

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.

<p>Dobie High School 10229 Blackhawk Houston, Texas 77089 Telephone: 281-481-3000</p>	<p>Principal.....Steve Jamail Asst. Principal in charge of curriculum.....Dennis Teichelman Counselor (9th).....Diane Sneed Counselor (10th).....Al Smith Counselor (11th).....Andrea Longoria Counselor (12th).....Patrice Camp Special Populations Counselor.....Laurie Entyre Counselor - Special Ed.....Angelina Estes</p>
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<p>Sam Rayburn High School 2121 Cherrybrook Pasadena, Texas 77502 Telephone: 713-477-3601</p>	<p>Principal.....Merlin Mohr Asst. Principal in charge of curriculum.....Joyce Boyd Counselor (Drug Free/504).....Sandra Henry Counselor (9th).....Roberto Rios Counselor (10th).....Judy Davis Counselor (11th).....Linda Cottrell Counselor (12th).....Tammy Gernander Counselor - Special Ed.....Carol Beal</p>
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<p>Skill Center 4320 Crenshaw Pasadena, Texas 77504 Telephone: 281-998-5525</p>	<p>District Career and Technology Director.....Mickey Ohlendorf Counselor.....Vicki Johnson</p>

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 four classes per day on the seven-period schedule. Students involved in Career and Technology work programs will have a maximum of five classes per day, receiving graduation credit for their work experience. The district also offers students the opportunity to earn graduation credit through summer school, extended year, evening school, dual credit, correspondence courses, 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.

Seven Career Pathway clusters have been developed:

1. Agriculture Science & Technology
2. Art, Communication, and Media
3. Business and Marketing
4. Health Science
5. Human Development, Management, & Services
6. Industrial and Engineering
7. Personal and Public Services

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 course, both grades and grade points will remain on the transcript. They will be used in determining the class rank and GPA. However, the credit 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.** Other courses receiving premium points are Independent Study Special Topics/Decathlon, and Special Topics SS/ASSP.

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.

GRADUATION REQUIREMENTS

Students who entered high school prior to Fall 1998 should consult with their counselor concerning their graduation program.

Students entering grade 9 in the 2004-2005 school year and thereafter are required to complete the 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. 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 high school in Fall 1998 through Fall 2003 must earn at least 22 acceptable credits and must pass all portions of the exit level State assessment. 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
- 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 for students entering High School prior to 2003-2004

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)

Grade classification for students entering High School in 2003-2004 and beyond

Beginning with ninth graders in 2003-2004 and beyond, grade classification will be tied to units of credit earned and specific core subjects (English, math, science, social studies) passed. The requirements of each classification beyond freshman (ninth grade) are as follows:

<u>Total Units of Credit</u>	<u>Required English, Math, Science, Social Studies</u>	<u>Grade Placement</u>
5	one credit earned in each core area*	10 (Sophomore)
10	two credits earned in each core area**	11 (Junior)
16	three credits earned in each core area***	12 (Senior)

- *required for grade 10 placement
- **required for grade 11 placement
- ***required for grade 12 placement

English credits from English I, II, III; AP/Pre-AP courses; English I, II (SOL); Math credits from Algebra I, Geometry, Algebra II, Math Models, AP/Pre-AP courses; Science credits from IPC, Biology, Chemistry, Physics, AP/Pre-AP courses; Social Studies credits from World Geography, World History, U.S. History, Government, Economics, AP/Pre-AP courses. Special education equivalent courses will satisfy requirements listed above.

Special Education Graduation Requirements

Students with disabilities, who receive special education services, may earn a regular high school diploma by completing one of the following requirements.

- Satisfactorily completing the minimum academic credit requirements for graduation applicable to students in regular education, including satisfactory performance on the exit level assessment instrument; or
- Satisfactorily completing the minimum academic credit requirements for graduation applicable to students in regular education, but exempted from exit level assessment requirement because modifications and accommodations provided during instruction would render the result of the assessment invalid.
- The student's admission, review, and dismissal (ARD) committee has determined that the student has successfully completed the student's individualized education program (IEP), including the district's minimum credit requirements for students without disabilities. Successful completion of the IEP occurs when one of the following conditions has been met
 - Full time employment, 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.
 - Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
 - 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.
- The student's admission, review and dismissal (ARD) committee has determined that the student no longer meets the age eligibility requirements and has completed the requirements specified in the IEP.

DISTINGUISHED ACHIEVEMENT PROGRAM

Students who participate in the Distinguished Achievement Program must complete the 24-credit 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(s) 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.

TEXAS SCHOLARS AWARD PROGRAM

The Texas Scholars Program is designed to encourage students to take more challenging courses in high school. It is a joint effort between the business community, Texas Education Agency, Texas Business and Education Coalition and Pasadena ISD. To graduate as a Texas Scholar, students must complete the graduation requirements for the Recommended High School Program or the Distinguished Achievement Program. Presentations are available for students beginning in the eighth grade. Pasadena ISD graduates qualifying as a Texas Scholar receive a medallion and special recognition at graduation ceremonies.

Students Entering High School Fall 2001, 2002, or 2003

Courses	High School Program (minimum requirement for diploma)	Recommended High School Program
	22 Credits	24 Credits
English Language Arts	4 credits	4 credits
Mathematics	3 credits <i>to include Algebra I and Geometry</i>	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"> • IPC • Chemistry, Conceptual Chemistry • Physics, Conceptual Physics • GMO • Aquatic Science • Environmental Systems • Anatomy & Physiology • Astronomy 	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"> • IPC • Chemistry, Conceptual Chemistry, Pre-AP Chemistry, AP Chemistry • Physics, Conceptual Physics, Pre-AP Physics, AP Physics <p style="text-align: center;"><i>Students are encouraged to take courses in Biology, Chemistry, and Physics.</i></p>
Social Studies	3 credits <i>World History Studies or World Geography Studies – 1; U.S. History – 1; U.S. Government – ½; Economics – ½</i>	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	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>	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	2 credits <i>must be from the <u>same</u> language; one additional credit is required to participate in the Distinguished Achievement Program</i>
Fine Arts	none required	1 credit <i>may not substitute speech</i>
Speech	½ credit <i>Communication Applications</i>	½ credit <i>Communication Applications</i>
Technology Applications	1 credit	1 credit
Electives/Required Options	5 ½ credits	3 ½ credits <i>only 2 ½ additional credits are required for the Distinguished Achievement Program</i>
Advanced Options	not applicable	Distinguished Achievement Program <i>- see page 6</i>

Students Entering High School Fall 2004 and Beyond

Courses	Recommended High School Program
	24 Credits
English Language Arts	4 credits
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, Pre-AP Physics, AP Physics</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 <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>

COURSES REQUIRED/RECOMMENDED FOR TAKS PREPARATION

GRADE	TAKS TESTS	CONTENT of TAKS TEST	COURSES REQUIRED
9	<i>Mathematics</i>	Grade 8 Mathematics and Algebra I	Algebra I or higher
	<i>Reading</i>	English I	English I
			World Geography ¹
			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 is required preparation for the Grade 10 Science TAKS test.

GRADE	TAKS TESTS	CONTENT of TAKS TEST	COURSES REQUIRED
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 or Chemistry

GRADE	TAKS TESTS	CONTENT of TAKS TEST	COURSES REQUIRED
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	Chemistry or 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 the following page 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 Honors.....locally developed courses, very challenging
- ESLdetermined 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, II, and III 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, THEA exempt, successful in advanced courses with an 80 average or above, and have prior approval from the counselor. A student may not register for a class that conflicts with scheduled high school classes. Prior to registration, students and their parent(s) are required to attend one of the scheduled informational meetings held at San Jacinto College or the high school. 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.

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(s) 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(s) 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 (*).

e-LEARNING OPPORTUNITIES

Due to the advancement of technology in the K-12 schools environment, Pasadena Independent School District has expanded the opportunities available for professional technology staff development and student course work. Four avenues of e-Learning instructional delivery are currently being examined: one-way interactive satellite, two-way videoconferencing, computer-based, and web-based. Currently several schools are piloting programs. Until the pilots are complete and data is available for the success of the pilots, these opportunities are limited. If you have any questions, please call Dr. Linda Scarpa, Executive Director, Instructional Technology, at 713-920-6881.

Migrant students may also acquire credit through the state-funded Project SMART courses. For more information, contact Suzanne Caballero, Instructional Specialist for Bilingual/Recent Immigrant/Migrant, at 713-920-6930.

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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
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
Journalism I a, b	1/2 - 1	10, 11, 12	English I
Advanced Journalism: Newspaper Production I a, b	1/2 - 1	11, 12	Journalism I a, b and instructor approval
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	Instructor approval
Yearbook Production II a, b	1/2 - 1	11, 12	Yearbook Production a, b
Yearbook Production III a, b	1/2 - 1	12	Yearbook Production II a, b
Photojournalism a, b	1/2 - 1	10, 11, 12	a - none b - Photojournalism a and instructor approval
Advanced Broadcast Journalism	1/2 - 1	10, 11, 12	Instructor approval
*Communication Applications (Speech)	1/2	9, 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	Instructor approval; taken in sequence
Reading I, II, III	1/2 - 3	9, 10, 11, 12	Instructor/counselor recommendation
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	10, 11, 12	Instructor/parent approval

*** 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.

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.**

Journalism I

Focusing on fundamental skills in newswriting 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 who attain instructor's approval 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; Instructor approval 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 who attain instructor's approval 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) Instructor approval; (II) Yearbook Production I; (III) 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 who attain instructor's approval 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 and instructor approval 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

Prerequisite: instructor approval 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: instructor approval 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

Prerequisite: instructor/counselor recommendation 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

Prerequisite: instructor/parent approval 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. **(PREMIUM GRADE POINTS)**

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
English I-IV (S)	1	9, 10, 11, 12	ARD Placement
VAC English II-IV (S)	1	10, 11, 12	ARD Placement
Life Skills English I-IV (S)	1	9, 10, 11, 12	ARD Placement
Life Skills Communications Applications (S)	1	9, 10, 11, 12	ARD Placement
Life Skills Reading I-IV (S)	1	9, 10, 11, 12	ARD Placement
Reading Application and Study Skills (S)	1	9, 10, 11, 12	ARD Placement

English I-IV (S)

Prerequisite: ARD Placement A sequential four-year program that provides for individual assessment and remedial work in communication arts with curriculum modifications related to the student's individual learning patterns. These courses will integrate 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.

VAC English II-IV (S)

Prerequisite: ARD Placement Students focus on the development of functional verbal and written communications skills. Students will review, develop, strengthen, and reinforce vocabulary, comprehension, and writing skills which are aimed toward developing job/career skills including: form completion, using the telephone, accessing community services, exploring interests and work opportunities, interviewing, locating, and obtaining and maintaining employment.

Life Skills English I-IV (S)

Prerequisite: ARD Placement Students focus on the development of functional verbal and written communications skills. Students will review, develop, strengthen, and reinforce vocabulary, comprehension, and writing skills which are aimed toward independent living and developing job/career skills including: form completion, using the telephone, accessing community services, and exploring interests and aptitudes.

Life Skills Communications Applications (S)

Prerequisite: ARD Placement Students learn to identify, analyze, develop, and evaluate communication skills needed for social success in interpersonal situations, and group interactions. Life Skills Communications Applications or Life Skills Theatre Arts I fulfills the speech requirement for graduation.

Life Skills Reading I-IV (S)

Prerequisite: ARD Placement Students will focus on reading improvement, vocabulary development, study and library skills and comprehension strategies.

Reading Application and Study Skills I-IV (S)

Prerequisite: ARD Placement Students will learn effective study habits for school. Instruction will include reading improvement, vocabulary development, comprehension and test-taking strategies, organization, decision-making, study, critical reading, and library skills.

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
Electronic Media II	1	10, 11, 12	Art I and instructor approval (Digital Graphics and Animation recommended)
Painting II	1	10, 11, 12	Art I
Printmaking II	1	10, 11, 12	Art I
Sculpture II	1	10, 11, 12	Art I
Photography II (SRHS only)	1	10, 11, 12	Art I
Drawing III	1	11, 12	Drawing II
Painting III	1	11, 12	Painting II
Printmaking III	1	11, 12	Printmaking II
Sculpture III	1	11, 12	Sculpture II
Photography III (SRHS only)	1	11, 12	Photography II and instructor approval
Art/History III (PHS only)	1	11, 12	Any Art II level course
** AP Drawing Portfolio	1	11, 12	Any Art II level course and instructor approval
** AP Two-Dimensional Design Portfolio	1	11, 12	Any Art II level course and instructor approval
** AP Three-Dimensional Design Portfolio	1	11, 12	Any Art II level course and instructor approval
Drawing IV	1	12	Drawing III
Painting IV	1	12	Painting III
Printmaking IV	1	12	Printmaking III
Sculpture IV	1	12	Sculpture III
Photography IV (SRHS only)	1	12	Photography III
** AP History of Art (PHS only)	1	11, 12	Any Art II level course and instructor approval

**** 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, Sculpture (includes Jewelry and Ceramics), and Photography (SRHS only). Advanced Art III level courses are offered in Drawing, Painting, Printmaking, Sculpture (includes Jewelry and Ceramics), Photography, 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: (II) 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 and instructor approval (Digital Graphics and Animation recommended) 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: (II) 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.

Printmaking II, III & IV

Prerequisite: (II) 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, lithe 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: (II) 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. **(Offered at PHS and SRHS only)**

Photography II, III & IV

Prerequisite: (II) Art I; III (Photography II); IV (Photography III)

Photography courses offer students a knowledge of cameras, photographic techniques, film processing, and developing. Students will be involved in both classroom and laboratory activities. Student 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 35mm camera and a few personal supplies. **(Offered at SRHS only)**

AP Drawing Portfolio

Prerequisite: 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: 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: 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.

AP History of Art

Prerequisite: any Art II level course The AP History of Art course is designed to introduce students to the understanding and enjoyment of works of art. Art studied may include architecture, sculpture, painting, and other art forms within historical and cultural contexts. In the course, students examine the artwork of the past as well as of our time and of a variety of cultures. Many colleges and universities offer advancement and/or credit for students who have achieved in this course. No prior experience is required in art history to enroll in this course. **(Offered at PHS only)**

DANCE TRAINING/DANCE TEAM

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

Dance Training

Dance training prepares students for eventual membership in the performing Dance/Drill Team, which includes precision marching, rhythms, teamwork, dance, body movement/coordination, performances at football games, and other school-sponsored activities.

Dance Team

Prerequisite: Director approval Team members must pass drill and precision tests of judges and maintain a 2.3 grade point average.

MUSIC

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Band I - IV	1 - 4	9, 10, 11, 12	Director approval
Choral Music I - IV	1 - 4	9, 10, 11, 12	Director approval
Orchestra I - IV	1 - 4	9, 10, 11, 12	Director approval
Instrumental Ensemble	1 - 3	10, 11, 12	Director approval
Vocal Ensemble	1 - 3	10, 11, 12	Director approval
Music Theory I a, b	1	10, 11, 12	Director approval
Music Theory II a, b	1	11, 12	Director approval & Music Theory I
Honor Band III (H), IV (H)	1/yr.	11, 12	Director approval
Honor Choir III (H), IV (H)	1/yr.	11, 12	Director approval
Honor Orchestra III (H), IV (H)	1/yr.	11, 12	Director approval

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. *Students participating in Marching Band 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, presenting school and community programs; studying 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 and musical enjoyment and understanding of students through performance of music ranging from early Baroque to present day. Performances 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. The Symphony Orchestra is an elite organization that performs standard and modern orchestral literature. The Chamber Orchestra is a select group of string players performing music from the great body of music literature composed for string players. The String Orchestra is a preparatory organization for students working to develop the technical skills necessary for advanced groups.

Instrumental Ensemble

Prerequisite: **Director approval** 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

Prerequisite: Director approval 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.

Honor Band, Honor Choir, & Honor Orchestra

Prerequisites: selection for top performing organization, passed theory test, and Director approval 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
Theatre Arts I – IV (Honors)	1 - 4	9, 10, 11, 12	Taken in sequence, instructor approval
Theatre Production I - IV	1/2 - 4	9, 10, 11, 12	Taken in sequence outside the regular class day; instructor approval
Technical Theatre I -IV	1	9, 10, 11, 12	Theatre Arts I a and instructor approval

Theatre Arts I-IV

Theatre Arts I is a survey of the historical role of the theatre and dramatic literature, and it includes study of elements and types of dramatic literature, reading a variety of plays, and acting out scenes. Theatre Arts II-IV offer extensive study and participation in play production and contest work in the interpretive area, including opportunities for student direction of one-act plays. UIL and NFL competition in dramatic interpretation, duet and trio acting and one-act is emphasized.

Theatre Arts I-IV (Honors)

Prerequisite: Instructor approval These courses are designed for students with an intense interest in theater. Students will perform in UIL and NFL competitions in dramatic interpretation, duet and trio acting and one-act plays.

Theatre Production I-IV

Prerequisite: instructor approval A state-approved course offered **outside** the regular class day; activities involved in the production of the one-act play for the UIL contest provide the curriculum for the course; may be taken concurrently with other theatre courses.

Technical Theatre I -IV

Prerequisite: Theatre Arts I a and instructor approval 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.

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Life Skills Theatre Arts I-IV (S)	1	9, 10, 11, 12	ARD Placement

Life Skills Theatre Arts I-IV (S)

Prerequisite: ARD Placement Students participate in skits and/or play production, developing expressive and receptive communication and social skills in the academic, community, and vocational setting. Life Skills Communications Applications or Life Skills Theatre Arts I fulfill the speech requirement for graduation.

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
Pre-AP Latin II	1	10, 11, 12	Latin I
AP Latin	1 - 2	11, 12	Latin I, II
French I-V	1 - 5	9, 10, 11, 12	Taken in sequence
Pre-AP French II	1	9, 10, 11, 12	French I
Pre-AP French III	1	10, 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	1	10, 11, 12	German I
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
American Sign Language (offered only where certified instructors are available)	1 - 4	9, 10, 11, 12	Taken in sequence

* For other opportunities for native speakers to gain credit in Spanish, please see *Credit by Examination* on page 10.

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-V

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.

American Sign Language

The acquisition of communicative skills is the primary focus of American Sign Language. Students develop both receptive and expressive skills by using knowledge of the language and culture, communication and learning strategies, technology, and content from other subject areas to participate in Deaf communities in Texas, in other states, and around the world. ASL will be offered only where certified instructors are available.

MATHEMATICS

Regular Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Algebra I	1	9	Math 8
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

Prerequisite: Math 8 credit 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.***

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.

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.

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. Not recommended as a replacement for Algebra II for college-bound students.

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. **(PREMIUM GRADE POINTS)**

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. **(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)**

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Algebra I (S)	1	9, 10, 11	ARD Placement
Geometry (S)	1	10, 11	ARD Placement
Algebra II (S)	1	11, 12	ARD Placement
VAC Math (S)	1	9, 10, 11	ARD Placement
Algebra I (S)			
Geometry (S)			
Algebra II (S)			
Life Skills Math (S)	1	9, 10, 11	ARD Placement
Algebra I (S)			
Geometry (S)			
Algebra II (S)			

Algebra I (S), Algebra II (S), Geometry (S)

Prerequisite: ARD Placement A sequential three-year program that focuses on practical exercises developing independent math skills such as working with whole numbers, fractions, decimals, ratios, proportions, and measurements. Algebra and geometry are modified to reinforce basic math skills and fulfill Algebra I and Geometry requirements for graduation.

VAC Algebra I (S), Algebra II (S), Geometry (S)

Prerequisite: ARD Placement Students will focus on the development, review, and strengthening of the four fundamental operations using whole numbers, decimals, and fractions through practice and application of basic math skills. Students will solve everyday living and work computations including: time concepts, wages and salaries, taxes, banking, budgeting, transportation, and the costs of goods and services. VAC Math I and II will fulfill the Algebra I and Geometry requirements for graduation.

Life Skills Algebra I (S), Algebra II (S), Geometry (S)

Prerequisite: ARD Placement Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computations including: budgeting, time, measurement, basic banking, transportation, and the costs of goods and services. Life Skills Math I & II will fulfill the Algebra I and Geometry requirements for graduation.

PHYSICAL EDUCATION AND HEALTH

Three semesters of physical education or athletics (1 1/2 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**.

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 Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Health Education	1/2	9, 10, 11, 12	None
Advanced Health	1/2	10, 11, 12	Health Education
Sports Medicine	1/2	9, 10, 11, 12	Health Education
Foundations of Personal Fitness	1/2	9, 10, 11, 12	None
Individual Sports	1/2	9, 10, 11, 12	
Team Sports a, b	1/2	9, 10, 11, 12	
Athletics a, b	1/2 - 1	9, 10, 11, 12	Approval of coach
Cheerleading a, b	1/2	9, 10, 11, 12	Director approval

Health Education

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.

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

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.

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.**

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 a, b

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 a, b

Prerequisite: Approval of coach or director.

Cheerleading a, b

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

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Health Education (S)	1/2	9, 10	ARD Placement
Life Skills Health (S)	1	9, 10, 11, 12	ARD Placement

Health Education (S)

Prerequisite: ARD Placement Students will gain skills and knowledge to foster individual personal health throughout their lifetime. These skills address personal hygiene, safety issues, health care, wellness, goal setting, decision-making, and interaction between individuals. Facts relating to the dangers of alcohol, tobacco, and drugs are included.

Life Skills Health (S)

Prerequisite: ARD 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 drug, alcohol, and tobacco use.

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
Conceptual Chemistry	1	10, 11, 12	Algebra I; 1 Science unit
Chemistry	1	10, 11, 12	Algebra I; 1 Science unit
Pre-AP Chemistry	1	10, 11, 12	Geometry; 1 Science unit
Conceptual Physics	1	11, 12	Geometry; 2 Science units
Pre-AP Physics	1	11, 12	Algebra II /or Precalculus (completed or in progress); 2 Science units
Aquatic Science	1	11, 12	Algebra I; 2 Science units
Astronomy	1	11, 12	Algebra II (completed or in progress); 2 Science units
Environmental Systems	1	11, 12	Algebra I; 2 Science units
Geology, Meteorology and Oceanography (GMO)	1	11, 12	Algebra I; 2 Science units

Advanced Placement Course Titles

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

Health Science Technology Course Titles

(*These courses qualify for Distinguished Achievement Recognition.)

Anatomy & Physiology of Human Systems	1	11, 12	Algebra I, 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	11, 12	Algebra I and 1 Science Unit

Technology Education Course Titles

Principles of Technology I	1	11, 12	Algebra II, Pre-AP Physics (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 integrates the disciplines 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.

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.

Pre-AP Biology

Prerequisite: Algebra I (completed) 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, 1 Science unit 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.

Chemistry

Prerequisite: Algebra I, 1 Science unit 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.

Pre-AP Chemistry

Prerequisite: Geometry, 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: Geometry, 2 Science units 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.

Pre-AP Physics

Prerequisite: Algebra II and/or Precalculus (completed or in progress), 2 Science units, one of which must be Chemistry or Pre-AP Chemistry 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. **(PREMIUM GRADE POINTS)**

Aquatic Science

Prerequisite: Algebra I, 2 Science units 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.

Astronomy

Prerequisite: Algebra II (completed or in progress), 2 Science units 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.

Environmental Systems

Prerequisite: Algebra I, 2 Science units 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.

Geology, Meteorology & Oceanography (GMO)

Prerequisite: Algebra I, 2 Science units 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.

AP Biology

Prerequisite: Algebra II, 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 and Chemistry or Pre-AP Chemistry 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: Geometry, Algebra II, Calculus (in progress) and Pre-AP Physics 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: Geometry, Algebra II, Calculus (in progress) and Pre-AP Physics 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 I, Biology or Pre-AP Biology, and Chemistry or Pre-AP 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 Pre-AP Physics (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.

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Biology (S)	1	9, 10, 11, 12	ARD Placement
Geology, Meteorology and Oceanography (GMO) (S)	1	9, 10, 11, 12	ARD Placement
Integrated Physics & Chemistry (IPC) (S)	1	9, 10, 11, 12	ARD Placement
Life Skills Science I-II (S)	1	9, 10, 11, 12	ARD Placement

Biology (S)

Prerequisite: ARD Placement Students will learn the basic principles and structures of living things. Laboratory work and demonstrations are included.

Geology, Meteorology & Oceanography (GMO) (S)

Prerequisite: ARD Placement Students study the 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 and of the atmosphere, and the role of energy in weather and climate.

Integrated Physics & Chemistry (IPC) (S)

Prerequisite: ARD Placement Students will study the periodic table, light and sound, energy, speed and motion, magnetism, and electricity as they relate to real-life applications. Laboratory work and demonstrations are included.

Life Skills Science I-II (S)

Prerequisite: ARD Placement Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals.

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 Human Geography (Credit for World Geography Studies)	1	10, 11, 12	None
AP World History Studies	1	10, 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	1/2	12	World Geography, World History, U.S .History

Elective Courses

All elective courses require junior or senior standing. Specific elective courses offered at each campus depend upon student interest and available resources.

AP Human Geography	1/2	11, 12	None
Philosophy	1/2	11, 12	None
Psychology	1/2	11, 12	World Geography or World History History may be taken concurrently
Sociology	1/2	11, 12	World Geography or World History
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.
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.*

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.*

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.*

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.*

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.*

AP Human Geography

This course provides a systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. *AP Human Geography may be substituted for World Geography Studies for high school graduation credit.* **(PREMIUM GRADE POINTS)**

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 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. **(PREMIUM GRADE POINTS)**

AP Human Geography Elective

This one-half credit elective course is an abbreviated study of the course content of the one credit course in AP Human Geography. **(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.

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.*

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
World Geography (S)	1	9,10	ARD Placement
World History (S)	1	9,10	ARD Placement
United States History Since Reconstruction (S)	1	11	ARD Placement
Government (S)	1/2	12	ARD Placement
Economics (S)	1/2	12	ARD Placement
Life Skills Social Studies I-IV (S)	1	9,10, 11, 12	ARD Placement

World Geography (S)

Prerequisite: ARD Placement Students will study the physical and cultural aspects of the world and how they affect people. The physical aspect of geography emphasizes the five themes of geography: location, place, movement, region, and human/environment interaction. The cultural aspect of geography emphasizes races, religions, customs, traditions, mores, languages, population growth and patterns, wars, and economic activities.

World History (S)

Prerequisite: ARD Placement Students will receive an overview of the history humankind. The major emphasis of this course is on the study of significant people, events, and issues from the earliest times to the present.

United States History Studies Since Reconstruction (S)

Prerequisite: ARD Placement This course focuses of the development of the United States with emphasis on the cultural, social, and economic life of the American people since Reconstruction. Historical principles and precedents are applied to today's issues facing American society.

Government (S)

Prerequisite: ARD Placement This course is a modified 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 studies from kindergarten.

Economics (S)

Prerequisite: ARD Placement Students receive a modification of the regular economics course. Meeting economic needs and wants will be discussed in relation to the free enterprise system. The role of government and labor in the economy, trade with other countries, supply and demand, business cycle, and deflation/inflation will be explored.

Life Skills Social Studies I-IV (S)

Prerequisite: ARD Placement Students will recognize authority figures, learn to follow instructions in various settings, identify solutions to problems and respond appropriately, anticipate consequences, identify areas of responsibility in personal life, develop an awareness of character traits, and develop basic map skills for community awareness.

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 II	1	11,12	Pre-AP Computer Science I
Computer Science III	1	12	AP Computer Science II
Desktop Publishing (Newspaper)	1	9, 10, 11, 12	6-8 Technology Applications TEKS and instructor approval
Desktop Publishing (Yearbook)	1	9, 10, 11, 12	6-8 Technology Applications TEKS and instructor approval
Digital Graphics & Animation	1	9, 10, 11, 12	Art I or instructor approval
Video Technology	1	10, 11, 12	6-8 Technology Applications TEKS
Web Mastering I	1	10, 11, 12	6-8 Technology Applications TEKS
Web Mastering II	1	11, 12	Web Mastering I

- 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 48-51).
- The *Technology Education/Industrial Technology Education* courses that count toward Technology Applications credit include: Computer Applications and Technology Systems (see pages 59-60).

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 a 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 II

Prerequisite: **Pre-AP Computer Science I** 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)**

Computer Science III

Prerequisite: AP Computer Science II This course builds on the instruction in Computer Science I and Computer Science II. Students utilize problem-based learning and utilize computer programming techniques to write a software program to solve the problem. If apprenticeships are available, the student will be utilizing the techniques that have learned in a real-world environment. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

Desktop Publishing (Newspaper)

Prerequisite: 6-8 Technology Applications TEKS and instructor approval 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.

Desktop Publishing (Yearbook)

Prerequisite: 6-8 Technology Applications TEKS and instructor approval 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 asks in a projects and use the tools needed for 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 yearbook. 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 or instructor approval 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 and instructor approval 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.

Web Mastering II

Prerequisite: Web Mastering I or instructor approval This one-year course is a continuation of Web Mastering I. Students will be responsible for maintaining and updating the school's web site, working with the campus instructional web master and instructors, while collaborating with outside companies for web site creation on a professional level. The techniques learned in this course will enable the student to manage a team for web development and maintain existing sites. Students will explore the use of advanced techniques, i.e., JavaScript, DHTML, and CGI scripting. This course must be taken for one full year (both A & B semesters) in order to count toward one credit of Technology Applications.

CAREER AND TECHNOLOGY 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 (Dobie and Pasadena HS only)	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 (Dobie and Pasadena HS only)	1/2	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 is a cluster course 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

This is a cluster course including technical skills, entrepreneurship, and occupational opportunities related to plant science.

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 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.

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. (Not a hunter's certification course)

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 a, b	1/2 - 1	10, 11, 12	None
Advanced Accounting II a, b	1/2 - 1	11, 12	Accounting I
* Administrative Office Procedures (Co-op)	3	12	By application; 16 years; BCIS recommended
Banking and Financial Systems	1/2	11, 12	None
Business Communications	1/2	10, 11, 12	Keyboarding, ½ credit or equivalent
* Business Computer Information Systems I a, b	1/2 - 1	9, 10	Keyboarding recommended
* Business Computer Information Systems II, MOUS Certification a, b	1/2 - 1	10, 11, 12	BCIS I strongly recommended
Business Computer Programming a, b	1/2 - 1	10, 11, 12	Keyboarding or BCIS I recommended
* 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 Office Systems a, b	1/2 - 1	9, 10	None
Internetworking Technology I	3	10, 11	Screening Process
Internetworking Technology II	3	11, 12	Internetworking Technology I
* Introduction to Business	1/2	9, 10, 11, 12	None
Keyboarding a, b (PHS & SRHS only)	1/2 - 1	9, 10	None
* Medical/Legal Office Procedures (Skill Center)	3	11, 12	Keyboarding recommended
Recordkeeping	1/2 - 1	9, 10, 11, 12	None

***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

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.

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.

Business Communications

Prerequisite: Keyboarding, 1/2 credit or equivalent

Students will develop reading, writing, listening, and speaking skills for effective communication in business situations. The student will be able to send and receive clear and complete oral, written, and electronic messages. This course emphasizes the mechanics of word usage, sentence structure, organization of ideas, and composition of various types of messages, and includes experiences in listening and responding.

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 A & B semesters), counts toward one credit of Technology Applications.**

Business Computer Information Systems II, MOUS Certification

Prerequisite: BCIS I strongly recommended 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 A & B semesters), counts toward one credit of Technology Applications.**

Business Computer Programming

Prerequisite: Keyboarding or BCIS I recommended (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. **NOTE: This course, taken for one full year (both A & B semesters), counts toward one credit of Technology Applications.**

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 & 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 Office Systems a, b

This course introduces practical business procedures; develops foundation for competency 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 workforce; reinforces reading, writing, and calculating skills; and develops effective communications and information management using emerging technology including telecommunications.

Internetworking Technology I & II

This is an innovative course based on the Cisco Networking Academy Program. Students are taught to design, build, and maintain computer networks. The Academy curriculum covers a broad range of topics, from basic networking skills such as pulling cable to more complex concepts such as applying advanced troubleshooting tools. The Academy program provides students with a basic foundation in networking. Students who successfully complete this portion of the program are eligible to earn Cisco Certified Network Associate (CCNA™) certification. The Academy program combines instructor-led, online learning with hands-on laboratory exercises where students apply what they learn in class while working on actual networks. In addition to networking and other technology skills, the Academy program helps students improve math, science, writing, and problem-solving abilities. To ensure a well-rounded educational experience, learning objectives in the curriculum are tied to national math and science standards as well as to workforce competencies. Students must attend both semesters each year. Students are required to apply for entrance to the program and go through a screening process. This course is taken in conjunction with Technology/Independent Study I and II. The course is subject to approval by TEA and the Pasadena ISD School Board.

Introduction to Business

This course introduces student to the role of business in the lives of individuals as consumers, workers, and citizens. Topics include overview of economic systems, characteristics of businesses, international business, government's role in business, legal and ethics aspects. Student examines consumer issues--money and money management, banking system and services, paychecks and taxes; develops an awareness of the job market and entrepreneurial opportunities; understands the workplace and workforce; makes a career plan based on self-inventory; and develops employment skills in applying for a job.

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.

Medical/Legal Office Procedures (Skill Center)

Prerequisite: Keyboarding recommended. This is a three-hour computer lab course focusing on preparing students for jobs in the medical and legal fields. Course includes professional activities and responsibilities in medical and legal offices and word processing skills using both Microsoft Office and Word Perfect Software. Students will learn medical and legal terminology and how to use industry-specific medical and legal software for scheduling and billing. Additionally, includes instruction in the use of a variety of office equipment. Students engage in hands-on activities while participating in a simulated medical clinic and law office. Course includes field trips to medical and legal offices and monthly guest speaker presentations. Medical Office is taught in the fall and Legal Office is taught in the spring.

Recordkeeping

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.

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Life Skills BCIS (S)	1	9, 10, 11, 12	ARD Placement

Life Skills BCIS (S)

Prerequisite: ARD Placement The student will be introduced to basic computer skills such as how to start up and shut down the computer, how to open and save a file, and how to operate the computer for recreation and leisure.

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.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
* Administrative Office Procedures (Co-op)	3	12	By application; BCIS recommended
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 recommended
+ Health Science Technology III (Clinical Rotation or Co-op)	2 - 3	12	Health Science Tech. II required, with Biology I recommended
* Family and Consumer Sciences Career Preparation I (Co-op) (FCSCP)	3	11, 12	By application/16 yrs.; (DHS only)
* Family and Consumer Sciences Career Preparation II (Co-op) (FCSCP)	3	12	FCSCP I
Trade & Indust. Ed. Career Preparation I (Co-op) (TICP I)	3	11, 12	By application/16 yrs.
Trade & Indust. Ed. Career Preparation II (Co-op) (TICP II)	3	12	TICP I
Entrepreneurship	1	10, 11, 12	None
* Marketing Dynamics	2 - 3	11, 12	By application/16 yrs.
* Marketing Management	2 - 3	12	Marketing Dynamics recommended
Marketing Yourself	1/2	11, 12	None
Advertising	1/2	11, 12	None
Services Marketing	1/2	10, 11, 12	None
Retailing	1/2	10, 11, 12	None

NOTE: Students taking a 2 or 3 credit career and technology course 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.**

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

+Honors option for students who qualify.

Administrative Office Procedures (Co-op)

Prerequisite: BCIS recommended, by application This course provides **ACTUAL WORK EXPERIENCE** in office occupations. Classroom instruction coordinates with on-the-job experience which typically includes producing documents using MS-Office, internet applications, filing, and other general office tasks.

(Business Professionals of America – BPA)

Health Science Technology I a, b

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 a, b (Clinical Rotation or Co-op)

Prerequisite: by application and at least 16 years old, Health Care Science Lab required with Biology I recommended 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 and instructor recommendation, students enrolled in Health Science Technology II or III a,b may apply to take the Certified Nurse Aide Continuing Education course offered through a partnership between the Pasadena ISD and the San Jacinto College District, South Campus. 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.

⁺**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-point average of 80, plus instructor/counselor recommendation. See instructor or counselor for further information concerning honors option.

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

Prerequisite: Health Science Technology II, with Biology I recommended 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 and instructor recommendation, students enrolled in Health Science Technology II or III a,b may apply to take the Certified Nurse Aide Continuing Education course offered through a partnership between the Pasadena ISD and the San Jacinto College district, South Campus. 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.

⁺**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-point average of 80, plus instructor/counselor recommendation. See instructor or counselor for further information concerning honors option.

Family and Consumer Sciences Career Preparation (FCSCP) I, II

Prerequisite: by application and at least 16 years old. This course provides classroom instruction and on-the-job training in home economics related areas such as child care, fabric/fashion coordination and design, wedding/specialty consulting, fashion design, interior design, floral design, food production/management, institutional maintenance, hospitality services, services to the elderly. (Family, Career, Community Leaders of America – FCCLA)

Trade & Industrial Education Career Preparation (TICP) I, II

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. (Vocational Industrial Clubs of America – VICA)

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.

(Distributive Education Clubs of America – DECA)

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)

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 student. (DECA)

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 11-12 . Yields 2 or 3 credits. (DECA)

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. (DECA)

Services Marketing

Course focuses on the interaction of customer and service provider, service pricing, and other functions specific to services marketing. "Quality is Job One"TM conveys a strong message. To satisfy consumers, service providers must establish and maintain a reputation for quality and a high level of personal attention. This specialized course is designed for students with career interests in medical, accounting, engineering, technical, and financial services. Open to students in grades 10-12. (DECA)

Retailing

Course focuses on the marketing activities performed by businesses that sell goods and services to consumers. There is more to retailing than "May I help you?" and "Thank you, Have a nice day." Students will examine management and operational aspects of a retail business. Open to students in grades 10-12. (DECA)

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Community Based Vocational Instruction (CBVI) (S)	3	9, 10, 11, 12	ARD Placement
Vocational Adjustment Class (VAC) I-III (S)	3	10, 11, 12	ARD Placement
Occupational Preparation I-IV (S)	3	9, 10, 11, 12	ARD Placement
On Job Training (OJT) I-III (S)	1 1/2-3	10, 11, 12	ARD Placement

Community Based Vocational Instruction (CBVI) (S)

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

Vocational Adjustment Class (VAC) I-III (S)

Prerequisite: ARD 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.

Occupational Preparation I-IV (S)

Prerequisite: ARD 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.

On Job Training (OJT) I-III (S)

Prerequisite: ARD Placement Students participate in competitive employment with support. The focus will be on developing correct work habits and training opportunities that will help lead the students toward self-actualization and become participants in society.

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
Family and Career Management	1/2	11, 12	None
Family Health Needs (Tegeler only)	½	9, 10, 11, 12	None
Housing	1/2	10, 11, 12	None
* Individual and Family Life	1/2	10, 11, 12	None
Interior Design	1/2	10, 11, 12	None
Management	1/2	10, 11, 12	None
Nutrition and Food Science	1/2	10, 11, 12	Personal and Family Development a recommended
* Preparation for Parenting	1/2	10, 11, 12	None
Ready, Set, Teach! I	2 – 3	11, 12	By application/16 yrs.; Preparation for Parenting and Child Development
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.

Family and Career Management

This is a new course designed for the individual who wants to successfully meet the challenge of living and working on his/her own by developing skills to enhance career and personal effectiveness, promote family strength, and pursue career options.

Family Health Needs

This technical course focuses on health and wellness of family members, management of family health needs, special health needs and issues impacting the family and its members and career preparation. Promoting good health and wellness of family members across the life span is examined through dietary practices, stress management, home sanitation, and environmental and safety hazard prevention in the home. Laws and legal issues affecting families and their health, managing multiple adult roles, and family health care resources, services, and costs meeting requirements of older family members with special health needs are other topics addressed.

Housing

This is a course designed for those who want to make their dream house a reality. This course includes architectural styles, construction materials, floor plans, and landscaping.

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; includes 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.

Management

This course is an excellent choice for the achievement-oriented student seeking independence and success as an adult. This technical course includes material on the management process, management of resources, managing multiple roles within the life span, and career options and preparation. Content stresses knowledge and skills related to decision making, problem solving, and goal setting as management tools.

Nutrition and Food Science

This laboratory course includes a strong component in nutrition as it relates to dietary functions through the family life cycle, special dietary needs, and nutrient sources; concepts include safety, sanitation, nutrient retention in food preparation, cultural influences on food patterns, management techniques, and careers in food and nutrition occupations.

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.

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.

Special Education Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Individual & Family Life I & II (S)	1	9, 10, 11, 12	ARD Placement
Family & Career Management I & II (S)	1	9, 10, 11, 12	ARD Placement
Personal Management I & II (S)	1	9, 10, 11, 12	ARD Placement

Individual and Family Life I and II (S)

Prerequisite: **ARD Placement** 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, and the responsibilities of adulthood, career options, and adjustments. Emphasizes communication techniques and coping skills for family crises, and the multiple roles of family members.

Family & Career Management I & II (S)

Prerequisite: **ARD Placement** This is a course designed for the individual who wants to successfully meet the challenges of living and working on his/her own by developing skills to enhance career and personal effectiveness, promote family strength, and pursue career options.

Personal Management I & II (S)

Prerequisite: **ARD Placement** This is a course designed for students seeking independence and success as an adult. Content stresses knowledge and skills related to decision making, problem solving, and goal setting.

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 a, b	1/2 - 1	11, 12	Construction Systems recommended
* Architectural Graphics a, b	1/2 - 1	10, 11, 12	Engineering Graphics recommended
* Computer Applications – AutoCAD a, b	1/2 - 1	10, 11, 12	Engineering Graphics recommended
Construction Systems a, b	1/2 - 1	10, 11, 12	Engineering Graphics recommended
* Engineering Graphics a, b	1/2 - 1	9, 10, 11, 12	None
* Electricity/Electronic Technology a, b	1/2 - 1	10, 11, 12	Energy, Power, and Transportation Systems recommended
Energy, Power, and Transportation Systems a, b	1/2 - 1	9, 10, 11, 12	None
Manufacturing Systems a, b	1/2 - 1	10, 11, 12	Engineering Graphics recommended
* Research, Design, and Development a, b	1/2 - 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
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.**

Architectural Construction a, b

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 a, b

Prerequisite: Engineering Graphics recommended 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.

Computer Applications – AutoCAD a, b

Prerequisite: Engineering Graphics recommended 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 microprocessor programming. **NOTE: This course taken for one full year (both A & B semesters), counts toward one credit of Technology Application.**

Construction Systems a, b

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 a, b

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 a, b

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 a, b

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 a, b

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 a, b

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.

Technology Systems a, b

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 A & B 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 VICA.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
* A+ Computer Maintenance Technician	3	11, 12	By application and overall "B" average
Air Conditioning & Refrigeration I	3	11, 12	By application
Air Conditioning & Refrigeration II	3	12	AC/Ref. I & application
* Automotive Collision Repair and Refinishing Technology I	3	11, 12	By application
* Automotive Collision Repair and Refinishing Technology II	3	12	Auto Collision R/R & application
* Automotive Technician I	3	11, 12	By application
* Automotive Technician II	3	12	Automotive Tech. I & application
Building Trades I	3	11, 12	By application
Building Trades II	3	12	Building Trades I & application
Computer Animation (Skill Center)	3	11, 12	One of the following: BCIS, BCP, Web Mastering, Business Image Management & Multimedia, Computer Applications (Tech Ed), or Computer Science. Application required.
Cosmetology I	3	11, 12	By application
Cosmetology II	3	12	Cosmetology I & application
* Electrical Trades I	3	11, 12	By application
* Electronics	3	11, 12	By application
Introduction to Transportation Services Careers	1/2-1	10, 11, 12	None
* Welding I	3	11, 12	By application
* Welding II	3	12	Welding I and application
CTED: Small Engine Repair I-III	1 1/2-3	10, 11, 12	ARD Placement

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

NOTE: Students taking a 2 or 3 credit career and technology course 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 A+ 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.

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.

Building Trades 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.

Computer Animation (Skill Center)

This is a 3-hour laboratory course in which students will be introduced to 2D and 3D modeling and computer animation using industry standard software and hardware. Design and composition will be used in the construction of 2D and 3D objects and scenes for animation. Storyboarding of creative ideas will be introduced. This is a project-oriented class. Art experience helpful.

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

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.

Electronics

This course provides job specific training for entry-level employment in electronics-related careers. Instruction includes building various circuits using modular proto-boards. Also included is knowledge of Direct and Alternating Current circuits, Semiconductor theory and circuitry, and Digital theory and Logic Systems. In addition, Basic Electronic Communications, safety and career opportunities will be addressed. This course is taught using state-of-the-industry equipment. This includes all digital equipment.

Introduction to Transportation Services Careers (ITSC)

This is a cluster course 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.

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: ARD 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.

SAN JACINTO COLLEGE CAREER AND TECHNOLOGY OFFERINGS

The following courses are available through San Jacinto College. Transportation to the campus will be provided. Students may not provide transportation. All classes meet in the afternoon. Two high school credits will be earned upon successful completion of the course. The student may earn college credit.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
* Criminal Justice, including Introduction to Criminal Justice & Crime in America	2	11, 12	None

Course offering contingent upon minimum enrollment of 27 students per class.

***Subject to meeting specific requirements, course may articulate with San Jacinto College whereby student may receive college credit to apply towards a CRIMINAL JUSTICE LAW ENFORCEMENT Associate Degree.**

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

Criminal Justice

Introduction to Criminal Justice is 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 also includes an overview of the criminal justice system; law enforcement and the court systems; a study of prosecution and defense; trial processes and corrections and penal systems.

Crime in America - A course designed to introduce the student to American crime problems in a historical perspective; social policy affecting crime; impact and crime trends; social characteristics of specific crimes; and prevention of crime.

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	Coach's approval

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	Instructor approval

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.

ROTC (MILITARY SCIENCE)

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
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

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, 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.

SPECIAL EDUCATION

FUNCTIONAL CURRICULUM

Functional courses are designed for students with disabilities who are exempted from the TEKS curriculum by an ARD committee.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Functional Cognition Skills I-VI (S)	1 - 2	9, 10, 11, 12	ARD Placement
Functional Communication Skills I-VI (S)	1 - 2	9, 10, 11, 12	ARD Placement
Functional Vocation Skills I-VI (S)	1 - 2	9, 10, 11, 12	ARD Placement
Functional Independent Living Skills I-VI (S)	1 - 2	9, 10, 11, 12	ARD Placement
Functional Team Sports I & II (S)	1	9, 10, 11, 12	ARD Placement
Functional Recreational Games (S)	1	9, 10, 11, 12	ARD Placement
Functional Individual Sports (S)	1	9, 10, 11, 12	ARD Placement
Functional Individual Fitness (S)	1	9, 10, 11, 12	ARD Placement
Functional Lifetime Sports (S)	1	9, 10, 11, 12	ARD Placement

Functional Cognition Skills I-VI (S)

Prerequisite: ARD Placement This course stresses skill development and practice in everyday life situations by accessing information through symbol and sign familiarization. This course satisfies the credit for English, math, and reading.

Functional Communication Skills I-VI (S)

Prerequisite: ARD Placement This course emphasizes communication skills needed for social success in interpersonal situations and group interactions. This course satisfies the credit for communications applications.

Functional Vocation Skills I-VI (S)

Prerequisite: ARD Placement This course is designed to provide hands-on experiences to develop skills related to a variety of vocational options. This course satisfies the credit for Cooperative Training.

Functional Independent Living Skills I-VI (S)

Prerequisite: ARD Placement This course provides practical exposure to personal hygiene, safety issues, and healthy-decision making. This course satisfies the credits for health, social studies, science, and family and consumer sciences.

Functional Team Sports I & II (S)

Prerequisite: ARD Placement 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.

Functional Recreational Games (S)

Prerequisite: ARD Placement This is a course designed to teach the skills necessary for participation in a variety of recreational games. Emphasis will be placed on the social, emotional, and physical benefits of game participation. Cooperation, concentration, and fair play will be stressed as essential components of recreational games. Activities will maximize each student's potential by placing emphasis on over-correction, persistence, and skill development.

Functional Individual Sports (S)

Prerequisite: ARD Placement This course is an activity course designed to practice and improve movement skills basic to individual sports. Knowledge, rules, and safety practices will be taught to allow participation in a wide range of individual sports that can be pursued for a lifetime.

Functional Individual Fitness (S)

Prerequisite: ARD Placement This course is an activity course designed to incorporate components of fitness and develop an individual fitness program for each participant. Emphasis will be placed on stress relief, exercise guidelines, and an understanding of lifetime fitness.

Functional Lifetime Sports (S)

Prerequisite: ARD Placement This course is designed to prepare students for a lifetime of participation in sports and wellness activities. Focus will be placed on physical and social benefits of lifetime sports beyond high school. Incorporating physical activity into the daily activities of each student for years to come will be a focal point of this class.