses		San Jacinto College Courses			
Course Title	Credit	S.J. Course Number	Course Title	Course Hours	Semester
Pre Calculus A/B	1.0	MATH 1316	Trigonometry*	3	
		MATH 2312	Pre-Calculus*	3	
Psychology	0.5	PSYC 2301	General Psychology	3	
Sociology	0.5	SOCI 1301	Introduction to Sociology	3	
Spanish I	1.0	SPAN 1411	Beginning Spanish I	3	
		SPAN 1412	Beginning Spanish II	3	
Spanish II	1.0	SPAN 2311	Intermediate Spanish I	3	
		SPAN 2312	Intermediate Spanish II	3	
Individual Sports	0.5	Various	Various	1	
Team Sports	0.5-1.0	Various	Various	1	

*Must be taken during summer prior to fall semester.

The following San Jacinto Community College courses have been pre-approved for Career and Technology dual credit courses for the Pasadena Health Science Technology courses. Students must meet specific requirements from their Health Science Technology instructor, Premium **points** are not awarded for these courses.

Pasadena ISD Courses	San Jacinto College Courses		
	PHARMACY TECHNICIAN PROGRAM		
Health Science Technology II/III A	PHRA 1301	Introduction to Pharmacy	Summer
Health Science Technology II/III A	PHRA 1305	Drug Classification	Summer
Health Science Technology II/III A	PHRA 1309	Pharmaceutical Mathematics	Summer
Health Science Technology II/III A	PHRA 1313	Community Pharmacy Practice I	Fall
Health Science Technology II/III A	PHRA 1272	Drug Classification II	Fall
Health Science Technology II/III A	PHRA 1247	Pharmaceutical Mathematics II	Fall
Health Science Technology II/III A	PHRA 1260	Clinical (Community)	Fall
Health Science Technology II/III B	PHRA 1345	IV Admixture and Sterile Compounding	Spring
Health Science Technology II/III B	PHRA 1449	Institutional Pharmacy Practice II	Spring
Health Science Technology II/III B	PHRA 2260	Clinical (Institutional)	Spring
	EMERGENCY MEDICAL TECHNOLOGY		
Health Science Technology II/III A	EMSP 1501	EMT - BASIC	Summer
Health Science Technology II/III A	EMSP 1160	Clinical - EMT - Basic	Fall
Health Science Technology II/III B	VNSG 1320	A & P for Allied Health	Spring
	VISION CARE TECHNOLOGY		
Health Science Technology II/III A	HPRS 1101	Introduction to Health Profession	Fall
Health Science Technology II/III A	OPTS 1311	The Visual System	Fall
Health Science Technology II/III A	OPTS 1319	Vision Care Office Procedures	Fall
Health Science Technology II/III B	OPTS 1501	Ophthalmic Dispensing	Spring
Health Science Technology II/III B	OPTS 2441	Ophthalmic Techniques	Spring

Pharmacy Technician: Three semester program which provides specific knowledge, skills and abilities essential for certification as a pharmacy technician. Program begins the summer before the senior year of high school. Upon completion of this course of study, the student is eligible to sit for the pharmacy technician certification test. Student must be 18 years of age to sit for certification test in this area.

EMT Basic: provides specific knowledge, skills, and abilities essential for certification as an emergency medical technician at the basic level. Upon completion of this course of study, the student is eligible to sit for the EMT Basic certification test. Student must be 18 years of age to test in this area.

Vision Care: provides specific knowledge skills and abilities essential for certification as an assistant in optometry.

Students must provide their own transportation to/from training stations and/or San Jacinto College. Student must have a social security number and be accepted into San Jacinto College.

TECH PREP OPPORTUNITIES: EDUCATION THAT WORKS

Tech-Prep programs are developed to meet the needs of tomorrow's work force. **Tech-Prep** programs include a six-year program of study beginning in the ninth grade of high school and leading to an AAS degree in a career field at a community college or technical college. **Tech-Prep** promotes rigorous academics and integrates academic instruction with career and technical instruction. Benefits of **Tech-Prep** include:

Articulated Credit:* **Tech-Prep provides a seamless transition through articulation agreements that provide a study on non-duplicated courses at the college level.

**Potential Savings:* Students earn college credit in high school, saving time and money spent at the post secondary level.

**Career Guidance:* Students are equipped to determine what career fields interest them.

**Real-World Skills:* By participating in work-based experiences, students gain workplace competencies that place them ahead of the game.

The steps to take in order to receive **Tech-Prep** credit are:

1. Complete the articulated Career and Technology high school course with a grade of 80 or higher
2. Enroll in San Jacinto College within 15 months after high school graduation.
3. Declare a college major that includes the equivalent articulated college course within its degree plan.
4. Visit your college advisor or program coordinator and enroll in the next level of courses.
5. Complete 6 non-developmental college hours in any subject (includes credit awarded by dual credit and/or qualifying scores on AP or CLEP exams).
6. Petition for award of articulated credit by completing a specific form.
7. Verify that articulated courses have been posted to your college transcript.

Career and Technology Education courses that would enable you to earn college credit at no cost to you are designated with an asterisk (*).

PASADENA VIRTUAL SCHOOL

Pasadena Virtual School Opportunities

<http://pasadenavirtualschool.org/>

Pasadena Independent School District through *The Pasadena Virtual School* offers online course opportunities for eligible high school students. Visit your counselor to see how the Virtual School can work for you. Course enrollment process:

- Counselor's Signature
- Completed Counselor Permission Form
- Completed Registration Form
- Completed Student Contract
- Pay all fees

The following *Pasadena Virtual School* courses are available:

Course Title	Credit	Course Title	Credit
Basic Computer Information Systems IA	0.5	Economics	0.5
Basic Computer Information Systems IB	0.5	United States History A	0.5
United States Government	0.5	United States History B	0.5
Astronomy A	0.5	Health	0.5
Astronomy B	0.5	Music History A	0.5
World Geography A	0.5	Music History B	0.5
World Geography B	0.5		
English IV B	0.5		

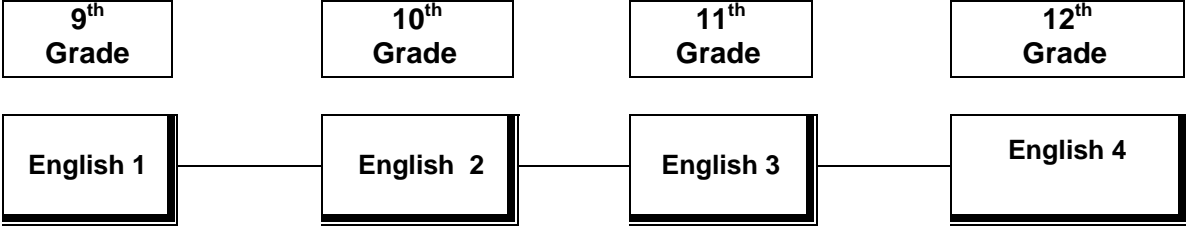
Migrant students may also acquire credit through the state-funded Project SMART courses. For more information, contact the Instructional Specialist for Bilingual/Recent Immigrant/Migrant, at 713-740-0069.

INDEX TO COURSE DESCRIPTIONS

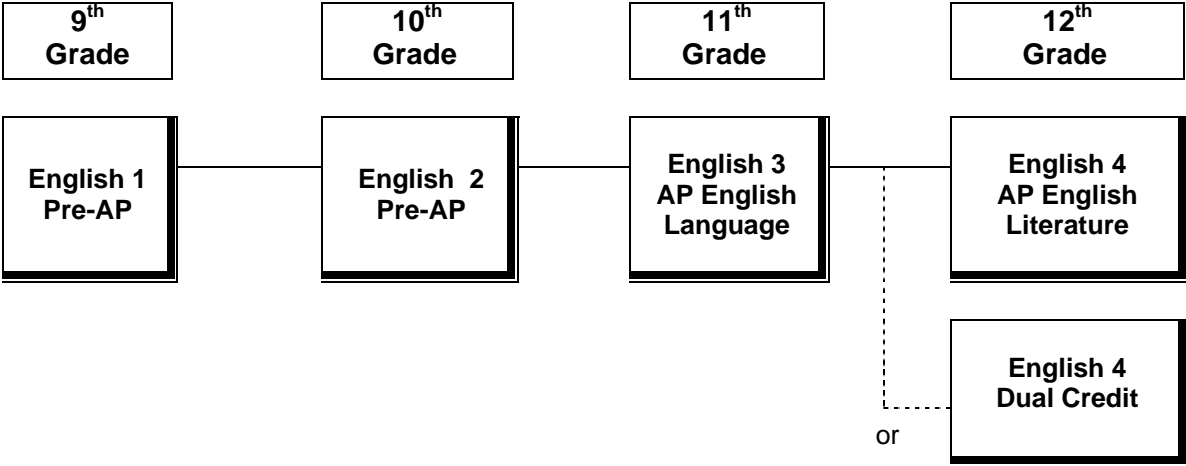
English Language Arts	16
Fine Arts:	
Art.....	21
Dance Training/Dance Team	24
Music.....	25
Theatre Arts	27
Languages Other Than English (Foreign Language).....	28
Mathematics.....	29
Physical Education and Health	33
Science	35
Social Studies	42
Technology Applications	48
Career and Technology Education:	
Agriculture Science Technology	51
Business Education.....	54
Cooperative Training and Related Labs.....	57
Family and Consumer Sciences Education	61
Technology Education.....	64
Trade and Industrial Education.....	67
Miscellaneous:	
Special Topics/Decathlon.....	70
Independent Studies	70
Maritime Studies	70
ROTC (Military Science)	70
Teen Leadership	71
AVID.....	71
Student Leadership.....	72
Peace Keepers I.....	72

SEQUENCE OF SUGGESTED COURSES FOR ENGLISH

Recommended High School Program



Suggested Course Sequence for Advanced Placement



ENGLISH LANGUAGE ARTS

In earning the four credits in English language arts required for graduation, all students will take English I-IV courses in proper sequence. Students with limited English proficiency will take English I and II for speakers of other languages (SOL) and then English III and IV for their graduation requirement. Course titles, credits, grade level and prerequisites are listed below and then are followed by course descriptions.

Regular Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
English I-IV	1/yr.	9, 10, 11, 12	Taken in sequence
Pre-AP English I-II		9, 10	Taken in sequence
English I and II for Speakers of Other Languages (SOL)	1/yr.	9, 10	Taken in sequence
English as a Second Language	1/yr.	9, 10, 11, 12	Taken concurrently with English I II, or English (SOL) I, II

Advanced Placement Course Titles

English III AP	1/yr.	11	English I, English II (PreAP strongly suggested)
English IV AP	1/yr.	12	English I, II, III (PreAP and AP Eng III strongly Suggested)

Elective courses

Specific elective courses offered at each campus depend upon student interest and available resources.

Journalism

Journalism I a, b	1/2 - 1	9, 10, 11, 12	English I
Advanced Journalism:			
Newspaper Production I a, b	1/2 - 1	11, 12	Journalism I a, b
Newspaper Production II a, b	1/2 - 1	12	Newspaper Production I a, b
Yearbook Production I a, b	1/2 - 1	10, 11, 12	
Yearbook Production II a, b	1/2 - 1	11, 12	Taken in sequence
Yearbook Production III a, b	1/2 - 1	12	Taken in sequence
Photojournalism a, b	1/2 - 1	10, 11, 12	a - none b - Photojournalism a
Advanced Broadcast Journalism	1/2 - 1	10, 11, 12	Journalism

Speech

*Communication Applications	1/2	10, 11, 12	none
Oral Interpretation I, II, III	1 - 3	9, 10, 11, 12	none; taken in sequence
Public Speaking I, II, III	1/2 - 1	9, 10, 11, 12	none; taken in sequence
Debate I (H), II (H), III (H)	1 - 3	9, 10, 11, 12	taken in sequence

Reading

Reading I, II, III	1/2 - 3	9, 10, 11, 12	none
Reading I, II for Speakers of Other Languages (SOL)	1/2 - 1	9, 10, 11, 12	LPAC recommendation
Reading Application and Study Skills	1/2	9, 10, 11, 12	

*** Only course that satisfies the 1/2 credit speech graduation requirement.**

English I-IV

English I-IV is a sequential four-year program integrating the traditional language arts skills of listening, speaking, reading, grammar, and writing. Students will learn and use these skills within the context of writing assignments based on literature and personal experience. Course work and assessments will be based on the Texas Essential Knowledge and Skills for each course. English as a Second Language students will take English III and IV after completing English II (SOL) or Sheltered English II. The Language Proficiency Assessment Committee (LPAC) may, however, decide to recommend sheltered instruction for these courses. English IV B is available through Pasadena Virtual School; please refer to page 14.

Pre-AP English I and II/AP English III and IV

In Pre-AP the student will learn critical reading, writing, and thinking strategies in preparation for advanced placement classes at the 11th and 12th grade levels. AP courses are highly recommended for College Board advanced placement examinations, as well as, college. **(PREMIUM GRADE POINTS)**

English I for Speakers of Other Languages (SOL)

English I (SOL) will be offered to recent immigrant students whose primary language is other than English and are entering High School for the first time. The curriculum will be based on the Texas Essential Knowledge and Skills (TEKS) for the English I course. **This course will count as English I graduation credit and can be taken concurrently with ESL I or II.**

English II for Speakers of Other Languages (SOL)

English II (SOL) will be offered to recent immigrant students whose primary language is other than English and who are enrolled in High School and have fulfilled the English I credit. The curriculum will be based on the TEKS for the English II course and aligned to build upon the English I (SOL) curriculum TEKS. **This course will count as English II graduation credit and can be taken concurrently with ESL I or II.**

English as a Second Language (ESL I)

Prerequisite: Language Proficiency Assessment Committee (LPAC) decision - The first year recent immigrant student taking English I (SOL) will take the ESL I course as part of an intensive 2-3 periods of English language development. The ESL I course will include oral language development, the language of Math, Science, and Social Studies and an introduction to the American schooling system and culture. **This course will count as one state elective credit for graduation.**

English as a Second Language (ESL II)

Prerequisite: Language Proficiency Assessment Committee (LPAC) decision - The recent immigrant student taking English I (SOL) or II (SOL) may take the ESL II course as part of an intensive 2-3 periods of English language development. **This course will count as one state elective credit for graduation.**

Fundamental English I - IV

Prerequisite: Committee Placement – Fundamental English I - IV is a sequential four-year program integrating the traditional language arts skills of listening, speaking, reading, grammar, and writing. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer English I - IV

Prerequisite: Committee Placement – Students will focus on the development of functional verbal and written communication skills. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Journalism I

Focusing on fundamental skills in news writing and editing and examination of news media in modern society, students learn to meet deadlines, accept personal responsibility, exercise initiative, and understand news stories and events from the viewpoint of the reader. **HONORS OPTIONS: Within the regular program, eligible students may elect to pursue honors credit (PREMIUM GRADE POINTS) by completing in-depth study as outlined in an individual contract.**

Advanced Journalism Newspaper Production I & II

Prerequisite: (I) Journalism I; (II) Newspaper Production I; Journalism theory and intensified experience in writing and editing as well as media areas of newspaper, television, radio, and magazine are studied along with career options available in the field. Students publish the school newspaper. **HONORS OPTION: Within the regular program, eligible students may elect to pursue honors credit (PREMIUM GRADE POINTS) by completing in depth study as outlined in an individual contract.**

Advanced Journalism Yearbook Production I, II & III

Prerequisite: (I) Yearbook Production I; (II) Yearbook Production II Students learn the concepts of production including lay-out, picture labeling and filing, copy writing, and copy sheet composition. First-year students usually hold minor staff positions; first-year photographers become familiar with various kinds of cameras and photographic techniques; advanced students fill positions of editor, faculty editor, sports editor, etc. in the production of the school yearbook. **HONORS OPTION: Within the regular program, eligible students may elect to pursue honors credit (PREMIUM GRADE POINTS) by completing in depth study as outlined in an individual contract.**

Photojournalism

Prerequisite: (a) none; (b) Photojournalism A knowledge of cameras, photographic techniques, film processing, and developing will be gained through both classroom and laboratory activities. Students will be provided opportunities to take photos for certain news events, school publications when possible, contests, scholarship portfolios, and personal enjoyment. Students will be asked to furnish their own 35mm camera and a few personal supplies.

Advanced Broadcast Journalism

Broadcast Journalism focuses on the application and use of journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations and learn to produce by creating a broadcast journalism product.

Communication Applications (Speech)

Students will learn to identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. **(Beginning in 2001, Communication Applications is the only course that satisfies the speech requirement for all graduation plans.)**

Oral Interpretation I, II & III

Prerequisite: None; taken in sequence Through exploring and analyzing various types of literature, students show their understanding of each author's intent by performing selections of prose, poetry and drama. Students continue to develop vocal skills, facial expressions and gestures as they present literary works using manuscript and memory. Contest participation is encouraged.

Public Speaking I, II & III

Prerequisite: None; taken in sequence Students gather information for supporting material as they outline and organize both informative and persuasive speeches. They develop different styles of delivery (i.e. impromptu, extemporaneous, and oratory) as they explore faulty reasoning and logical thinking. Using famous speeches as models for evaluation, students critique their own performances. Contest participation is encouraged.

Debate I (H), II (H) & III (H)

Prerequisite: Debate focuses on analysis and research of current social issues. Improving logical and critical thinking skills enables students to compete in oratory, extemporaneous speaking, impromptu speaking, as well as value and policy debate. Students are required to participate in at least four NFL, TFA, or UIL contests per semester. **(PREMIUM GRADE POINTS)**

Reading I, II & III

Reading is a course which addresses evident reading skill deficiencies that could prohibit satisfactory performance on the State assessment. Course content includes direct instruction in vocabulary development, comprehension strategies, critical reading and study and life skills.

Reading I & II for Speakers of Other Languages (SOL)

Prerequisite: LPAC recommendation Reading can be taken with English I (SOL) or English II (SOL) for students who are speakers of other languages. Reading I and II are courses which address evident English oral language and reading skill deficiencies that could prohibit satisfactory performance for graduation and on the State assessment. Course content includes direct instruction in vocabulary development, literacy skills, reading comprehension, and study skills.

Reading Application and Study Skills

A college-preparatory course designed to equip the student for higher level reading in all disciplines. Course content includes techniques of reading for critical, analytical, and interpretive comprehension as well as methods for improving reading speed. Preparation for college entrance and Advanced Placement examinations is offered and study skills are refined.

Fundamental Reading I - IV

Prerequisite: Committee Placement – Students will focus on reading improvement, vocabulary development, study and comprehension skills. Course content includes direct instruction in reading skill deficiencies that could prohibit satisfactory performance on the State Assessment.

Consumer Reading I - IV

Prerequisite: Committee Placement – Students will focus on development of functional verbal and written communication skills. Students will review, develop, strengthen, and reinforce vocabulary comprehension, and writing skills which are aimed toward independent living and developing appropriate vocational skills. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

FINE ARTS

A fine arts course must be completed in its entirety to satisfy the one credit fine arts requirement

ART

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Art I	1	9, 10, 11, 12	None
Drawing II	1	10, 11, 12	Art I and Portfolio review
Electronic Media II	1	11, 12	Art I (Digital Graphics and Animation Required – refer to page 51)
Painting II	1	10, 11, 12	Art I and Portfolio review
Printmaking II	1	10, 11, 12	Art I and Portfolio review
Sculpture II	1	10, 11, 12	Art I and Portfolio review
Photography II	1	10, 11, 12	Art I and Portfolio review
Drawing III	1	11, 12	Drawing II and Portfolio review
Painting III	1	11, 12	Painting II and Portfolio review
Printmaking III	1	11, 12	Printmaking II and Portfolio review
Sculpture III	1	11, 12	Sculpture II and Portfolio review
Photography III	1	11, 12	Photography II and Portfolio review
Art/History III	1	11, 12	Any Art II level course and Portfolio review
** AP Drawing Portfolio	1	11, 12	Any Art II level course and Portfolio review
** AP Two-Dimensional Design Portfolio	1	11,12	Any Art II level course and Portfolio review
** AP Three-Dimensional Design Portfolio	1	11,12	Any Art II level course and Portfolio review
Drawing IV	1	12	Drawing III and Portfolio review
Painting IV	1	12	Painting III and Portfolio review
Printmaking IV	1	12	Printmaking III and Portfolio review
Sculpture IV	1	12	Sculpture III and Portfolio review
Photography IV	1	12	Photography III and Portfolio review

**** Each AP course may be taken once either at the 11th or 12th grade. Only one Advanced Placement (AP) course should be taken at a time because of the college level work required.**

The high school art program begins with Art I, an introductory course for all students with or without art training. As students develop interests in different art offerings, they then progress to Art II level specialized course offerings in Drawing, Electronic Media, Painting, Printmaking, and Sculpture (includes Jewelry and Ceramics). Advanced Art III level courses are offered in Drawing, Painting, Printmaking, Sculpture (includes Jewelry and Ceramics), Art Appreciation/History, Advanced Placement Portfolio, and Advanced Placement Art History. For the advanced art student, Art IV level courses are offered in Drawing, Painting, Printmaking, Sculpture, (includes Jewelry and Ceramics), Photography, Advanced Placement Portfolio, and Advanced Placement Art History.

At all levels, student artwork is considered for displays, contests and scholarships. As students gain experience in basic processes, they may then choose to use more complex materials and tools. In addition to creating artwork, students will study about other artists and their artworks, past and present. Students may be asked to bring a minimum of personal supplies. **Students are encouraged to take art all four years in high school if they are interested in qualifying for contest prizes and art scholarships. These opportunities are very competitive.**

Art I

Art I is a general art exploratory course which is a prerequisite for all other art courses in high school. It offers opportunities for students to work in drawing, painting, printmaking, ceramics, sculpture, jewelry, and graphic art. Students will also study about artists and their artworks and the art of different cultures.

Drawing II, III & IV

Prerequisite: Portfolio review (II), (III), (IV) - Art I; (III) Drawing II; (IV) Drawing III Drawing II, III, and IV are courses which will focus on drawing ideas and techniques as well as the logical extension of drawing into other two- as well as three-dimensional art content. Students will become aware of artists who have utilized drawing techniques as well as their artworks. As students progress through the advanced drawing classes, their materials and processes will become more sophisticated and advanced. Drawing media that might be explored through these courses are pencil, prisma color, charcoal, pastels, ink, watercolor, and acrylics.

Electronic Media II

Prerequisite: Art I (Digital Graphics and Animation required) Students, working both individually and collaboratively, will design and develop media using various computer graphics software and equipment. The course will enhance the students' ability to conceptualize and develop visually rich and visually appropriate materials. A variety of tools, including computers, digital cameras, graphics tablets, scanners, sketchbooks and the Internet, will be utilized to create artwork based on design elements and principles. Students will be encouraged to develop multiple solutions to design problems. Students will be required to maintain an electronic portfolio. **(selected campuses)**

Painting II, III & IV

Prerequisite: Portfolio review (II), (III), (IV) - Art I; (III) Painting II; (IV) Painting III Painting II, III, and IV are courses which emphasize painting materials, techniques and the study of artists who have utilized painting to express their ideas. Painting techniques will be explored that lend themselves to both two - and three-dimensional artwork. Advanced painting classes will allow students more individual choices through independent activities based on the student's interests. Some media that might be introduced include watercolor, tempera, mixed media, acrylics, and oil.

Photography II, III, IV

Prerequisite: Portfolio review (II), (III), (IV) - Art I; (III) Photography II; IV Photography III Photography courses offer students a knowledge of digital cameras, photographic techniques, printing. Students will be involved in both classroom and processing activities. Students will be provided opportunities to take photos for school related uses, contests, scholarship portfolios, and personal enjoyment. Students will be asked to furnish their own digital camera and a few personal supplies.

Printmaking II, III & IV

Prerequisite: Portfolio review (II), (III), (IV) - Art I; (III) Printmaking II; (IV) Printmaking III Printmaking courses will offer a wide range of printmaking processes beginning with simple processes such as monoprints, string prints, and stenciling to the more advanced processes of silk-screening, litho printing, woodblock printing and embossed printing. Students will be encouraged to utilize their printmaking to produce artworks of interest as well as products for their own use such as stationery, greeting cards, and T-shirts. Graphic artists will be studied as well as their prints and their processes for producing those prints.

Sculpture II, III & IV

Prerequisite: Portfolio review (II), (III), (IV) - Art I; (III) Sculpture II; (IV) Sculpture III Sculpture courses focus on three-dimensional art processes. Students will learn about and use different types of media for producing sculpture, ceramics, jewelry and fibers. Sculpture artists will be studied as well as their artworks. As students move into the advanced levels of sculpture, they will be encouraged to undertake more independent work in more advanced media. Some sculptural media that might be introduced to students are clay, paper, wood, wire, plastics and metal.

Art History III

Prerequisite: any Art II level course This course offers students the opportunity to know about famous artworks from ancient to modern times. Students will become familiar with certain music and literature which was created during the different periods of art history and different art movements. This course is recommended for those students who wish to gain a greater appreciation for art of the past and present.

AP Drawing Portfolio

Prerequisite: Portfolio review and any Art II level course This course is designed to address a very broad interpretation of drawing issues. For example, many types of painting, printmaking, and studies for sculpture, as well as abstract and observational works, would qualify as addressing drawing issues.

AP Two-Dimensional Design Portfolio

Prerequisite: Portfolio review and any Art II level course This portfolio is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

AP Three-Dimensional Design Portfolio

Prerequisite: Portfolio review and any Art II level course This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include among others, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalwork.

DANCE TRAINING/DANCE TEAM

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Dance Training a, b	1 - 3	9, 10, 11	None
JV Dance	1 - 3	9, 10, 11	Audition
Dance Team	1 - 3	10, 11, 12	Audition
Honors Dance	1 - 2	11, 12	Audition

Dance Training

Dance training prepares students for eventual membership in the performing Dance Team, which includes precision marching, rhythms, teamwork, dance, body movement/coordination, potential performances at football games, and other school-sponsored activities. Dance may count as a Fine Arts Credit or a PE credit, it cannot count for both in any given year.

JV Dance (only at South Houston HS, Sam Rayburn HS, Dobie HS, and Pasadena HS in the Spring)

Class members must pass dance and precision tests before a panel of judges and maintain a 2.3 grade point average. Prepares students for eventual membership in the Varsity Team. JV dance team includes precision marching, rhythms, teamwork, dance, body movement/coordination, potential performances at football games, and other school-sponsored activities. Dance may count as a Fine Arts Credit or a PE credit, it cannot count for both in any given year.

Dance Team

Team members must pass dance and precision tests before a panel of judges and maintain a 2.3 grade point average. Dance may count as a Fine Arts credit or a PE credit, it cannot count for both in any given year.

Honors Dance

The Honors Dance program exceeds the expectation of the traditional dance team with an added focus on individual performance, choreography and research leading toward the development of individual dance abilities. Current dance team members must pass the dance vocabulary test before being accepted in Honors Dance. Dance may count as a Fine Arts credit or a PE credit; it cannot count for both in any given year. **(PREMIUM GRADE POINTS)**

MUSIC

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Band I	1	9	Completion of preceding year of band
Band II - IV	1 - 3	10, 11,12	Audition
Choral Music I - IV	1 - 4	9, 10, 11,12	Audition
Orchestra I - IV	1 - 4	9, 10, 11,12	Audition
Instrumental Ensemble	1 - 4	9, 10, 11,12	Audition
Vocal Ensemble	1 - 4	9, 10, 11,12	Audition
Music Theory I	1	10, 11,12	Audition
Music Theory II	1	11,12	Audition & Music Theory I
AP Music Theory	1	11,12	Audition & Music Theory I
Music History	1	11,12	Audition
Band III (H), IV (H)	1/yr.	11,12	Audition
Honor Choir III (H), IV (H)	1/yr.	11,12	Audition
Honor Orchestra III (H), IV (H)	1/yr.	11,12	Audition

Band

The band program provides the vehicles necessary to meet the needs of students interested in instrumental wind performance. The Marching Band performs at all football games and the pep rallies associated with them. In addition, the band marches in local parades. Music performed ranges from marches to contemporary pieces. Concert Bands meet the needs and different abilities of all band students. Fundamentals for the development of proper technique, tone production, music interpretation, etc. are stressed. Music of all types is performed during concerts given within the school year. **Band is a full year course and students may not sign-up for only one semester.** *Students participating in Field Marching Band (fall semester only) may be exempt from the physical education requirement on a one for one semester basis.*

Choral Music

Members of school vocal music groups further their understanding of types of musical performance through opportunities to perform all kinds of music within the capabilities of the group. This is achieved through presentation of school and community programs, including public concerts, musicals, performance tours, children's concerts, recitals and contests. Participation through large and small ensemble performances and solo recitals offers students opportunities to study the ways in which musical ideas are developed in different types of vocal composition, relating the music they sing to the society and historical period which gave it birth and discovering the expressive aspects of the music they sing and developing the techniques for performance.

Orchestra

The orchestra program is designed to further increase technical skills, musical enjoyment, and understanding of students through performance of music ranging from early Baroque to present day. Performance opportunities exist for large ensembles, small chamber music groups, and solos. Activities include public concerts, performance tours, children's concerts, musicals, and contests. Orchestras performing music of different levels of difficulty are available. Occasionally the top band and orchestra members combine to form the symphony orchestra. This group performs standard and modern orchestral literature.

Instrumental Ensemble

Designed for students who are members of a parent performing group and who possess above average instrumental skills. Offerings vary according to the instrumentation make-up of the class; studies could include jazz and improvisational technique, and string students will have the chance to study chamber music; also includes music history, literature, and elementary music theory.

Vocal Ensemble

Designed for students who are members of a parent performing group and who possess above average musical skills; offers a study of advanced choral literature, music history, vocal styles, musical theatre, music theory, and class voice.

Music Theory I & II

Music Theory I includes study of key signatures, major and minor scales, intervals, trends, chord progressions, harmonizing melodies, chord inversions, four-part writing, modulation, and ear training.

Music Theory II continues advanced studies of music form and analysis, melodic dictation, and keyboard and ear training.

AP Music Theory

Prerequisite: Music Theory The ultimate goal of the course is to develop a student's ability to recognize, understand, and describe the basic materials and process of music that are heard or presented in a score. All students are expected to take the AP exam.

Music History

This one year course is a comprehensive historical overview of various musical works and major composers. This course will introduce the student to musical works from the Renaissance, Baroque, Classical, Romantic, Impressionistic and contemporary periods. Also, this course is available through the Pasadena Virtual School; please refer to page 14.

Honor Band, Honor Choir, & Honor Orchestra

Prerequisites: selection for top performing organization and passed theory test. This course exceeds the expectations of traditional large ensemble music performance courses with an added focus on individual performance and research leading toward the development of independent musicianship. **(PREMIUM GRADE POINTS)**

THEATRE ARTS

Regular Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Theatre Arts I - IV	1 - 4	9, 10,11,12	Taken in sequence, Audition
Theatre Arts III - IV (Honors)	1 - 2	11,12	Taken in sequence, Audition
Theatre Production I - IV	1/2 - 4	9, 10,11,12	Taken in sequence, Audition
Technical Theatre I - IV	1 - 4	9, 10,11,12	Theatre Arts I, Audition

Theatre Arts I-IV

Theatre Arts I-IV is a survey of the historical role of the theatre and dramatic literature, and it includes study of elements and types of dramatic literature, improvisation, pantomime, creative dramatics, reading a variety of plays, acting out scenes as well as a general knowledge of technical theatre.

Theatre Arts III-IV (Honors)

These courses are designed for students with an intense interest in theater. Students will perform duet and trio acting, and participate in technical work. **(PREMIUM GRADE POINTS)**

Theatre Production I-IV

Theatre Production offers extensive study and participation in play production and opportunities for student direction. Duet and trio acting and one-act is emphasized.

Technical Theatre I-IV

Prerequisite: Theatre Arts I - The study of backstage work in the theatre, including the building of flats and scenery, makeup, lighting, sound equipment, set design, and technical duties. No acting is involved.

LANGUAGES OTHER THAN ENGLISH

NOTE: Two credits of the same foreign language are required for the Recommended High School Program; three are recommended. The Distinguished Achievement Program requires three credits of the same foreign language.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Latin I-IV	1 - 4	9,10,11,12	Taken in sequence
Latin II-IV (H)	1 - 4	10,11,12	Taken in sequence
French I-V	1 - 5	9,10,11,12	Taken in sequence
Pre-AP French II	1	10,11,12	French I
Pre-AP French III	1	11,12	French I, II
AP French Language	1	11,12	French I, II, III
German I-IV	1 - 4	9,10,11,12	Taken in sequence
Pre-AP German II-IV	1 - 3	10,11,12	Taken in sequence
AP German Language	1	11,12	Taken in sequence
Spanish I-VII	1 - 7	9,10,11,12	Taken in sequence
* Spanish I-III (Native Speakers)	1 - 3	9,10,11,12	Taken in sequence
Pre-AP Spanish II	1	9,10,11,12	Spanish I
Pre-AP Spanish III	1	9,10,11,12	Spanish I, II
AP Spanish Language	1	10,11,12	Spanish I, II
AP Spanish Literature	1	11,12	Spanish I, II, III

* For other opportunities for native speakers to gain credit in Spanish, please see **Credit by Examination** on page 11.

Latin I-IV

Primary emphasis in this course is placed on learning to read, with skills in listening, speaking, and writing developed to reinforce reading skill. This course includes the study of Roman culture.

French I-V, German I-IV, Spanish I-VII

Communicative skills are the primary focus of modern language acquisition. Students develop skill in listening, speaking, reading, writing, viewing and showing. Knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures and community interaction all contribute to and enhance the communicative language experience.

Spanish I, II, III (Native Speakers)

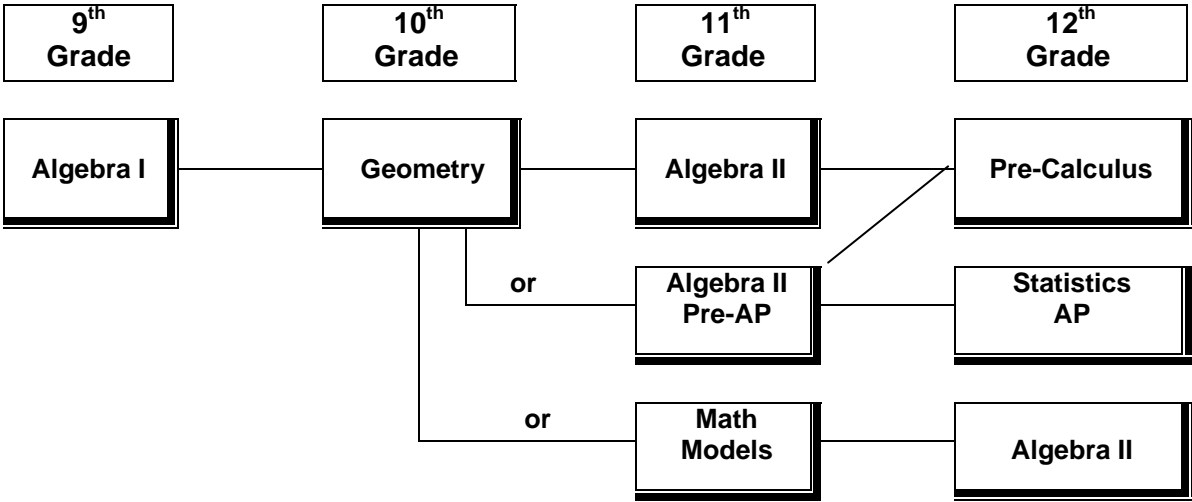
Regular courses in which content and learning strategies are adapted to meet the needs of students who already understand spoken Spanish but who need to improve their use of standard oral and written Spanish.

AP French Language, AP German Language, AP Spanish Language, AP Spanish Literature,

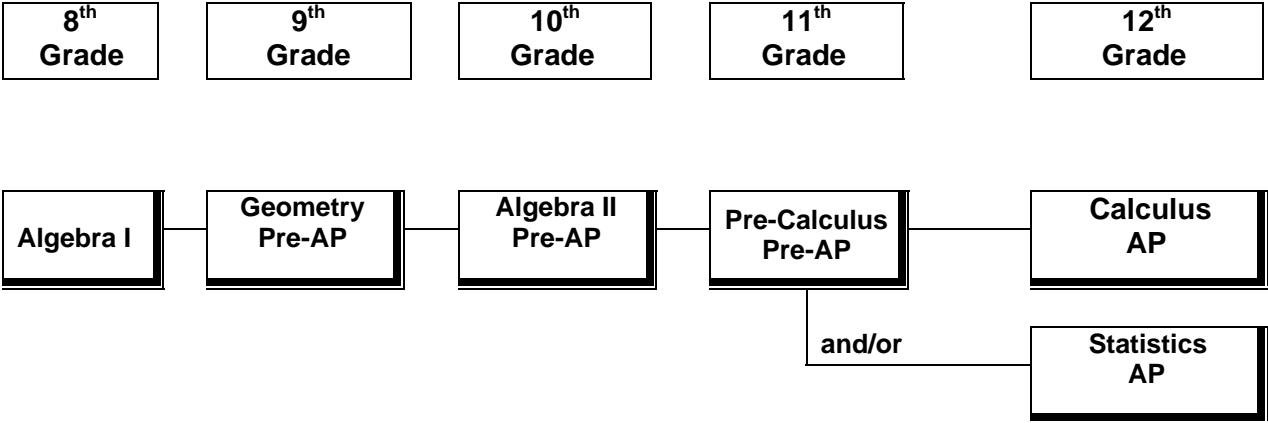
These course studies are based on the College Board Advanced Placement Curriculum. Students are encouraged to take the AP Exam. **(PREMIUM GRADE POINTS)**

SUGGESTED SEQUENCE OF COURSES FOR MATHEMATICS

Recommended High School Program



Suggested Course Sequence for Advanced Placement



MATHEMATICS

Regular Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Algebra I	1	9	
Geometry	1	10	Algebra I credit
Pre-AP Geometry	1	9, 10	Algebra I credit
Algebra II	1	11	Algebra I credit and Geometry credit
Pre-AP Algebra II	1	10,11	Algebra I credit and Geometry credit
Mathematical Models with Applications	1	11, 12	Algebra I credit and Geometry credit
Pre-Calculus	1	11, 12	Algebra I & II credit, Geometry credit
Pre-AP Pre-Calculus	1	11, 12	Algebra I & II credit, Geometry credit

Advanced Placement Course Titles

AP Statistics	1	11, 12	Algebra I & II credit, Geometry credit
AP Calculus	1	12	Pre-Calculus credit

Algebra I

Algebra I students use symbols in a variety of ways to study relationships among quantities. They use functions to represent and model problem situations and to analyze and interpret relationships. Students use a variety of representations, tools, and technology to model mathematical situations and to solve meaningful problems. As they do algebra, students continually use problem solving, computation in problem-solving contexts, language and communication, connections within and outside mathematics, and reasoning, as well as multiple representations, applications and modeling and justification and proof. ***Students must have credit in Algebra I prior to enrolling in any other high school mathematics course.***

Fundamental Algebra I

Prerequisite: Committee Placement – Students will examine the same topics as in Algebra I. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Algebra I

Prerequisite: Committee Placement – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Geometry

Prerequisite: Algebra I credit Geometry students study properties and relationships having to do with size, shape, location, direction, and orientation of figures. They solve meaningful problems using geometric ideas, relationships, properties, and extend their use of algebraic concepts. As they do geometry, students continually use problem solving; computation in problem-solving contexts; language and communication; connections within and outside mathematics; reasoning; as well as multiple representations; applications and modeling; and justification and proof. This course is part of the recommended high school program.

Fundamental Geometry

Prerequisite: Committee Placement – Students will examine the same topics as in Geometry. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Geometry

Prerequisite: Committee Placement – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-AP Geometry

Prerequisite: Algebra I credit Students will examine the same topics as in Geometry, but with a greater emphasis on depth, complexity, and analysis. This course is part of the recommended high school program. **(PREMIUM GRADE POINTS)**

Algebra II

Prerequisites: Algebra I credit and Geometry credit Algebra II students continue their study of algebraic concepts and the relationships among them to better understand the structure of algebra. Students perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. They learn that equations and functions are algebraic tools that can be used to represent geometric curves and figures and they perceive the connections between algebra and geometry and use the tools of one to help solve problems in the other. This course is part of the recommended high school program.

Fundamental Algebra II

Prerequisite: Committee Placement – Students will examine the same topics as in Algebra II. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Algebra II

Prerequisite: Committee Placement – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-AP Algebra II

Prerequisites: Algebra I credit and Geometry credit Students will examine the same topics as in Algebra II, but with a greater emphasis on depth, complexity, and analysis. This course is part of the recommended high school program. **(PREMIUM GRADE POINTS)**

Mathematical Models with Applications

Prerequisites: Algebra I credit and Geometry credit Mathematics Models students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, and to solve problems. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. This course is NOT part of the recommended high school program. Students entering grade 9 in the fall 2007 and thereafter may complete this course prior to Algebra II and graduate on the Recommended High School Program. Not recommended as a replacement for Algebra II for college-bound students.

Fundamental Math Models

Prerequisite: Committee Placement – Students will examine the same topics as in Math Models with Applications. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Math Models

Prerequisite: Committee Placement – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-Calculus

Prerequisites: Algebra I credit, Geometry credit, and Algebra II credit Pre-Calculus students continue to build upon their Algebra I, Algebra II, and Geometry foundations by using symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students use a variety of representations, tools, and technology to model functions and equations and solve problems. Pre-Calculus provides the foundation for college mathematics.

Pre-AP Pre-Calculus

Prerequisites: Algebra I credit, Geometry credit, and Algebra II credit Students will examine the same topics as in Pre-Calculus, but with a greater emphasis on depth, complexity, and analysis. The curriculum will focus on preparing students for Advanced Placement Calculus.
(PREMIUM GRADE POINTS)

AP Statistics

Prerequisites: Algebra I credit, Geometry credit, and Algebra II credit This non-calculus based course introduces and actively involves students in projects from a variety of disciplines (such as the natural sciences, business, and social sciences) as they collect, analyze, draw conclusions and make predictions about data. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. **NOTE:** This course is not recommended to take the place of Pre-Calculus for the college-bound student.
(PREMIUM GRADE POINTS)

AP Calculus

Prerequisites: Pre-AP Pre-Calculus credit Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. **(PREMIUM GRADE POINTS)**

PHYSICAL EDUCATION AND HEALTH

Three semesters of physical education or athletics (1½ credits) are required for graduation. Only two units of physical education may be counted toward the graduation requirement; third and fourth years of physical education will earn **local credit only**. Students in grades 9-12 shall be assessed annually with the Fitness gram. Results may be sent to the parent or guardian with an explanation of the results upon request.

Exemption policy: Students may choose to be exempt from all or part of the physical education requirement if they are enrolled in Marching Band (fall semester only), Cheerleading, or Military Science (fall and/or spring semester). Substitution of these courses is made on a one credit basis. Students enrolled in a 2 or 3 credit career and technology education course may be exempt from the physical education requirement on a one semester basis. Students with **medical exemptions** from physical education should contact the counselor for scheduling information.

Regular Physical Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Foundations of Personal Fitness	1/2	9, 10, 11, 12	None
Individual Sports	1/2	9, 10, 11, 12	Foundations of Personal Fitness
Team Sports I	1/2	9, 10, 11, 12	Foundations of Personal Fitness
Team Sports II	1/2	10, 11, 12	Foundations of Personal Fitness

Health Education Course Titles

Health Education	1/2	9, 10, 11, 12	None
Advanced Health	1/2	10, 11, 12	Health Education
Sports Medicine I	1/2 - 1	9, 10, 11, 12	Health Education
Sports Medicine II	1/2 - 1	10, 11, 12	Sports Medicine I
Athletics a, b	1/2 - 2	9, 10, 11, 12	
Cheerleading a, b	1/2 - 2	9, 10, 11, 12	Audition

Health Education (Required)

Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risk. Topics include nutrition, mental health, family health, disease, human development, tobacco, alcohol, drugs, health services and consumer health. This course is available through the Pasadena Virtual School; please refer to page 14.

Consumer Personal Health

Prerequisite: Committee Placement – Students will gain daily living skills related to personal hygiene, safety issues, health care, interaction between individuals, and facts associated with the dangers of drugs, alcohol and tobacco use. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Advanced Health

Students are provided opportunities for researching, discussing and analyzing health issues. The emphasis is less related to learning facts and more related to developing students' skills necessary to access their own health information through the use of technology and other media.

Sports Medicine I

This is a course designed to enhance a student's knowledge and opportunities in the sports medicine field. The course covers injury prevention, evaluation, rehabilitation, and includes practical hands-on experiences and field trips. Guest speakers from the sports medicine field in the Houston area share valuable information on their background preparation and work experiences, student trainer opportunities, and the latest developments in the treatment of athletic injuries.

Sports Medicine II

This is a course designed for students in the student athletic training program and provides a more in-depth study and application of the components of sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletics.

Foundations of Personal Fitness

This is a laboratory/lecture (classroom) course designed to develop in students an understanding and appreciation of lifetime wellness. Topics covered will include components of fitness, principles of training, exercise guidelines, proper nutrition, body composition, relieving stress and regular activity. Students will participate in jogging, aerobic activities, weight training, and fitness testing; they will design their own personal fitness program. **This course is required by the State for graduation.**

Adaptive Physical Education I - IV

Prerequisite: Committee Placement – Students will examine the same topics as in Foundations of Personal Fitness and Team Sports. Students will receive instructional modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS) and individualized per student need.

Individual Sports

This is an activity course designed to analyze, review, practice and improve movement skills basic to selected lifetime activities. In addition, knowledge, rules and safety practices will be taught to allow proficient participation in a wide range of individual sports that can be pursued for a lifetime.

Team Sports I, II

Students will continue to develop health-related fitness and an appreciation for teamwork and fair play through participation in various team activities. Emphasis will be placed on reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

Athletics

Students enrolled in the athletics program must have a current physical on file with the campus athletic department. Sport programs active on high school campuses.

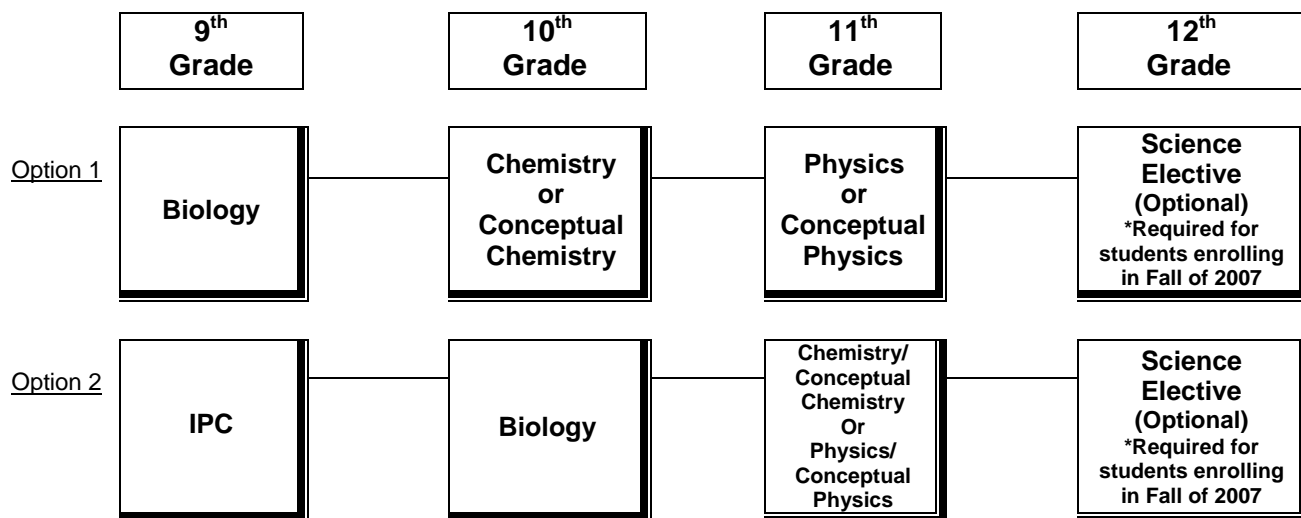
Football	Soccer	Tennis
Basketball	Cross country	Softball
Track	Golf	Volleyball
Baseball	Swimming	

Cheerleading a, b

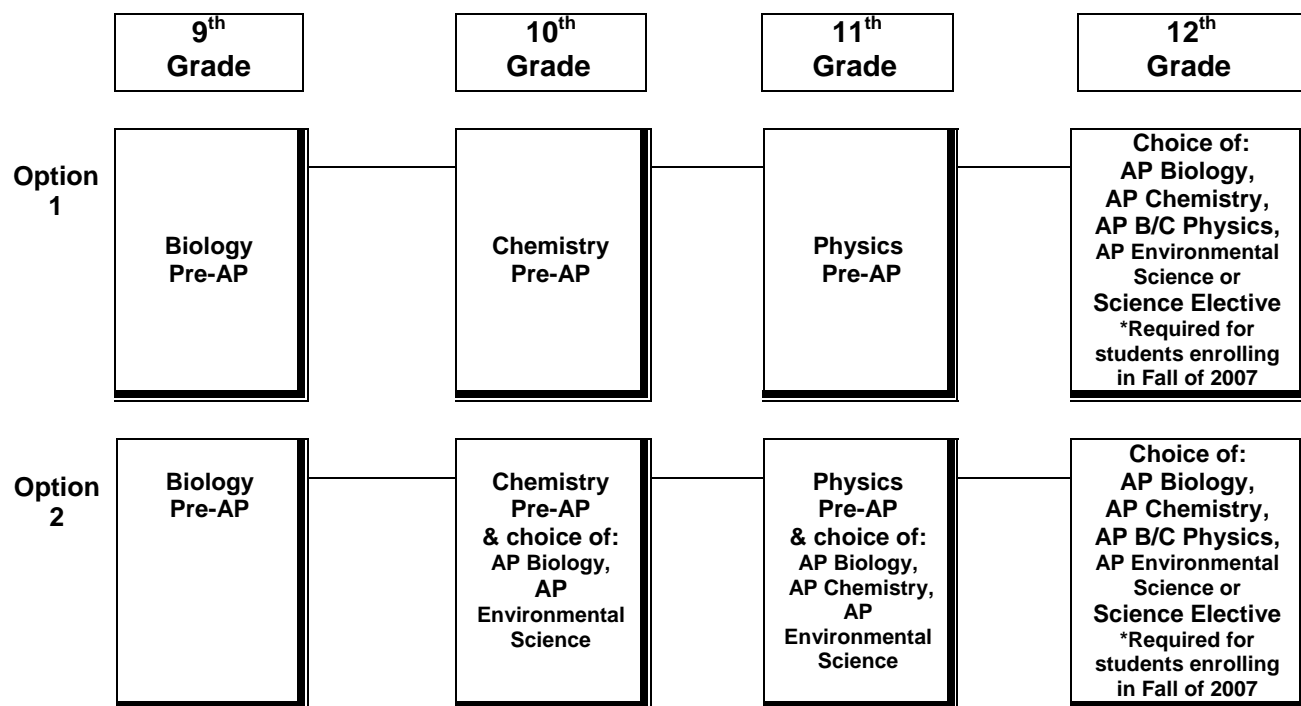
A selection process are procedures that must be satisfied before becoming a member of the cheerleading squad.

SUGGESTED SEQUENCE OF COURSES FOR SCIENCE

Recommended High School Plan



Suggested Course Sequence for Advanced Placement



SCIENCE

Regular Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Integrated Physics & Chemistry (IPC)	1	9, 10	Algebra I (completed or in progress)
Biology	1	9, 10	Algebra I (completed or in progress)
Pre-AP Biology	1	9, 10	Algebra I (completed or in progress)
Conceptual Chemistry	1	10, 11, 12	Algebra I (completed or in progress)
Chemistry	1	10, 11, 12	Algebra I; 1 Science unit
Pre-AP Chemistry	1	10, 11, 12	Algebra II (completed or in progress); 1 Science unit
Conceptual Physics	1	10, 11, 12	Algebra I (completed or in progress)
Physics	1	11, 12	Algebra II (completed or in progress)
Pre-AP Physics	1	11, 12	Algebra II (completed or in progress)
Aquatic Science	1	11, 12	refer to graduation plan
Astronomy	1	11, 12	refer to graduation plan
Engineering Design (Infinity Project)	1	11, 12	Algebra II (completed or in progress); Physics (completed or in progress)
Environmental Systems	1	11, 12	refer to graduation plan
Geology, Meteorology and Oceanography (GMO)	1	11, 12	refer to graduation plan

Advanced Placement Course Titles

AP Biology	1 or 1 1/2	10, 11, 12	Biology, Chemistry, and Algebra II (completed or in progress)
AP Chemistry	1 or 1 1/2	11, 12	Algebra II, Chemistry
AP Environmental Science	1 or 1 1/2	10, 11, 12	Algebra I; Biology
AP Physics B	1 or 1 1/2	10, 11, 12	Algebra II (completed or in progress)
AP Physics C	1 or 1 1/2	11, 12	AP Physics B, Calculus (in progress)

Health Science Technology Course Titles

(*These courses qualify for Distinguished Achievement Recognition.)

Anatomy & Physiology of Human Systems	1	11, 12	Algebra II, Biology, Chemistry
* Medical Microbiology	1/2	11, 12	Algebra I, Biology, Chemistry
* Pathophysiology	1/2	11, 12	Algebra I, Biology, Chemistry, Anatomy & Physiology of Human Systems
Scientific Research & Design	1	10, 11, 12	Algebra I and 1 Science Unit

Technology Education Course Titles

Principles of Technology I	1	11, 12	Algebra II, Physics or AP Physics B (completed or in progress)
Principles of Technology II	1	12	Principles of Technology I

Integrated Physics & Chemistry (IPC)

Prerequisite: Algebra I (completed or in progress) This course is an introductory integrating concepts of physics and chemistry in the following topics: forces and motion, waves, energy transformations, properties of matter and its components, changes in matter that affect everyday life, and solution chemistry. Students are expected to conduct 40% field and laboratory investigations and use critical thinking and scientific problem solving in order to make informed decisions. This course is recommended for students with limited science background experience. **IPC will no longer count as one of the four science credits for students entering Grade 9 in the 2012 – 2013 school year or later.**

Fundamental Integrated Physics & Chemistry (IPC)

Prerequisite: Committee Placement – Students will examine the same topics as in IPC. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Integrated Physics & Chemistry (IPC)

Prerequisite: Committee Placement – Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Biology

Prerequisite: Algebra I (completed or in progress) Students will study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution and taxonomy; metabolism and energy transfers in living organisms; homeostasis in living systems; ecosystems; plants and the environment. Students are expected to conduct 40% field and laboratory investigations by using safe, environmentally appropriate, and ethical practices.

Fundamental Biology

Prerequisite: Committee Placement – Students will examine the same topics as in Biology. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Biology

Prerequisite: Committee Placement – Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-AP Biology

Prerequisite: Algebra I (completed or in progress) Students will examine the same topics as in Biology, but with a greater emphasis on depth, complexity, and analysis. **(PREMIUM GRADE POINTS)**

Conceptual Chemistry

Prerequisite: Algebra I (completed or in progress) Students will study: the fundamental concepts and principals of chemistry including characteristics of matter; energy transformations, physical and chemical properties and changes of matter; atomic structure and nuclear chemistry; the periodic table of elements; behavior of gases; chemical bonding and reactions; oxidation-reduction processes; solution chemistry; acids, bases and salts; and kinetics and equilibrium. Students will conduct 40% field and laboratory investigations by using safe, environmentally appropriate and ethical practices. Accepted by colleges as a Chemistry credit.

Chemistry

Prerequisite: Algebra I (completed or in progress) Students will study a variety of topics that include: characteristics of matter; energy transformations, physical and chemical properties and changes of matter; atomic structure and nuclear chemistry; the periodic table of elements; behavior of gases; chemical bonding and reactions; oxidation-reduction processes; solution chemistry; acids, bases and salts; and kinetics and equilibrium. Students will investigate the relationship between chemistry and everyday life, conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions through critical thinking and scientific problem solving.

Fundamental Chemistry

Prerequisite: Committee Placement – Students will examine the same topics as in Chemistry. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Chemistry

Prerequisite: Committee Placement – Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-AP Chemistry

Prerequisite: Algebra II (completed or in progress), 1 Science unit Students will examine the same topics as in Chemistry, but with a greater emphasis on depth, complexity, and mathematical analysis. **(PREMIUM GRADE POINTS)**

Conceptual Physics

Prerequisite: Algebra I (completed or in progress) Students will study a variety of physics topics and their relation to everyday life including: motion, forces, energy, momentum, heat, thermodynamics, waves, sound, light and electricity. This course provides a conceptual framework for further physics studies and emphasizes mastery of fundamental principles of physics. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving. Accepted by colleges as a Physics credit.

Physics

Prerequisite: Algebra II (completed or in progress) Students will study a variety of topics that include: Newton's laws of motion; changes within physical systems and the conservation of energy and momentum; forces and energy; thermodynamics and heat; characteristics and behaviors of waves; and quantum physics. This course focuses on the integration of conceptual knowledge, mathematical, analytical and scientific skills. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Pre-AP Physics

Prerequisite: Algebra II (completed or in progress), 2 Science units, one of which must be Chemistry or Pre-AP Chemistry The Physics PreAP topics and objectives are similar to Physics. The course topics are covered in greater depth, intensity, and with higher academic expectations. Students will be prepared for AP Physics. **(PREMIUM GRADE POINTS)**

Aquatic Science

Prerequisite: None Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving. Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

Astronomy

Prerequisite: None Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth. Students will conduct 40% field and lab investigations, use scientific methods, make informed decisions using critical thinking and scientific problem solving. This course is available through Pasadena Virtual School; refer to page 14. Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course. This course is available through the Pasadena Virtual School; please refer to page 14.

Engineering Design (Infinity Project)

Prerequisite: Algebra II (completed or in progress); one science unit The Infinity Project provides an engineering/technology curriculum designed for all types of students. The students will be exposed to fundamental elements of technology so they will become competent, functioning, well-rounded citizens of the information age. This program helps all students realize, through hands-on experiments and general course work, that the math and science they have been learning is applicable to real-world problems and a wide variety of occupations.

Environmental Systems

Prerequisite: None Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; and environmental changes in ecosystems. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving. Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

Geology, Meteorology & Oceanography (GMO)

Prerequisite: None Students study a variety of topics including: characteristics and conditions of the Earth; formation and history of the Earth; plate tectonics; the origin and composition of rocks and minerals, the rock cycle, natural resources, weathering, interactions in a watershed, characteristics of oceans, characteristics of the atmosphere, and the role of energy in weather and climate. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving. Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

Fundamental Geology, Meteorology & Oceanography (GMO)

Prerequisite: Committee Placement – Students will examine the same topics as in GMO. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Geology, Meteorology & Oceanography (GMO)

Prerequisite: Committee Placement – Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

AP Biology

Prerequisite: Algebra II (Completed or in progress), Biology or Pre-AP Biology Content requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

AP Chemistry

Prerequisite: Algebra II, Chemistry or Pre-AP Chemistry Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

AP Environmental Science

Prerequisite: Algebra I, Biology or Pre-AP Biology Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

AP Physics B

Prerequisite: Algebra II or Pre-Calculus in progress Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

AP Physics C

Prerequisite: Calculus (in progress) Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

Anatomy and Physiology of Human Systems

Prerequisite: Algebra II, Biology and Chemistry Students will conduct 40% lab and fieldwork to study: the energy needs of the human body; the processes through which these needs are fulfilled; responses of the human body to internal and external forces; body processes that maintain homeostasis and electrical conduction; body transport systems; environmental factors that affect the human body; anatomical and physiological functions; and reproduction, growth and development of humans.

Medical Microbiology

Prerequisite: Algebra I, Biology or Pre-AP Biology, and Chemistry or Pre-AP Chemistry Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Critical thinking and scientific problem solving are used to research and understand the historical development of microbiology as it relates to: health maintenance and the role of microbes in infectious diseases, chemical processes of microorganisms, the morphology and characteristics of microorganisms, factors for microbial growth and reproduction, and the role of beneficial microbes that colonize the human body.

Pathophysiology

Prerequisite: Algebra I, Biology or Pre-AP Biology, Chemistry or Pre-AP Chemistry and Anatomy & Physiology of Human Systems Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Course topics include: the mechanisms of pathology, homeostasis, mutations and neoplasms; the identification of factors that contribute to disease; pathogenic organisms, chemical agents, environmental pollution and trauma of the disease process; human diseases, prevention and control; public health issues; the effects of stress and aging; the evaluation of treatment options for diseases; world health issues and diseases; and the development of a plan for personal health and wellness.

Scientific Research & Design

Prerequisite: Algebra I and 1 Science unit Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. They will develop, design and implement scientific experiments. Students are expected to construct charts, tables and graphs and analyze and communicate experimental results clearly and effectively using technology, as well as suggest alternative explanations from observations or trends evident within the data. Communications of experimental conclusions will be clearly and concisely delivered to a review panel or audience of professionals.

Principles of Technology I

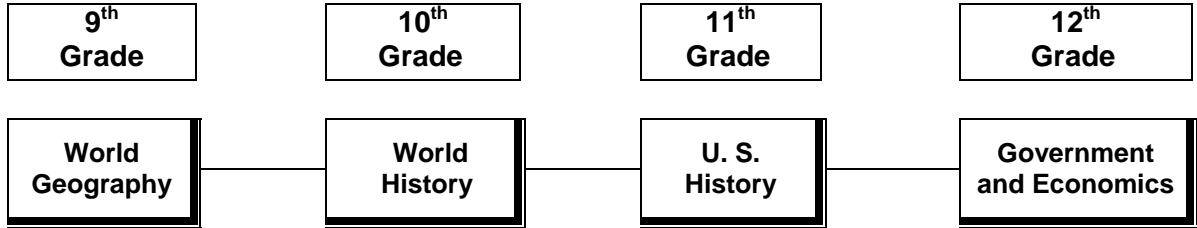
Prerequisite: Algebra II and Physics or AP Physics B (completed or in progress) Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Students will use a systems approach to investigate mechanical, fluid, electrical, and thermal systems, and laws of motion, force, work, rate, resistance, energy, energy transformation and power. Problems will be solved through critical thinking and decisions made within the context of technology. Relevant safety tests must be mastered. Communications of technical reports and presentations will depict algebraic equations and unit conversions.

Principles of Technology II

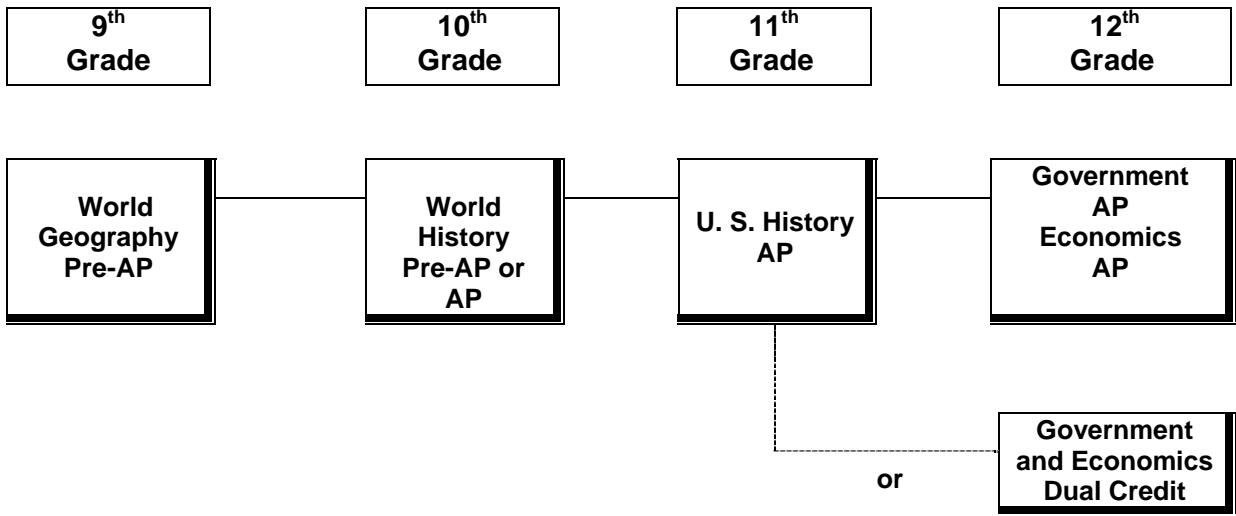
Prerequisite: Principles of Technology I Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Students will use a systems approach to investigate mechanical, fluid, electrical, and thermal technology. The laws governing motion, momentum, waves and vibrations, energy conversion, energy transduction, radiant energy, light and optics, as well as time constants will be studied. Problems will be solved through critical thinking and decision-making within the context of technology. Relevant safety tests must be mastered. Communications of technical reports and presentations will depict algebraic equations and unit conversions.

SUGGESTED SEQUENCE OF COURSES FOR SOCIAL STUDIES

Recommended High School Plan



Suggested Course Sequence for Advanced Placement



SOCIAL STUDIES

Regular Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
World Geography Studies	1	9, 10	None
Pre-AP World Geography Studies	1	9, 10	None
World History Studies	1	9, 10	None
Pre-AP World History Studies	1	9, 10	None
United States History Studies Since Reconstruction	1	11	World Geography or World History (Both recommended)
United States Government	1/2	12	World Geography or World History (Both recommended) & U.S. History
Economics	1/2	12	World Geography or World History (Both recommended) & U.S. History

Advanced Placement Course Titles

AP World History	1	10, 11, 12	None
AP European History	1	11, 12	None
AP United States History	1	11	World Geography & World History
AP Government	1/2	12	World Geography, World History, U.S .History
AP Economics Macro or Micro	1/2	12	World Geography, World History, U.S .History

Elective Courses

Specific elective courses offered at each campus depend upon student interest and available resources.

Philosophy	1/2	11, 12	None
Psychology	1/2	11, 12	World Geography or World History (Both recommended); U.S. History may be taken concurrently
AP Psychology	1/2	11, 12	World Geography or World History (Both recommended); U.S. History may be taken concurrently
Sociology	1/2	9, 10, 11, 12	World Geography (in progress or completed)
Special Topics in Social Studies (Specific courses vary by campus; some are premium point courses)	1/2-1	11, 12	World Geography or World History (Both recommended); U.S History may be taken concurrently
Social Studies Research Methods	1/2-1	11, 12	World Geography or World History (Both recommended); U.S. History may be taken concurrently
Social Studies Advanced Studies	1/2-1	12	World Geography, World History U.S. History; Government or Economics completed or in progress
Economics Advanced Studies	1/2-1	12	World Geography, World History, U.S. History; Government or Economics completed or in progress

World Geography Studies

This course examines people, places, and environments on local, regional, national and international scales from the spatial and ecological perspectives of geography. It describes the influence of geography on events of the past and present and examines cultural influences, regional characteristics, and the impact of technology. *This course provides a foundation for higher level social studies courses. It is required for the Recommended and Distinguished Achievement graduation plans.* This course is available through Pasadena Virtual School; please refer to page 14.

Fundamental World Geography

Prerequisite: Committee Placement – Students will examine the same topics as in World Geography. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer World Geography

Prerequisite: Committee Placement – Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-AP World Geography Studies

Students examine the same topics as in World Geography Studies, but with greater depth and complexity. **(PREMIUM GRADE POINTS)**

World History Studies

This is the only course offering students an overview of the entire history of mankind from earliest times to the present. Major emphasis is on the study of significant people, events, and issues in western civilization and in civilizations in other parts of the world as well. Provides a foundation for higher level social studies courses. *Required for the Recommended and Distinguished Achievement Program. Students are required to take a state social studies exam at the end of tenth grade.*

Fundamental World History Studies

Prerequisite: Committee Placement – Students will examine the same topics as in World History Studies. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer World History Studies

Prerequisite: Committee Placement – Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Pre-AP World History Studies

Students examine the same topics as in World History Studies, but with greater depth and complexity. **(PREMIUM GRADE POINTS)**

United States History Studies Since Reconstruction

Prerequisite: World Geography or World History. Both are recommended. This course is the second part of a two-year study of U.S. History that begins in grade 8. Content focuses on political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements, including civil rights. Students are introduced to the process of historical inquiry. *This course is required for graduation. Students are also required to pass a state TAKS EXIT LEVEL Social Studies exam in order to graduate.* This course is available through the Pasadena Virtual School; please refer to page 14.

Fundamental US History

Prerequisite: Committee Placement – Students will examine the same topics as in US History. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer US History

Prerequisite: Committee Placement – Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

United States Government

This course is the study of principles and beliefs upon which the United States was founded. It also includes the structure, functions, and powers of government at the national, state, and local levels. It is the culmination of civic and governmental content and concepts studied from kindergarten. *This course is required for graduation.* This course is available through Pasadena Virtual School – refer to page 14.

Fundamental US Government

Prerequisite: Committee Placement – Students will examine the same topics as in US Government. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer US Government

Prerequisite: Committee Placement – Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Economics

Economics is the study of basic principles of production, consumption, and distribution of goods and services in the U.S. free enterprise system and a comparison of this system with systems in others parts of the world. Students apply critical thinking skills to evaluate economic activity patterns. This course is the culmination of economic content and concepts studied from kindergarten. *This course is required for graduation.* This course is available through the Pasadena Virtual School; please refer to page 14.

Fundamental Economics

Prerequisite: Committee Placement – Students will examine the same topics as in Economics. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

Consumer Economics

Prerequisite: Committee Placement – Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

AP World History Studies

Content requirements for AP World History Studies are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

AP European History

Content requirements for AP European are prescribed in the College Board Advanced Placement course description **(PREMIUM GRADE POINTS)**

AP United States History

Content requirements for AP United States History are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

AP Government

Content requirements for AP Government are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

AP Economics

Content requirements for AP Economics are prescribed in the College Board Advanced Placement course description.

AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole

AP Microeconomics gives students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. **(PREMIUM GRADE POINTS)**

Philosophy

This one-half credit elective course will provide an opportunity for students to use ideas from the past to develop their own opinions about important issues affecting their lives.

Psychology

This course is the study of the development of the individual and the personality. Students explore topics such as theories of human development, personality, motivation, and learning.

AP Psychology

Content requirements for AP Psychology are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

Sociology

Dynamics and models of individual and group relationships; includes such topics as history and systems of sociology, cultural and social norms, social institutions, and mass communications.

Special Topics in Social Studies

Application of knowledge and skills of social sciences to various topics and issues. Specific course titles may vary by campus. Students use critical thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Important course elements are problem solving, decision making, and communication of information in written, oral, and visual forms.

Social Studies Research Methods

Students conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry in this course. Research may be conducted in classrooms or in independent settings.

Social Studies Advanced Studies

Students working independently or in collaboration with a mentor, investigate a problem, issue, or concern, research the topic using a variety of technologies, and present a product of professional quality to an appropriate audience. *This is available only to students pursuing the Distinguished Achievement Program.*

Economics Advanced Studies

Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern, research the topic using a variety of technologies, and present a product of professional quality to an appropriate audience. *This is available only to students pursuing the Distinguished Achievement Program.*

TECHNOLOGY APPLICATIONS

All of these courses meet the graduation requirements for one credit of Technology Applications.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Computer Science I	1	10, 11, 12	Algebra I (Geometry recommended)
Pre-AP Computer Science I	1	10, 11, 12	Geometry
AP Computer Science A	1	10, 11, 12	Geometry, Pre-AP Computer Science I
Desktop Publishing	1	9, 10, 11, 12	6-8 Technology Applications TEKS
Digital Graphics & Animation	1	10, 11, 12	Art and Portfolio review
Video Technology	1	9, 10, 11, 12	6-8 Technology Applications TEKS
Web Mastering I	1	10, 11, 12	6-8 Technology Applications TEKS
Multi-Media	1	10, 11, 12	6-8 Technology Applications TEKS
Independent Study in Technology Applications	1	11,12	By application
Intro Media Technology	1	11,12	By application
Intro Visual Communication	1	11,12	By application

- The *Business Education* courses that also count toward Technology Applications credit include Business Computer Information Systems I, Business Computer Information Systems II, Business Computer Programming, Telecommunications and Networking, and Business Image Management and Multimedia (see pages 54-57).
- The *Technology Education/Industrial Technology Education* courses that count toward Technology Applications credit include: Graphics Computer Applications and Technology Systems (see pages 67-70).

Computer Science I

Prerequisite: Algebra I (Geometry recommended) This introductory course emphasizes programming methodology in a structured programming language and includes computer architecture, the study of algorithms, data structures, graphics, major hardware components, system software and the social implications of computing. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

Pre-AP Computer Science I

Prerequisite: Geometry This course teaches programming methodology in an object-oriented programming environment. Students will explore computer architecture, data structures including arrays, graphics, records and files, searches, sorts and recursion. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications. **(PREMIUM GRADE POINTS)**

AP Computer Science A

Prerequisite: Pre-AP Computer Science I, Geometry This course continues instruction in an object-oriented programming environment and includes the study of abstract data types, queues, linked lists and trees. This is a full year course. Both semesters must be taken. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications. This course prepares the student for the Computer Science A or AB College Board placement examination. **(PREMIUM GRADE POINTS)**

Desktop Publishing

Prerequisite: 6-8 Technology Applications TEKS and This course covers all the Desktop Publishing TEKS within the four required areas: foundations, information acquisition, solving problems and communication. The student will identify the tasks and use the tools needed for project completion such as word processing, pagination, utility, indexing, graphics, or drawing programs. The student will develop technical documentation related to desktop publishing by creating and sharing electronically formatted and published documents via electronic networks. The final project will be the delivery of a school newspaper. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

Digital Graphics and Animation

Prerequisite: Art I; Portfolio review Students, working both individually and collaboratively, will design and develop media using various computer graphics software and equipment. The course will enhance the students' ability to conceptualize and develop visually rich and visually appropriate materials. A variety of tools, including computers, digital cameras, graphics tablets, scanners, sketchbooks and the Internet, will be utilized to explore graphic design. The course will also include discussions on copyright laws and issues, Internet ethics, art elements and principles of design, composition and layout rules, storyboarding, color theory and color schemes. Animation, both 2-D and 3-D, will be introduced in this course. Students will be required to maintain an electronic portfolio. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

Video Technology

Prerequisite: 6-8 Technology Applications TEKS This is an introductory course in video production. It is an integral component of many technology applications. Students will learn the video basics as well as participate in pre-production and post-production stages of video creation, distribution and evaluation of the product. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

Web Mastering I

Prerequisite: 6-8 Technology Applications TEKS This one-year course includes a study of the impact of the World Wide Web on society, elements of web design, and web site creation and management. Students will develop web content pages and sites primarily in HTML. Using professional graphics software, students will create original artwork for the sites they build. Web authoring software, graphic formats, animation and advanced HTML techniques are included in the course. The World Wide Web (WWW) is the fastest growing component of the Internet. The course develops efficient strategies for gathering resources from the Web. The course focuses on the ability to script, development of searching strategies, and publishing skills. Ultimately, students, within an ethical framework, will be the webmasters for the class, school, or district, as they participate in a real global community of learners and collaborators. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

Multimedia

This course is designed to teach students to utilize presentation software for class projects and oral presentations. Students will need to use critical thinking skills as they use various types of software to create multimedia presentations.

Independent Study – Technology Applications I, II, II

Through the study of technology applications foundations, including technology related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; plans for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

Introduction to Media Technology

Introduction to a basic understanding (historical, aesthetical, conceptual and technical) of the components of digital media: design, color, text, images, sound, animation, time-based design, video and the web. The students will investigate the creation, digitizing and manipulation of these media through a series of lectures, demonstrations and assignments.

Introduction to Visual Communication Processes

Introduction to basic video production skills in a studio environment. Topics include: camera operation, audio mixing, lighting, use of microphones and use of special effects stems. Strong emphasis is placed on developing critical view skills (technical and conceptual) Students will apply basic video production theory in a hands-on lab environment.

CAREER AND TECHNICAL EDUCATION

AGRICULTURE SCIENCE TECHNOLOGY

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Agriscience 101 – Introduction to World Agricultural Science and Technology	1/2	9, 10, 11	None
Agriscience 102 – Applied Agricultural Science and Technology	1/2	9, 10, 11	None
Agriscience 221 – Introduction to Agricultural Mechanics	1/2	10, 11, 12	None
Agriscience 222 – Home Maintenance and Improvement	1/2	10, 11, 12	None
Agriscience 231 - Plant and Animal Production	1/2	10, 11, 12	None
Agriscience 241 – Food Technology	1/2	10, 11, 12	None
Agriscience 261 – Introduction to Horticulture Science	1/2	10, 11, 12	None
Agriscience 312 - Personal Skill Development in Agriculture	1/2	10, 11, 12	None
Agriscience 321 – Agricultural Structures Technology	1/2	10, 11, 12	None
Agriscience 322 – Agricultural Metal Fabrication Technology	1/2	10, 11, 12	None
Agriscience 331 – Specialty Agriculture	1/2	10, 11, 12	None
Agriscience 332 - Animal Science	1/2	10, 11, 12	None
Agriscience 333 - Plant and Soil Science	1/2	10, 11, 12	None
Agriscience 334 - Equine Science	1/2	10, 11, 12	None
Agriscience 362 – Horticultural Plant Production	1/2	10, 11, 12	None
Agriscience 363 - Floral Design	1/2	9,10, 11, 12	None
Agriscience 364 – Advanced Floral Design	1/2	9,10, 11, 12	None
Agriscience 365 - Advanced Animal Science	1/2	9,10, 11, 12	None
Agriscience 366 - Landscape Design, Construction, and Maintenance	1/2	9,10, 11, 12	None
Agriscience 381 - Wildlife and Recreation Management	1/2	10, 11, 12	None

Agriscience 101 - Introduction to World Agricultural Science and Technology

This is a comprehensive basic course designed to introduce beginning students to global agricultural career development, leadership, communications, and personal finance.

Agriscience 102 - Applied Agricultural Science and Technology

This is a comprehensive basic applied course designed to enhance the agricultural comprehension of beginning students; includes soils, plants, animals, agricultural construction, food science, supervised occupational experience programs, and leadership.

Agriscience 221 - Introduction to Agricultural Mechanics

This is a cluster course designed to familiarize the student with basic theory and specialized skills; skills include tool identification and safe usage, carpentry, electricity, plumbing, masonry, fence building, painting, metal working, and welding processes.

Agriscience 222 - Home Maintenance and Improvement

This cluster course is designed to prepare students to improve and maintain the urban or rural home and adjacent building; students are prepared to analyze repair needs and use approved safety techniques.

Agriscience 231 - Plant and Animal Production

This is a cluster course including principles of animal and plant production and the management of soils as related to agriculture.

Agriscience 241 - Food Technology

This course is designed to introduce students to the food technology industry in the free enterprise system. Includes the study of world food production; the processing, preparing, and packaging of foods; government regulations regarding foods; exploring occupational opportunities; and leadership development.

Agriscience 261 - Introduction to Horticulture Science

This is a cluster course including technical skills, entrepreneurship, and occupational opportunities related to plant science. (Offered only at J. Frank Dobie and Pasadena Memorial)

Agriscience 312 - Personal Skill Development in Agriculture

This is a comprehensive course designed to develop agricultural leadership, citizenship, and cooperation. Instruction includes such topics as personal development, employee/employer relations, and group and interpersonal communication skills.

Agriscience 321 - Agricultural Structures Technology

This is a technical course preparing students to maintain, evaluate, design, and build agricultural structures using approved construction techniques.

Agriscience 322 - Agricultural Metal Fabrication Technology

This is a technical course to develop skills in metal equipment assembly and joining processes.

Agriscience 331 - Specialty Agriculture

This is a technical course emphasizing selecting, producing, and marketing specialty enterprises; includes recordkeeping, integrated systems, career opportunities, and leadership.

Agriscience 332 - Animal Science

This is a technical course developing knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals.

Agriscience 365 - Advanced Animal Science

This course is designed to examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources for animal production.

Agriscience 333 - Plant and Soil Science

This is a technical course designed to examine the soil and plant relationships that affect the production of food and fiber.

Agriscience 334 - Equine Science

This is a technical course developing knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses.

Agriscience 362 - Horticultural Plant Production

This is a technical course preparing students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. (Offered only at J. Frank Dobie High School and Pasadena Memorial)

Agriscience 363 - Floral Design

A course designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations.

Agriscience 364 - Advanced Floral Design

This course is designed to examine floral design in relation to contemporary designs, business practices, specialty items, creativity, and careers in the floral industry. (This course is accepted as fine arts credit for non-horticulture majors at Texas A&M University)

Agriscience 381 - Wildlife and Recreation Management

This is a technical course examining the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. (At Pasadena and Dobie High Schools this course includes Hunter, Boater, and Angler Safety Education certifications through Texas Parks and Wildlife. Hunter certification is offered at Sam Rayburn, South Houston, and Pasadena Memorial).

Agriscience 366 - Landscape Design, Construction, and Maintenance

This course is designed to develop skills in the design, construction, and maintenance of planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. (Offered only at J. Frank Dobie High School and Pasadena Memorial)

BUSINESS EDUCATION

Regular Education Course Titles

Students enrolled in business education courses are eligible for membership in the youth organization, Business Professionals of America.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
* Accounting I	1	10,11,12	None
Advanced Accounting II	1	11,12	Accounting I
* Administrative Office Procedures (Co-op) I, II	2 3	11,12	By application; 16 years; BCIS required
Banking and Financial Systems	1/2	11,12	None
* Business Computer Information Systems I	1	9, 10, 11,12	Keyboarding recommended
* Business Computer Information Systems II	1	10,11,12	BCIS I required
Business Computer Programming	1	10,11,12	Keyboarding or BCIS I required
* Business Image Management and Multimedia a, b	1/2 - 1	10,11,12	Keyboarding or BCIS I recommended
Business Law	1/2	10, 11, 12	None
Business Support Systems	1/2 -1	10,11, 12	None
Keyboarding (PHS & SRHS only)	1/2	9, 10	None
Personal Finance	1/2 - 1	9, 10,11, 12	None
Telecommunications/ Networking	1	10,11, 12	BCIS I required
Word Processing Applications	1/2	10,11, 12	BCIS I required

***Subject to meeting specific requirements, course may articulate with San Jacinto College whereby student may receive college credit.**

Accounting I

This course introduces students to accounting concepts, principles, and procedures. The course emphasizes the skills, knowledge, and attitudes necessary for individuals to conduct personal business or to further their education in the field of accounting.

Advanced Accounting II

Prerequisite: Accounting I Accounting II provides the student an opportunity to review and further develop the fundamental accounting principles using technology. The course helps students develop additional skills in applying principles used in accounting systems and methods commonly found in business. Accounting II is designed for students interested in continuing their education at the post secondary level or entering the workforce.

Administrative Office Procedures Co-op I, II

Prerequisite: Keyboarding or BCIS recommended This course provides students with **ACTUAL WORK EXPERIENCE** in an office job, typically working 1 to 5 p.m. Monday through Friday. Classroom instruction coordinates with **ON-THE-JOB EXPERIENCE** which may include a variety of office tasks such as producing documents using Microsoft Office software, receptionist duties, filing, faxing, copying, ordering supplies, and internet applications. **Students must provide their own transportation and a copy of Social Security card prior to enrollment. An application and interview are required before enrollment in the course.**

Banking and Financial Systems

This course will introduce banking and financial concepts, principles and procedures and emphasize the role of money in the modern economy. The student will be able to recognize the economic theories and financial forces that influence international business. The student will compare consumer financial transactions with government transactions. (Offered at Pasadena Memorial and Pasadena High Schools)

Business Computer Information Systems I

Prerequisite: Keyboarding recommended BCIS I develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate level skills. **NOTE: This course, taken for one full year (both semesters), counts toward one credit of Technology Applications.** This course is available through Pasadena Virtual School – refer to page 14.

Business Computer Information Systems II

Prerequisite: BCIS I required BCIS II prepares students with advanced technology skills required by the business environment. Applications include word processing, spreadsheet, database, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies. Students complete the course with advanced skill level in word processing, spreadsheet, and database applications. **NOTE: This course, taken for one full year (both semesters), counts toward one credit of Technology Applications.**

Business Computer Programming

Prerequisite: Keyboarding or BCIS I required (Students have 100% access to the computer.) The student is provided with opportunities to become familiar with operating computer hardware, create structured programs with the introduction of a programming language, demonstrate an understanding of computer language, vocabulary and concepts, and develop skills related to step-by-step problem solving, coding, executing, testing, debugging, data storage and retrieval, and program documentation. Employment opportunities in various business environments will be explored. (Offered only at Pasadena and J. Frank Dobie High Schools)

Business Image Management and Multimedia

Prerequisite: Keyboarding or BCIS I recommended Students become proficient in designing, importing, and manipulating advanced text, graphics, audio, and video used in presentation management, multimedia productions, publishing systems, and emerging technologies. **NOTE: This course, taken for one full year both a and b semesters, counts toward one credit of Technology Applications.**

Business Law

This course provides insight into the evolution and development of laws that govern business in our society. Students will develop a clear understanding of their rights and duties within the business environment.

Business Support Systems

Introduces practical business procedures; develops foundation for competent business participation and **self-sufficiency in today's world; develops flexibility business participation and self-sufficiency in today's world**; develops flexibility and adaptability for the rapidly changing business environment and other skills necessary for success in the workplace; reinforces reading, writing, and calculating skills; and develops effective communications and information management using emerging technology, including telecommunications.

International Business

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

Keyboarding

In this course the student learns to operate the keyboard by "touch" and learn proper formatting of documents for personal and business use. Opportunities are provided for students to apply their keyboarding skills in "real Life" situations and to help students achieve their potential in keyboarding speed and accuracy. Students planning to take other business/computer courses should take keyboarding during the ninth grade, if possible.

Personal Finance

Develops understanding of and skill in maintaining accurate records; includes skills used in everyday business activities both for personal and professional use; provides an opportunity to develop skills related to personal financial management as well as budgeting, financial planning, cashier's records, handling of money, and tasks common to simple office practices.

Telecommunications/Networking

Prerequisite: BCIS I required Students will apply technical skills to address business applications of emerging technologies. The student will assess the impact of telecommunications and analyze the various types and components of networking. With appropriate supervision, the student will create, edit, install and maintain web pages for the school website.

Word Processing Applications

Prerequisite: BCIS I required This course improves the level of proficiency in producing complex business documents; builds on knowledge of word processing concepts and designs with emphasis on the advanced formatting and production level; develops advanced word processing skills, including desktop publishing, creating templates, converting document formats, and importing existing spreadsheets and databases into word processing documents.

COOPERATIVE TRAINING AND RELATED LABS/COURSES

Regular Education Course Titles

Students enrolled in cooperative training and related labs/courses are eligible for membership in the youth organization directly related to the program area. Youth organizations are noted following the course descriptions. Co-op and clinical rotation students must be 16 years of age or older. Co-op students must provide their own transportation to and from their training station.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
<u>Business Education</u>			
* Administrative Office Procedures I (Co-op)	2 - 3	11, 12	By application BCIS I required
<u>Health Science Technology</u>			
Health Science Technology I	1	10, 11, 12	By application; Biology I recommended
+ Health Science Technology II (Clinical Rotation or Co-op)	2 - 3	11, 12	Health Science Tech. I required/ with Biology I required
+ Health Science Technology III (Clinical Rotation or Co-op)	2 - 3	12	Health Science Tech. I required/ with Biology I required
<u>Trade and Industrial Education</u>			
Trade & Indust. Ed. Career Preparation I (Co-op) (TICP I)	3	11, 12	By application
Trade & Indust. Ed. Career Preparation II (Co-op) (TICP II)	3	12	TICP I
<u>Marketing Education</u>			
Entrepreneurship	1	10, 11, 12	None
* Marketing Dynamics (Co-op)	2 - 3	11, 12	By application
* Marketing Management (Co-op)	2 - 3	12	Marketing Dynamics recommended
Marketing Yourself	1/2	9, 10	None
Advertising	1/2	11, 12	None
Hotel Management	3	11, 12	None

NOTE: Students taking some 2 or 3 credit career and technology courses may be exempt from the physical education requirement on a one for one semester basis.

All cooperative and clinical rotation students must be at least 16 years of age.

***Subject to meeting specific requirements, courses may articulate with San Jacinto College whereby student may receive college credit.**

****HST I (1 credit) satisfies the required 1/2 credit health for graduation.**

+Honors option for students who qualify.

Administrative Office Procedures (Co-op) I, II

Prerequisite: Keyboarding or BCIS required This course provides students with ACTUAL WORK EXPERIENCE in an office job, typically working 1 to 5 p.m. Monday through Friday. Classroom instruction coordinates with ON-THE-JOB-EXPERIENCE which may include a variety of office tasks such as producing documents using Microsoft Office software, receptionist duties, filing, faxing, coping, ordering supplies and Internet applications. Students must provide their own transportation and a copy of Social Security card prior to enrollment. An application and interview are required before enrollment in the course. (Business Professionals of America – BPA)

Health Science Technology I

Prerequisite: by application, with Biology I recommended This is a course designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, basic anatomy and physiology, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work-based experiences in health care. (Health Occupations Students of America – HOSA)

Health Science Technology II - (Clinical Rotation or Co-op)

Prerequisite: by application and at least 16 years old, Health Science Technology I required with Biology I required This course is designed to provide hands-on experiences to develop knowledge and skills related to a wide variety of health careers. Course may be taught as Clinical Rotation or Cooperative Education (Co-op). Clinical Rotation offers an in-depth academic base as well as practical exposure to the health field, expands students' exposure to health science curricula, and includes self-study designed to prepare them for four hours per week of hospital rotation. Co-op provides actual work based learning at a training station such as a local hospital, medical clinic, doctor's or dentist's office, veterinary clinic, or pharmacy. (Health Occupations Students of America – HOSA)

**Subject to meeting specific requirements students enrolled in Health Science Technology II or III a,b may apply to take the Certified Nurse Aide Continuing Education course. This course will provide the knowledge, skills, and abilities essential for the provision of basic nursing care. Upon successful completion of the course, testing and credentials will be provided by the Texas Department of Health and Education. Students fulfilling all requirements by the State of Texas will be issued a certification in nurse assisting. After obtaining C.N.A., certification a student may continue courses that will eventually lead to certification as an L.V.N.

Clinical Rotation: Includes opportunities to observe various healthcare careers at off -campus locations such as hospitals, schools and long term care facilities. Students must provide their own transportation to/from some rotation sites. Students must also pass a criminal background check and drug screening. *provides an opportunity for certification in a healthcare area.

Co-op: Provides either an opportunity for *certification in a healthcare area or actual work based learning at a training station such as a local hospital, clinic, physician/dentist office, veterinary clinic.

***HONORS OPTION:** Eligible students will have an opportunity to pursue honors credit, within the regular course, through completion of an extensive, in-depth independent study program involving research of a scientific process related to medicine. Eligibility requirements include Biology I and Chemistry I with minimum grade average of 80. See instructor or counselor for further information concerning honors option.

Health Science Technology III (Clinical Rotation or Co-op)

Prerequisite: **Health Science Technology I, with Biology I required** Students develop advanced clinical/co-op skills necessary for employment in the health care industry or continued education in health careers. The course may be taught as Cooperative Education or as occupationally specific Clinical Rotation. (Health Occupations Students of America – HOSA)

**Subject to meeting specific requirements for students enrolled in Health Science Technology II or III a,b may apply to take the Certified Nurse Aide Continuing Education course. This course will provide the knowledge, skills, and abilities essential for the provision of basic nursing care. Upon successful completion of the course, testing and credentials will be provided by the Texas Department of Health and Education. Students fulfilling all requirements by the State of Texas will be issued a certification in nurse assisting. After obtaining C.N.A. certification a student may continue courses that will eventually lead to certification as an L.V.N.

Clinical Rotation: Includes opportunities to observe various healthcare careers at off—campus locations such as hospitals, schools and long term care facilities. Students must provide their own transportation to/from some rotation sites. Students must also pass a criminal background check and drug screening. *provides an opportunity for certification in a healthcare area.

Co-op: Provides either an opportunity for *certification in a healthcare area or actual work based learning at a training station such as a local hospital, clinic, physician/dentist office, veterinary clinic.

+HONORS OPTION: Eligible students will have an opportunity to pursue honors credit, within the regular course, through completion of an extensive, in-depth independent study program involving research of a scientific process related to medicine. Eligibility requirements include Biology I and Chemistry I with minimum grade average of 80. See instructor or counselor for further information concerning honors option.

Trade & Industrial Education Career Preparation (TICP) I, II (Dobie High School only)

Prerequisite: **by application and at least 16 years old** This course is a work-based program providing occupationally related classroom instruction and on-the-job training experiences which prepares students for employment in industrial occupations such as auto mechanic, meat cutter, printer, machinist, carpenter, and welder. (Skills USA)

Entrepreneurship

Course focuses on how to plan, design, and start a profitable business venture. Students will learn how to develop a business plan, as well as gain hands-on practical experience in operating a business by working in the school store. This course is a full year, one credit course open to students in grades 10-12. (Offered at Pasadena High School only) (DECA - An Association of Marketing Students.)

Marketing Dynamics (Co-op)

Prerequisite: **by application and at least 16 years old** Provides classroom instruction and on-the-job training in local, retailing/wholesaling/service related businesses. Students will examine the risks and challenges marketers face to maintain their competitive edge. Open to students in grades 11-12. Yields 2 or 3 credits. (DECA - An Association of Marketing Students.)

Marketing Management (Co-op)

Prerequisite: **by application and at least 16 years old** Combines classroom instruction and on-the-job training in local, retailing/wholesaling/service related businesses. Students will learn to be a successful marketing manager through the development of decision-making skills and the effective management of employees. Open to grade 12 students. (DECA - An Association of Marketing Students.)

Marketing Yourself

Course teaches student how to develop a systematic approach for evaluating, preparing for, and seeking career opportunities. You have only one opportunity to make a good first impression. In Marketing Yourself, you learn how who you are can affect what you become and to put your best foot forward in a job or college interview. This portfolio-based personal development course is open to students in grades 9-10 . Yields ½ credit. (DECA - An Association of Marketing Students.)

Advertising

Course teaches student to create advertisements with style! Print, radio, and television ads will be analyzed. Students will create print ads, posters, brochures, and radio and television commercials. Advertising skills can be used in many ways. Great for students needing skills for special presentations in a job or college! This course is open to 11th -12th grade students. (Offered at Pasadena High School) (DECA - An Association of Marketing Students.)

Hotel Management

A specialized course for students who have a career interest in the management aspects of the lodging/ convention services industry. Instruction will include all aspects of the industry. Classroom instruction will be combined with on-site training at a local full-service hotel. (Offered at L. P. Card Career & Technical Center) (DECA – An Association of Marketing Students.)

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Community Based Vocational	3	9, 10, 11, 12	Committee Placement Instruction (CBVI)
Occupational Preparation I-IV	3	9, 10,11, 12	Committee Placement
Vocational Experience Work Program (VOCEX) I-III	3	10, 11, 12	Committee Placement at least 16 years of age, junior or senior status

Community Based Vocational Instruction (CBVI) I - IV

Prerequisite: Committee Placement Community Based Vocational Instruction is a sequential program that allows students to participate in a variety of work experiences throughout their community.

Occupational Preparation I-IV

Prerequisite: Committee Placement Introductory course to help students acquire the necessary skills to follow directions, develop responsibility, and demonstrate appropriate social skills needed in a work setting.

Vocational experience Work Program (VOCEX) I - IV

Prerequisite: Committee Placement, 16 years of age and of junior or senior status. The Vocational Experience Work Program is an instructional arrangement that provides special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the students IEP 19TAC589.63©(9). The VOCEX program is designed in conjunction with the student's transition goals in mind and only after the school district's career and technology classes have been considered and determined inappropriate for the student. This co-op helps support students in competitive employment.

FAMILY AND CONSUMER SCIENCES EDUCATION

Regular Education Course Titles

Students enrolled in Family and Consumer Sciences Education courses are eligible for membership in Family, Career, and Community Leaders of America – FCCLA.)

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Personal and Family Development a, b	1/2 - 1	9, 10, 11, 12	None
Apparel	1/2	10, 11, 12	Personal and Family Development b recommended
* Child Development	1/2	10, 11, 12	Preparation for Parenting
Child Care Guidance Services and Management	2 - 3	11, 12	Child Development and Parent Child Development
* Individual and Family Life	1/2	10, 11, 12	None
Interior Design	1/2	10, 11, 12	None
Nutrition and Food Science	1/2	10, 11, 12	Personal and Family Development a Recommended
Food Science and Technology	1/2	10, 11, 12	Nutrition and Food Science
*Preparation for Parenting	1/2	10, 11, 12	None
Food Production	2 – 3	11, 12	Nutrition and Food Science
Hospitality Services and Travel Academy	2 – 3	11, 12	Personal and Family Development and/or Food Science recommended (DHS only)
Ready, Set, Teach! I	2 – 3	11, 12	By application/16 yrs.; Preparation for Parenting and Child Development recommended
Ready, Set, Teach! II	2 – 3	12	Required completion of Ready, Set, Teach! I

***Subject to meeting specific requirements, course may articulate with San Jacinto College whereby student may receive college credit.**

Personal and Family Development a, b

This comprehensive laboratory course is designed to address a broad range of knowledge and skills related to personal development, decision making, and management; promotion of strong families; and preparation for adult roles.

Personal and Family Development a - emphasizes skills related to management, consumer choices and responsibilities, food and nutrition, and housing.

Personal and Family Development b - emphasizes skills related to family relationships, child development, textiles, clothing selection, and care.

Apparel

This laboratory course emphasizes concepts and skills related to apparel decisions and management, including characteristics of fabrics and skills for selection, apparel construction concepts, the nature of the apparel industry, and career options within the occupational area.

Child Development

This course provides in-depth study of career and job opportunities as well as opportunities for students to develop skills related to the development and care of children including concepts related to prenatal and postnatal care, child care guidance techniques, and special parenting techniques for teaching children with special needs such as those who are handicapped, gifted and talented. Opportunities will be provided to students to work with school-age children. The causes and prevention of child abuse will also be addressed.

Child Care Guidance Services and Management

Prerequisites: **Child Development and Parent Child Development** This course provides training designed to develop knowledge and skills for employment in the area of child care and guidance. Content includes business management procedures, safety, sanitation, influences on child growth and development, interactions impacting children's behavior, and techniques for providing care and guidance for children. Also addressed are legal consideration; careers related to the care and education of children; technology applications and managing multiple family, community, and career roles. (Offered at Pasadena Memorial and South Houston High Schools)

Individual and Family Life

This course presents an overview of the development of each individual, the family, and society in general; includes the principles that affect family living, relationship skills, the responsibilities of adulthood, career options and adjustments; emphasizes communication techniques and coping skills for family crises, and the multiple roles of family members.

Interior Design

This course emphasizes elements and principles of design. Emphasize the role of color, factors to consider when planning a color scheme, selection, use and care of furniture and accessories, walls, floors, and window treatments; and career options in the field of interior design.

Nutrition and Food Science

This technical laboratory course concentrates on nutrition, food choices, and food management skills for individuals and the family throughout the life cycle. Instruction addresses nutrition and food science from the perspective of food habits and wellness, menu planning, special dietary needs, food costs and budgeting, consumer food-buying strategies, food safety and sanitation procedures, food labels, technology implications, and food handling, storage and preparation practices. Meal etiquette, career options, and techniques for managing multiple family, community, and career roles are part of the content.

Food Science and Technology

Prerequisite: Nutrition and Food Science This technical laboratory course provides foundational training in the area of food science and technology. Content address food science principles; nutrition and wellness, food technology, world food supply, managing multiple family, community, and career roles, and career options in nutrition, food science and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development, food safety and sanitation standards, market research, legal issues, and food policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

Preparation for Parenting

This course is designed to provide students with experiences to develop knowledge and skills necessary to function effectively in the role of parent or caregiver.

Food Production

This course provides occupationally specific training designed to develop knowledge and skills for employment in the area of food production, management, and services. Instruction includes operation and management of food service establishments, marketing strategies, quantity food production skills, food presentation and service techniques, and technology applications in the food service industry. Legal considerations, customer service, career options, and managing multiple family, community, and career roles are contained in the content.

Hospitality Services and Travel Academy

Hospitality Services Internship prepares students for a professional career in the hospitality industry. This course offers exciting opportunities at a hotel to develop skills and training needed to enter a global and competitive work force. Students rotate in a non-paid internship at a local hotel. Rotations may include the following areas: sales/catering, human resources, housekeeping, front desk, accounting, purchasing, restaurants, engineering, health club and reservations. Students also learn skills for employment in traveling operations. (Dobie High School Only)

Ready, Set, Teach! (RST) I & II

Prerequisite: by application and at least 16 years old, recommended completion of Preparation for Parenting and Child Development. RST provides actual work experience in the field of education. Students receive classroom instruction which coordinates with actual placement within various schools throughout the district and under the supervision of specific instructors, administrators, and the RST coordinator. The Ready, Set, Teach! Program exempts students from the physical education requirement on a one for one semester basis.

TECHNOLOGY EDUCATION

Students enrolled in Technology Education classes are eligible for membership in Technology Students Association – TSA

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Architectural Construction	1	11, 12	Construction Systems recommended
* Architectural Graphics	1	10, 11, 12	Engineering Graphics recommended
* Graphics Computer Applications – AutoCAD	1	10, 11, 12	None
Construction Systems	1	10, 11, 12	Engineering Graphics required
* Engineering Graphics	1	9, 10, 11, 12	Technology Education in Middle School or Tech Systems in high school
* Electricity/Electronic Technology a, b	1	10, 11, 12	Energy, Power, and Transportation Systems recommended
Energy, Power, and Transportation Systems	1	9, 10, 11, 12	None
Manufacturing Systems	1	10, 11, 12	Engineering Graphics recommended
* Research, Design, and Development	1	10, 11, 12	One of the following: Engineering Graphics a, b Architectural Graphics a, b Construction Systems a, b Manufacturing Systems a, b Electricity/Electronic Technology a, b
** Robotics I	2	11, 12	Technology Systems Recommended
** Robotics II	2	11, 12	Robotics I
Technology Systems a, b	1	9, 10, 11, 12	None

***Subject to meeting specific requirements, course may articulate with San Jacinto College whereby student may receive college credit.**

**** Robotics I and Robotics II** are open to all eligible students. The course is scheduled to meet at the L. P. Career & Technology Center; transportation is provided to the campus. Students may not drive private vehicles to other campuses.

Architectural Construction

Prerequisite: Construction Systems recommended This is a technical course which focuses on the use of tools, equipment, and materials used for the construction of residential and light commercial structures. Student activities may include the design and construction of residential structures and the use of advanced tools and machines used in the construction industry.

Architectural Graphics

Prerequisite: Engineering Graphics required. This is a technical course in principles of residential design, architectural styles, and construction practices. Activities focus on the development of original working drawings, presentation drawings, and model building.

Graphics Computer Applications – AutoCAD

Prerequisite: Engineering Graphics required This is an exploratory course designed to explore the use of computers in technology today. Activities include: computer-aided design and drafting, 3-D design and animation, CNC programming, and desktop digital graphics. **NOTE: This course taken for one full year (both semesters) counts toward one credit of Technology Application.**

Construction Systems

Prerequisite: Engineering Graphics recommended This is an exploratory course which addresses the utilization of construction for residential and civil structures. Students study and use common construction tools, machines, materials, and processes. Experiences in planning and controlling construction systems and projects allow students to explore the organizational structures and management strategies in construction.

Engineering Graphics

This is a technical course in lettering, engineering geometry, multi-view drawings, sectioning, pictorial representation, dimensioning, detail and assembly drawings, reproduction of drawings and selection of equipment and supplies.

Electricity/Electronic Technology

Prerequisite: Energy, Power, and Transportation Systems recommended This is a technical course designed to introduce the concepts and application of electrical energy and electronics as a component of energy technology. In the electricity component, the focus is on the characteristics, generation, storage, distribution, and application of electrical energy. In the electronics component, the focus is on the design, construction, and application of electronic devices and circuits. Practical applications include breadboarding, problem solving, and the use of test equipment.

Energy, Power, and Transportation Systems

This course is an exploratory course which provides experiences in energy, power, and transportation technologies and how they are utilized to serve the needs and wants of society. Students will study the characteristics, availability, conversion, control, transmission, and storage of energy and power. Other topics include principles of radiant, electrical, fluid, and mechanical power; land, air, sea, and space transportation; and environmental issues.

Manufacturing Systems

Prerequisite: Engineering Graphics recommended This is an exploratory course which addresses the knowledge and skills important in manufacturing technology. Students will study common manufacturing tools, machines, materials, and processes in the lab. Experiences in planning and controlling simulated manufacturing systems and projects will be provided.

Research, Design, and Development

Prerequisite: One of the following courses: Engineering Graphics a, b; Architecturing Graphics a, b; Construction Systems a, b; Manufacturing Systems a, b; or Electricity/Electronics Technology a, b This is an activity-based course giving students the opportunity to creatively pursue new knowledge and solve real-world problems. Activities include research, data collection, problem-solving, designing, developing prototypes and working models.

Robotics I

Prerequisite: Technology Systems recommended. Robotics I is an introduction to Robots/Automation that includes history, terminology, classification of robots, basic components, control systems, alternating current and hydraulic servomechanisms, programming, sensors, types of drive, end-of-arm tooling, end effectors, safety and design procedures.

Robotics II

Prerequisite: Robotics I. Robotics II is the study of robots, programming languages, and software integrated to develop work cells and complete robotic systems. Topics include automation basics, interfacing, safety, design procedures, and robotic subsystems.

Technology Systems

An overview course designed to introduce the application of technology to solve problems encountered in everyday life. Areas which are covered include bio-sciences; communication; computer applications; construction; energy, power, and transportation; and manufacturing. Students will study how the use of technology has changed our way of life at home, at work, and in our communities. Content includes, but is not limited to, the study of technology systems and the application of these systems, problem solving, safety, maintenance, leadership, careers, and marketing.

***This course must be taken for one full year (both semesters) counts toward one credit of Technology Application.**

TRADE AND INDUSTRIAL EDUCATION

Career and Technology trade and industrial education courses are pre-employment laboratory courses with job specific training for entry level employment. Courses include safety, leadership training, entrepreneurship, work ethics, and career opportunity awareness activity. All students enrolled in a Trade and Industrial course are eligible for membership in Skills USA.

Trade and Industrial two or three credit courses are open to all eligible students; transportation is provided to the campus where the course is scheduled to meet. Students may not drive private vehicles to other campuses.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
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Courses scheduled at the Career and Technical Center

* A+ Computer Maintenance Technician	2	11, 12	By application
Networking Fundamentals	2	11, 12	By application
Air Conditioning & Refrigeration I	2	11, 12	By application
Air Conditioning & Refrigeration II	2	12	AC/Ref. I & application
Construction Technologies I	2	11, 12	None
Construction Technologies II	2	12	Construction Technologies I
* Electrical Trades I	2	11, 12	By application
* Electrical Trades II	2	12	Electrical Trades I, by application
* Welding I	2	11,12	By application
* Welding II	2	12	Welding I and application
Introduction to Transportation Service Careers	1/2	10,11,12	None
Criminal Justice/Government/Economics	3	11,12	

Courses scheduled at Pasadena High School and J. Frank Dobie High School

* Automotive Collision Repair and Refinishing Technology I	2 - 3	11, 12	By application
* Automotive Collision Repair and Refinishing Technology II	3	12	Auto Collision R/R & application
Cosmetology I	3	11, 12	By application
Cosmetology II	3	12	Cosmetology I & application

Courses scheduled at the Career and Technical Center, Pasadena High School and J. Frank Dobie High School

* Automotive Technician I	2 - 3	11, 12	By application
* Automotive Technician II	2 - 3	12	Automotive Tech. I & application

Course scheduled at Sam Rayburn High School

CTED: Small Engine Repair I-III 1 1/2-3 10, 11, 12 Committee Placement

(Students age 16 or older may begin trade and industrial programs earlier.)

NOTE: Students taking some 2 or 3 credit career and technology courses may be exempt from the PHYSICAL EDUCATION requirement on a one for one semester basis.

***Subject to meeting specific requirements, course may articulate with San Jacinto College whereby student may receive college credit.**

A+ Computer Maintenance Technician

This course provides job specific training for Industry Certified entry-level employment in computer repair and maintenance technology careers. Course will be taught on state-of-the-art equipment which will prepare students to test and receive A+ Certification as a Computer Repair Technician. Student will be responsible for test fee. Studies will include computer hardware and peripherals, system resources, and system construction as well as troubleshooting and repair techniques. In addition, Operating Systems such as Windows 98 and Windows 2000 will be covered as well as Networking theory and construction. **Note: students will be prepared to take the A+ Certification test at the end of one year.**

Networking Fundamentals (N+)

Networking Fundamentals is beneficial to anyone wishing to pursue a career in information technology. It provides the skills and basic knowledge required before pursuing studies in specific networking fields, such as network administration, network design, and the support of specific network operating systems. This will meet all the required knowledge for the CompTIA Network+ Certification exam and provide the basic skills and knowledge needed to successfully enter the field of networking **Note students will be prepared to take the N+ Certification test at the end of one year.**

Air Conditioning and Refrigeration I, II

This course provides job specific training for entry-level employment in the expanding career fields of heating, ventilation, air conditioning and refrigeration (HVAC) installation and service, plus safety and career opportunities.

Introduction to Transportation Services Careers

This course is designed to provide a broad basic understanding of career opportunities and training requirements and introduce skills in six transportation related service careers: aircraft mechanics, auto body and collision repair, automotive technology, diesel engine mechanics, small engine repair, and mechanics. (Offered at Pasadena Memorial High School)

Automotive Collision Repair and Refinishing Technology I, II

This is a pre-employment laboratory course designed for the student exploring a possible career in the automotive collision repair and refinishing industry. All auto collision repair and refinishing technology classes in the Pasadena Independent School district are N.A.T.E.F. (National Automotive Technician Education Foundation) certified and A.Y.E.S. (Automotive Youth Education System) certified. These certifications ensure that the student will be taught from a curriculum that is challenging and current with industry standards. Classes are taught by A.S.E. master certified instructors that are also licensed by the State of Texas to teach career and technology education. Equipment and tools in the Automotive Collision Repair and Refinishing Technology lab meet industry standards and are updated yearly. Topics taught include job specific training for entry level technician employment, using N.A.T.E.F. standards in body and frame repair and refinishing. These skills use the latest industry standards for repairing metal, fiberglass and composites, urethanes, and synthetic materials. Mig and Tig welding of all metals and plastic welding is covered. Application of all automotive paints, custom and OEM, and primers are also covered. Environmental issues, safety, career opportunities and ASE certification are also covered

Automotive Technician I, II

This is a pre-employment laboratory course designed for the student exploring a possible career in the automotive industry. All auto technology classes in the Pasadena Independent School District are N.A.T.E.F. (National Automotive Technician Education Foundation) certified and A.Y.E.S. (Automotive Youth Education System) certified. These certifications insure that the student will be taught from a curriculum that is challenging and up to date with industry standards. Classes are taught by A.S.E. master certified instructors that are also licensed by the State of Texas to teach career and technology education. Equipment and tools in the Auto Technology lab meet industry standards and are updated yearly. Topics

taught include safety, basic skills, brakes, electrical and electronic systems, engine performance, suspension and steering systems. After successful completion of their first year, students are eligible for employment in a local dealership or an independent shop as a trainee.

Construction Technologies I, II

This course provides job specific training for entry-level employment in six construction-related careers: carpenter, bricklayer, residential electrician, plumber, painter, and decorator, including safety and career opportunities.

Cosmetology I, II

This course provides lab and classroom instruction for job specific training for entry-level employment in cosmetology careers. Includes sterilization and sanitation processes, shampooing and rinsing hair, application of conditioning creams and color rinses, application of scalp and hair treatments, shaping and thinning hair, hair styling, permanent waving, hair coloring, manicuring, facial massage and make-up, safety issues, and meets the Texas Cosmetology Commission requirements for licensure upon passing state exam.

Electrical Trades I, II

Students will learn how to identify and apply electrical codes regulating residential, commercial, and industrial electrical construction; to install electrical switch and outlet boxes, power panels, power feeders, internal and external light fixtures, receptacles, and conduit; students will demonstrate the proper techniques for sizing and installing conductors and connectors, how to connect and disconnect electric motors, and techniques for trouble shooting residential, commercial, and industrial wiring and other electrical problems. The course will prepare the students for internship/apprenticeship training as an electrician.

Criminal Justice

This course will satisfy the Government and Economics requirement for graduation.

Technical Introduction to Criminal Justice (TICJ) – Prerequisite: Concurrent with Crime in America. A course designed as a study of the history and philosophy of criminal justice and its ethical considerations. Crime is defined. Its nature and impact are explored. Instruction includes and overview of the criminal justice system, law enforcement and the court system, at study of prosecution and defense, trial processes, and corrections and penal systems. This course is part of a Tech Prep coherent sequence in Criminal Justice. *Does not count for P.E. credit.*

Fundamentals of Criminal Law – Prerequisite: Introduction to Criminal Justice. This course is designed as a study of the nature of criminal law, its philosophical and historical development with major definitions and concepts. Instruction will include the classifications of crimes with the elements of crimes and penalties using Texas statutes as illustrations. This course is part of a Tech Prep coherent sequence in Criminal Justice. *Does not count for P. E. credit.*

Welding I, II

This course offers job specific training for entry-level employment in welding careers. Instruction includes **CONTREN** Core curriculum of safety, hand and power tools, math, rigging, and blueprint reading. Metal is cut with plasma arc and oxy-fuel torches, prepared with grinders, welded with oxy-acetylene, Shielded Metal Arc, Gas Metal Arc, and Gas Tungsten Arc processes; then the weld is tested. Students can earn a 10 hr. or 30 hr. OSHA safety credit, college credit, and welding scholarships.

CTED: Small Engine Repair I-III

Prerequisite: Committee Placement Students will participate in a hands-on shop class focusing on small engine theory, maintenance, and repair; minor automotive maintenance and repair; and will be introduced to oxyacetylene and electric arc welding and cutting.

MISCELLANEOUS

SPECIAL TOPICS/DECATHLON

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Special Topics/Decathlon	1/2 -1	9, 10, 11, 12	Application

The national Academic Decathlon competition is an extremely challenging extra-curricular opportunity. Events include Mathematics, Science, Social Studies, Fine Arts, Language and Literature, Economics, Speech, Interview, Essay, and Super Quiz. Students interested in Academic Decathlon may take a course designed to prepare them for this rigorous competition. Many hours of after school preparation will be required as well. This course is not approved for state graduation credit, only local credit will be awarded. **(PREMIUM GRADE POINTS)**

INDEPENDENT STUDIES

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Independent Study	1	11, 12	Application

Enrichment instruction in the essential knowledge and skills of the appropriate Independent Study course is provided. Students complete an independent project in a time frame established with the help of the instructor/mentor. Students are required to keep a record of the project progress. The student's grade will be determined by the quality and completeness of the project.

MARITIME STUDIES

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Introduction to General Maritime Studies	1	10,11	Application
Introduction to Maritime Skills	to be offered school year 2010-11		
Advanced General Maritime Maritime Studies	to be offered school year 2011-12		
Maritime Career Preparation	to be offered school year 2012-13		

The maritime course curriculum is designed to give all students a basic understanding of the marine Transportation System. In their junior and senior years the students will be required to choose a career path between mariners, shipyards, and port operations to ensure they receive as much specialized training as possible in their desired career.

ROTC (MILITARY SCIENCE)

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Army ROTC I-IV (SRHS)	1/yr.	9, 10, 11, 12	Taken in sequence
Marine ROTC I-IV (PHS only)	1/yr.	9, 10, 11, 12	Taken in sequence
Naval ROTC I-IV (SHHS only)	1/yr.	9, 10, 11, 12	Taken in sequence

Army ROTC

This course is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling them self-esteem, teamwork, and self-discipline. The course prepares students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction, and rewarding opportunities that will benefit the student, community, and a nation. **(Offered only at Sam Rayburn High School)**

Marine ROTC

This course introduces first-year cadets to the Marine Corps and basic military organization, including courtesies, customs, rules of conduct, Marine Corps history, weapons, marksmanship, and exercise of command; advanced years of study include topics of the organization of the modern Marine Corps, hygiene and first aid, sea and air power, and military teaching methods. **(Offered only at Pasadena High School)**

Naval ROTC

This course includes topics such as orientation, customs, traditions, and organization of the Navy; drills and ceremonies develop individual confidence and leadership; advanced years of study include topics in naval applications to science, oceanography, seamanship, navigation, celestial navigation, and radar plotting. **(Offered only at South Houston High School)**

TEEN LEADERSHIP

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Teen Leadership	1/2-1	9, 10, 11, 12	None

Teen Leadership is a program in which students develop leadership, as well as professional and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem solving skills. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need for vision in goal-setting, personally and professionally.

AVID (Advancement Via Individual Determination)

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
AVID I, II, III, IV	1/2 - 4	9, 10, 11, 12	Application

AVID is a ninth- through twelfth-grade program to prepare students in the academic middle for four-year college eligibility. AVID targets students who have the desire to go to college and the willingness to work hard. The program is designed for students who ordinarily would not be in rigorous, academic, college-preparatory classes the opportunity to take such classes and the support necessary to succeed in them.

Student Leadership

Student Leadership is a course designed to provide an opportunity for a student to study, practice, and develop group and individual leadership and organizational skills.

Peace Keepers I, II

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Peace Keepers	1/2-2	9, 10, 11, 12	Application

Peace Keepers is an innovative course used as a preventive approach for handling conflicts in schools. Staff and selected students learn specific skills in communication, dispute resolution, and socialization, which they then apply in the school, family, and community setting. Once trained the students act as peer mediators who assist disputants in resolving conflicts. The goal of the training is to empower participants to implement and maintain mediation team programs at the campus level.

Consumer Social Skills I - IV

Prerequisite: Committee Placement – This course is designed to develop basic social skills needed for social success in interpersonal situation. Coursework and assessments are based on alternate academic standards that are pre-requisite skills linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Consumer Vocational Skills I - IV

Prerequisite: Committee Placement – This course is designed to provide hands on experiences to develop skills related to a variety of vocational options. Coursework and assessments are based on alternate academic standards that are pre-requisite skills linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

FOUR YEAR PLAN WORKSHEET EXAMPLE

NAME: _____ GRADUATION DATE: _____

- HIGH SCHOOL PLAN: () Recommended High School Program (24 credits/page)
 () Recommended High School Program (26 credits/page 9)
 () Distinguished Achievement Program (24 or 26 credits) – Page 8, 9

Grade 9			
Course	1 st	2 nd	Cr
1. English I			
2. Math			
3. Science			
4. World Geography			
5.			
6.			
7.			
TOTAL			7

Grade 10			
Course	1 st	2 nd	Cr
1. English II			
2. Math			
3. Science			
4. World History			
5.			
6.			
7.			
TOTAL			7

Grade 11			
Course	1 st	2 nd	Cr
1. English III			
2. Math			
3. Science			
4. U. S. History			
5.			
6.			
7.			
TOTAL			7

Grade 12			
Course	1 st	2 nd	Cr
1. English IV			
2. Math (Strongly Recommend)			
3. Government/Economics			
4. Science (Strongly Recommend)			
5.			
6.			
7.			
TOTAL			

Courses listed are required for graduation and must be taken during that year.

Also, Required for Graduation:

- Communication Applications (1/2 Credit)
- Health (1/2 Credit)
- Foreign Language (2 Credits)
- P.E. (1 ½ Credits)
- Electives (3 ½ Credits)
- Fine Arts (1 Credit)
- Technology Application (1 Credit)

FOUR YEAR PLAN WORKSHEET

Seven Period Day

NAME: _____ GRADUATION DATE: _____

- HIGH SCHOOL PLAN: () Recommended High School Program (24 credits/page 8)
 () Recommended High School Program (26 credits/page 9)
 () Distinguished Achievement Program (24 or 26 credits) – Page 8, 9
Class of 2011 - 26 credits – page 9

Grade 9			
<i>Course</i>	<i>1st</i>	<i>2nd</i>	<i>Cr</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
TOTAL			7

Grade 10			
<i>Course</i>	<i>1st</i>	<i>2nd</i>	<i>Cr</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
TOTAL			7

Grade 11			
<i>Course</i>	<i>1st</i>	<i>2nd</i>	<i>Cr</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
TOTAL			7

Grade 12			
<i>Course</i>	<i>1st</i>	<i>2nd</i>	<i>Cr</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
TOTAL			

SUMMER SCHOOL			
Prior Grade 9	Prior Grade 10	Prior Grade 11	Prior Grade 12

NOTES