Lockhart ISD
Secondary Education Course Catalog
2018–2019

CHARTING YOUR COURSE
# Administrative Staff Contact Information

## Lockhart ISD Central Office Administration (512) 398-0000

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Susan Bohn</td>
<td><a href="mailto:susan.bohn@lockhart.txed.net">susan.bohn@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>Kim Brents</td>
<td><a href="mailto:kimberly.brents@lockhart.txed.net">kimberly.brents@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>Mark Estrada</td>
<td><a href="mailto:mark.estra@lockhart.txed.net">mark.estra@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>Adam Galvan</td>
<td><a href="mailto:adam.galvan@lockhart.txed.net">adam.galvan@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Ex. Director of Athletics</td>
<td>Sheila Henderson</td>
<td><a href="mailto:sheila.henderson@lockhart.txed.net">sheila.henderson@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Director of Secondary Education</td>
<td>Ross Baker</td>
<td><a href="mailto:ross.baker@lockhart.txed.net">ross.baker@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Director of Elementary Education</td>
<td>Faith Pope</td>
<td><a href="mailto:faith.pope@lockhart.txed.net">faith.pope@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Director of Student Services</td>
<td>Melissa Corona</td>
<td><a href="mailto:melissa.corona@lockhart.txed.net">melissa.corona@lockhart.txed.net</a></td>
</tr>
</tbody>
</table>

## Lockhart High School (512) 398-0300

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Luciano Castro</td>
<td><a href="mailto:luciano.castro@lockhart.txed.net">luciano.castro@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Associate Principal</td>
<td>Jesse Perez</td>
<td><a href="mailto:jesse.perez@lockhart.txed.net">jesse.perez@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Matt Altman</td>
<td><a href="mailto:matthew.altman@lockhart.txed.net">matthew.altman@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Delia Cruz-Fernandez</td>
<td><a href="mailto:delia.cruzfernandez@lockhart.txed.net">delia.cruzfernandez@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Susanne Scoggins</td>
<td><a href="mailto:susanne.scoggins@lockhart.txed.net">susanne.scoggins@lockhart.txed.net</a></td>
</tr>
<tr>
<td>College Career Advisor</td>
<td>Veronica Suarez</td>
<td><a href="mailto:veronica.suarez@lockhart.txed.net">veronica.suarez@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Pamela Andrews</td>
<td><a href="mailto:pamela.andrews@lockhart.txed.net">pamela.andrews@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Cyndi Barnett</td>
<td><a href="mailto:cyndi.barnett@lockhart.txed.net">cyndi.barnett@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Christina Cowey</td>
<td><a href="mailto:christina.cowey@lockhart.txed.net">christina.cowey@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Deanne Franco</td>
<td><a href="mailto:deanne.franco@lockhart.txed.net">deanne.franco@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Career/Technology Coordinator</td>
<td>Walter Nickells</td>
<td><a href="mailto:walter.nickells@lockhart.txed.net">walter.nickells@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Fine Arts Coordinator</td>
<td>Kenneth Vise</td>
<td><a href="mailto:kenneth.vise@lockhart.txed.net">kenneth.vise@lockhart.txed.net</a></td>
</tr>
</tbody>
</table>

## Pride High School (512) 398-0130

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Laurie Lay</td>
<td><a href="mailto:laurie.lay@lockhart.txed.net">laurie.lay@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Sharon Konvicka</td>
<td><a href="mailto:sharon.konvicka@lockhart.txed.net">sharon.konvicka@lockhart.txed.net</a></td>
</tr>
</tbody>
</table>

## Lockhart Junior High School (512) 398-0770

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Lori Davis</td>
<td><a href="mailto:lori.davis@lockhart.txed.net">lori.davis@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mike Colvin</td>
<td><a href="mailto:mike.colvin@lockhart.txed.net">mike.colvin@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Dana Sidle</td>
<td><a href="mailto:dana.sidle@lockhart.txed.net">dana.sidle@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Cody Mize</td>
<td><a href="mailto:cody.mize@lockhart.txed.net">cody.mize@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Amy Burnes</td>
<td><a href="mailto:amy.burnes@lockhart.txed.net">amy.burnes@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Georgie Gomillion</td>
<td><a href="mailto:georgie.gomillion@lockhart.txed.net">georgie.gomillion@lockhart.txed.net</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Stacy Lomax-Wendel</td>
<td><a href="mailto:stacy.lomax-wendel@lockhart.txed.net">stacy.lomax-wendel@lockhart.txed.net</a></td>
</tr>
</tbody>
</table>
Dear Students and Parents,

While months of the 2017-2018 school year remain, it is time to start charting your course for the 2018-19 school year. It is important for you to consider all of your options and how they align with your future goals and aspirations. Please utilize this course catalog as a tool to prepare for your both your upcoming school year and life after high school.

Planning a four-year high school program is an important undertaking. The courses you select should be guided by your plans for the future. As the world becomes smaller due to technological advances, it becomes increasingly more important for your future to choose a challenging course of study. It is important to think about your future and the type of success you desire after high school.

Your junior high and high school path should lead you to success after high school whether that includes college, additional vocational training, the military, or entering the workplace. Choosing your courses should be guided by your interests as well as your abilities. The courses that you choose will help you clarify your interests. While it may seem tempting to schedule a less demanding combination of courses, choosing rigorous courses that meet your needs or interests is the best way to prepare for your future.

Many people can advise you and support you through this process. Your parents, teachers and counselors can assist you to better understand your goals, the graduation programs, and careers. These adults are familiar with the work you have done in different subjects and will be able to make suggestions about your program of studies. It is also helpful to talk with people who are currently in those careers that you find interesting. They can share information about their work and what courses will help you prepare for your future.

Set your sights on your desired post-secondary plans. For most students who go to college or technical school, the increase in their lifetime earnings far outweighs the costs of their education. The knowledge, fulfillment, self-awareness, and broadening of horizons that come from a college experience can transform your life and the lives of those around you in other equally valuable ways. If you have any questions or concerns, please do not hesitate to talk with your campus staff.

Sincerely,

Ross Baker
Director of Secondary Education &
Advanced Academics
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GRADUATION REQUIREMENTS & ENDORSEMENTS
# Foundation High School Program

## Graduation Requirements with Endorsement

Endorsement choice may vary the graduation requirements listed below. Students must complete all requirements for the Foundation High School Program plus the curriculum requirements for one or more endorsements.

<table>
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<tr>
<th>Subject</th>
<th>FHSP Requirement for Math and Science</th>
<th>Distinguished Level of Achievement</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1, English 2, English 3, English 4</td>
<td>4 Credits</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra I, Geometry &amp; two advanced Math</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology, one lab science, &amp; two more advanced sciences</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>World Geography or World History, US History, Government &amp; Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td>In the same language – Spanish, German, American Sign Language</td>
<td>2 credits</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Athletics, Cheerleading, Dance 1 (Dance Aerobics), Drill Team (First Semester), Marching Band (First Semester), PE – Foundations of Personal Fitness, PE – Individual &amp; Lifetime Sports, PE – Team Sports &amp; Recreational Games, PE – Weight Training, PE Waiver</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>AP Art History, Art 1, Choir 1, Dance 2-4, Drill Team, Band, Dual Credit Fine Arts w ACC, Floral Design, Music 1-2 Applied, Music and Media, Music Theory AP, Orchestra, Tech Theatre 1, Theatre Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td>7 credits</td>
</tr>
<tr>
<td><strong>Endorsement Total Credits</strong></td>
<td></td>
<td>26 credits</td>
</tr>
<tr>
<td><em>Distinguished Level must earn an endorsement</em></td>
<td></td>
<td></td>
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</table>

State Exams: English 1, English 2, Algebra, Biology, and US History STAAR End of Course (EOC)

**Endorsements** are areas of specialized study. The areas are: Science, Technology, Engineering and Mathematics (STEM), Business and Industry, Arts and Humanities, Public Services, Multidisciplinary Studies (requires Geography, World History, US History, Government and Economics). See suggested course sequences on the following pages for options. Counselors help students as they select course options within each endorsement path.

**Distinguished Level of Achievement** indicates a higher level of academic achievement earned by going beyond the Foundation High School Program with Endorsement. Students must take Algebra II to earn the Distinguished Level of Achievement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

**Performance Acknowledgements** allow students to earn an additional acknowledgement on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, PSAT, ACT ASPIRE® the SAT or ACT exams; or by earning a state-, nationally-, or internationally-recognized business or industry certification.
Endorsements

This section of the Course Guide is designed to provide information about the Endorsement requirement needed for graduation. The purpose of the endorsement requirement is to provide students greater flexibility and choice in the selection of courses that will best prepare them for their individual postsecondary goals. Employers and leaders in the Texas Workforce have encouraged career oriented training and certification at the high school level to help meet their growing demands. Starting in the spring of 2014, all eighth-graders were required to choose one of five endorsements as outlined in the new graduation plan.

The five endorsement areas are:
- Multidisciplinary Studies
- Arts and Humanities
- Science, Technology, Engineering and Mathematics (STEM)
- Business and Industry
- Public Services

The earned Endorsement will be reflected on the student’s official transcript at the completion of their high school career.

How are the Endorsements organized? As you use this guide, you will see recommended Pathways (or coherent sequences of courses) organized by career clusters within each of the Endorsements. A career cluster is a grouping of occupations and broad industries based on commonalities. These career clusters are part of the achieve Texas College and Career Initiative that is designed to help students (and their parents) make informed education decisions. It is based on the idea that the education of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the relevance of what they are learning. The Pathways allow students to study a particular field in depth and help to facilitate a seamless transition from secondary to post-secondary opportunities. Although there are five endorsements, there are many pathways students can take to graduate with an endorsement.

Suggested Course Sequence Options for Endorsements

Students are required to select an endorsement during the 9th grade registration process during the spring semester of their 8th grade year. Students must complete all requirements for the Foundation High School Program (as shown on the previous page) plus the curriculum requirements for one or more endorsements. Students may change their endorsement beginning in the spring of the sophomore year. Below are samples of suggested coherent sequences that lead to a specific endorsement. Students may earn more than one endorsement.
### Endorsement: Multidisciplinary Studies

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Description</th>
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<tbody>
<tr>
<td>4 x 4</td>
<td>Four credits in each of the four foundation subject areas to include English IV, Chemistry and/or Physics, and World History</td>
</tr>
<tr>
<td>AP/Dual Credit</td>
<td>Four credits in advanced placement or dual credit selected from English, mathematics science, social studies, economics, languages other than English, or fine arts</td>
</tr>
<tr>
<td>Workforce</td>
<td>Four advanced courses that prepare a student to enter the workforce successfully from one or more endorsement areas that are not in a coherent sequence. See courses marked with an asterisk in all Career &amp; Technical Education (CTE) Programs of Study below</td>
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</tbody>
</table>

### Sample Student Course Sequence for Multi-Disciplinary Studies

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Career Cluster</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Studies</td>
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<tr>
<td>Multidisciplinary</td>
<td>AP/Dual Credit Classes</td>
<td>Any AP and/or Dual Credit Class</td>
<td>Any AP and/or Dual Credit Class</td>
<td>Any AP and/or Dual Credit Class</td>
<td>Any AP and/or Dual Credit Class</td>
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### Endorsement: Arts and Humanities

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Freshmen Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Fine Arts: Visual Arts</td>
<td>Art 1</td>
<td>Art 2</td>
<td>Art 3</td>
<td>Art 4, Art History AP</td>
</tr>
<tr>
<td>Fine Arts: Dance</td>
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<td>Dance 2</td>
<td>Dance 3</td>
<td>Dance 4</td>
</tr>
<tr>
<td>Fine Arts: Choir</td>
<td>Choir 1</td>
<td>Choir 2</td>
<td>Choir 3</td>
<td>Choir 4</td>
</tr>
<tr>
<td>Fine Arts: Band</td>
<td>Band 1</td>
<td>Band 2</td>
<td>Band 3</td>
<td>Band 4</td>
</tr>
<tr>
<td>Fine Arts: Theatre</td>
<td>Theatre 1</td>
<td>Theatre 2</td>
<td>Theatre 3</td>
<td>Theatre 4</td>
</tr>
<tr>
<td>Same Language</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3</td>
<td>Spanish 4</td>
</tr>
<tr>
<td></td>
<td>German 1</td>
<td>German 2</td>
<td>German 3</td>
<td>German 4</td>
</tr>
<tr>
<td></td>
<td>Sign Language 1</td>
<td>Sign Language 2</td>
<td>Sign Language 3</td>
<td>Sign Language 4</td>
</tr>
<tr>
<td>Combination of Languages</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
</tr>
<tr>
<td></td>
<td>German 1</td>
<td>German 2</td>
<td>German 1</td>
<td>German 2</td>
</tr>
<tr>
<td></td>
<td>Sign Language 1</td>
<td>Sign Language 2</td>
<td>Sign Language 1</td>
<td>Sign Language 2</td>
</tr>
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</table>
## Endorsement: Business and Industry

### Agriculture, Food, & Natural Resources

#### Animal Systems Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Agriculture, Food &amp; Natural Resource</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Livestock Production</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Vet Med Applications</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Livestock Production

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Animal Science HSSC</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisites:** Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Livestock Production. This course satisfies a high school graduation credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Agriculture, Food, &amp; Natural Resources</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture Laboratory and Field Experience</td>
<td>12th</td>
<td>1</td>
</tr>
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</table>

#### Agriculture Mechanics Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Agriculture, Food &amp; Natural Resource</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Mechanics and Metal Technologies</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Structures Design and Fabrication</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Power Systems</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Agriculture, Food, &amp; Natural Resources</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

**AWS Certifications**

**OSHA 10 Certification**

#### Plant Systems Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Agriculture, Food &amp; Natural Resources</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Horticultural Science</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Greenhouse Operation and Management</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Floral Design</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**This course satisfies the fine arts graduation requirement.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Laboratory and Field Experience</td>
<td>12th</td>
<td>1</td>
</tr>
<tr>
<td>Practicum in Agriculture, Food, &amp; Natural Resources</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Arts, Audio/Video Technology and Communication

#### Graphic Design Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of AAVC</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Animation 1</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Animation 2</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Animation I. **Co-requisite:** Animation II. This course must be taken concurrently with Animation II and may not be taken as a stand-alone course.
### Audio / Visual Production Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of AAVC</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Audio / Video Production 1</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Audio / Video Production 2</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>A/V 2 Production Lab (Co-requisite: A/V production 2)</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Audio/Video Production I. Co-requisite: Audio/Video Production II. This course must be taken concurrently with Audio/Video Production II and may not be taken as a stand-alone course.

### Graphic Design Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of AAVC</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Graphic Design (Year book 1)</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Graphic Design II (Year book 2)</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>2. Prerequisite: Graphic Design and Illustration I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Design II Lab (Year Book 3)</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Graphic Design and Illustration I. Co-requisite: Graphic Design and Illustration II. This course must be taken concurrently with Graphic Design and Illustration II and may not be taken as a stand-alone course.

### Business Management & Administration Pathway

#### General Business and Office Administration Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Business, Marketing, &amp; Finance</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Global Business / Virtual Business</td>
<td>10 thru 12</td>
<td>.5/.5</td>
</tr>
<tr>
<td>Business Information Management 1</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Business Lab (Co-requisite: BIM 1)</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**This course must be taken concurrently with a co-requisite course from the Business Management and Administration Career Cluster and may not be taken as a stand-alone course.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

Microsoft Office Expert - Excel
Microsoft Office Expert - Word
Microsoft Office Specialist (MOS) Master

### Retail Management Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Business, Mkting, &amp; Finance</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Retail Management</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Business Law</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Human Resource Mgt. / Virtual Business</td>
<td>10 thru 12</td>
<td>.5/.5</td>
</tr>
</tbody>
</table>

**National Retail Association Certification**
## Hospitality & Tourism
### Culinary Arts Pathway
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Hospitality &amp; Tourism</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Culinary Arts</td>
<td>9 thru 10</td>
<td>1</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>10 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Practicum in Culinary Arts</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

- Safe Manager Certification
- Food Handler Certification
- OSHA 10 Certification

## Information Technology
### Computer Programming Pathway
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Information Technology</td>
<td>9 thru 10</td>
<td>1</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Computer Programming II / Mobile Apps</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Web Technologies / Mobile App Development</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

## Marketing
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Business, Marketing, &amp; Finance</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Advertising/Sports and Entertainment Marketing</td>
<td>9 thru 12</td>
<td>.5/.5</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Practicum in Marketing</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

## Transportation, Distribution & Logistics
### Automotive Service Pathway
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Transportation Systems</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Automotive Basics</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Automotive Technology I: Maintenance and light repair</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Automotive technology II: Automotive Service</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

*Prerequisite: Automotive Technology I: Maintenance and Light Repair.*

- ASE Student Certifications

### Collision & Repair Pathway
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Transportation Systems, optional</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Basic Collision and Repair</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Collision &amp; Repair</td>
<td>10 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Advanced collision &amp; repair</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

- ASE Student Certifications
  - I Car Certification
## Career Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Preparation I</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Career Preparation II</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Extended Career Preparation</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

## Endorsement: Public Service

## Education & Training

### Education & Training Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Education and Training</td>
<td>9 thru 10</td>
<td>1</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>10 thru 11</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Practices</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
<tr>
<td>Practicum in Education and Training</td>
<td>12th</td>
<td>2</td>
</tr>
</tbody>
</table>

## Health Science

### Therapeutic Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Health Science</td>
<td>9 thru 10</td>
<td>1</td>
</tr>
<tr>
<td>Health Science Theory</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisites:** Principles of Health Science and Biology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Biology and a second science credit. This course satisfies a high school science graduation requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Health Science: Certified Nurse Assistant</td>
<td>11 or 12</td>
<td>2</td>
</tr>
</tbody>
</table>

**Prerequisites:** Principles of Health Science, Health Science Theory, and Biology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Health Science: Pharmacy Technician / EMT</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

**Prerequisites:** Principles of Health Science, Health Science Theory, and Biology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Range</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Health Science: Clinical Medical Assistant / Certified Patient Care Technician / Phlebotomy Technician</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

**Prerequisites:** Principles of Health Science, Health Science Theory, and Biology.

| Certification                     | |
|-----------------------------------||
| Certified Nurse Assistant Certification / Phlebotomy Technician |
| Pharmacy Technician Certification |
| Clinical Medical Assistant Certification |
| Certified Patient Care Tech Certification / EKG Technician |
## Pre-Medical Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Health Science</td>
<td>9 thru 10</td>
<td>1</td>
</tr>
<tr>
<td>Health Science Theory</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisites:** Principles of Health Science and Biology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Microbiology</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisites:** Biology and Chemistry. *This course satisfies a high school science graduation requirement.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathophysiology</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Prerequisites:** Biology and Chemistry. *This course satisfies a high school science graduation requirement.*

## Human Services

### Family & Community Services Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Human Services</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Child Development</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Family and Community Services Pathway</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Practicum in Human Services</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

## Early Childhood Development and Services Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Human Services</td>
<td>9 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Childhood Development</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Lifetime Nutrition &amp; Wellness / Dollars and Sense</td>
<td>11 thru 12</td>
<td>.5/.5</td>
</tr>
<tr>
<td>Practicum in Human Services</td>
<td>11 thru 12</td>
<td>2</td>
</tr>
</tbody>
</table>

## Endorsement: STEM

### Advanced Math Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>8 - 9</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>9 - 10</td>
<td>1</td>
</tr>
<tr>
<td>Algebra II or Advanced Math</td>
<td>10 - 12</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Math</td>
<td>11 - 12</td>
<td>1</td>
</tr>
</tbody>
</table>

### Advanced Science Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Physics or Advanced Science</td>
<td>11 - 12</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Science</td>
<td>11 - 12</td>
<td>1</td>
</tr>
</tbody>
</table>
## Engineering Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Applied Engineering</td>
<td>9 thru 10</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Design and Presentation I</td>
<td>10 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Design and Presentation II</td>
<td>11 thru 12</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Design and Problem Solving</td>
<td>12th</td>
<td>1</td>
</tr>
</tbody>
</table>

- **Prerequisite: Algebra I**

- **Prerequisites: Algebra I and Geometry.**
Performance Acknowledgments

A student may earn a performance acknowledgment for outstanding performance in a dual credit course, bilingualism and biliteracy, on an AP test or IB exam, on the PSAT, the ACT-Plan, the SAT, or the ACT, or for earning a nationally or internationally recognized business or industry certification or license.

**Dual Credit Course Performance Acknowledgment**
A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

(1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher on a scale of 4.0, or

(2) an associate degree while in high school

**Bilingualism and Biliteracy Performance Acknowledgement**
A student may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

(1) Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and

(2) Satisfying one of the following:
   a. completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of 80 on a scale of 100; or
   b. demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of 80 on a scale of 100; or
   c. completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
   d. demonstrated proficiency in one or more languages other than English through one of the following methods:
      i. a score of 3 or higher on a College Board AP exam for a language other than English; or
      ii. a score of 4 or higher on an IB exam for a higher-level languages other than English course; or
      iii. performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(1) Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
(2) Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS). Performance Acknowledgements

**College Board Advanced Placement Test Performance Acknowledgement**

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:

(1) A score of 3 or above on a College Board advanced placement examination
(2) A score of 4 or above on an International Baccalaureate examination

**PSAT®, the SAT®, or the ACT® Performance Acknowledgement**

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on the PSAT®, the ACT-PLAN®, the SAT®, or the ACT® by:

(1) Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
(2) Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination
(3) Earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
(4) Earning a composite score on the ACT® examination of 28 (excluding the writing subscore)

**Nationally or internationally recognized business or industry certification or license performance acknowledgement**

A student may earn a performance acknowledgment on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

(1) Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification, or
(2) Performance on an examination sufficient to obtain a government required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by a national or international business, industry, or professional organization a state agency or government entity or a state-based industry association
Certifications or licensures for performance acknowledgements shall: be age appropriate for high school students, represent a student’s substantial course of study and/or end-of-program knowledge and skills, include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and, represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Benefits of Graduating Under the Foundation High School Program with Endorsement

I. **College Readiness**: Many colleges and universities minimally require the Foundational High School Program for admission. In addition, students ranked in the top 10 percent of their graduating classes from an accredited Texas public high school are eligible for automatic admission to most Texas public universities if they have completed the FHSP-E or the Distinguished Achievement Program (DAP-E).

II. **Recognition**: The Foundation High School Program seal will be affixed to the Academic Achievement Record (AAR), or transcript, of students graduating under the FHSP-E.

III. **Test Results**: Research suggests that students who take additional English, math, social studies, and science courses make higher scores on the SAT® or ACT® college entrance exams. The FSHP requires four credits in each of these core subject areas.

IV. **Program participation**: The Texas Scholars program allows students who participate and graduate to be eligible for Graduation Honors and to compete for certain scholarships. Texas Scholars who qualify for financial assistance become eligible for a grant program passed by the Texas Legislature: The Texas Grant program. This may provide all tuition and fees for public colleges and universities in Texas; however, grant funds are administered on a first-come, first-served basis. The Texas Scholars program requires students to graduate under the FHSP-E or the DAP-E.
General Information

Credit by Exam (CBE)
Lockhart ISD permits high school students to take CBE for acceleration and remediation only through exams approved by the LISD School Board, from The University of Texas, or Texas Tech University and administered by Lockhart ISD.

CBE for acceleration/No prior instruction
A student will be permitted to take an examination to earn credit for an academic course for which the student has had no prior instruction. The dates on which examinations are scheduled are listed in the student handbook yearly. Both a fall and spring semester test calendar is available. The passing score required to earn credit on an exam for acceleration is 80

CBE for transfer credit/non-accredited or home school
Students enrolling in LHS from a non-accredited school or home school may take a CBE to receive transfer credit. Documentation of courses taken in non-accredited or home school must be received prior to the administration of CBE. The grade scored on the CBE will be marked on the student’s transcript and credit awarded.

Credit Recovery
LHS uses a computer-based, self-paced program for credit recovery. Depending on the circumstances in which a student lost credit for a course, he/she may be eligible for this program. Counselors are able to provide additional information on credit recovery eligibility. In the event that a student is eligible for credit recovery, a ‘P’ (pass) will be awarded the student upon successful completion of the course. The student will not be granted grade points; however, credit will be granted for any course receiving a ‘P’ pass.

Early Graduation Plans and Categories
All early graduates will complete the requirements for high school graduation according to the graduation plans in place when they entered high school. Students must declare their intent to be an early graduate by completing the early graduation application. Early graduates will not have any senior privileges granted during the first semester. The student will have senior privileges during the second semester only if reclassified as a senior. The student can participate in the May graduation ceremony. If the student does not pass all EOC’s, that student will not be considered a graduate. The student will return to school in the fall semester as a full-time student and be enrolled in EOC remediation classes.
**Grade Level Classification**

Students are classified according to the number and type of credits they have earned. In order to be promoted, students are required to meet the number of credits listed below and are required to have received credit in all four of their core classes for that particular school year. Students who have fallen behind may be reclassified at the end of the semester in certain circumstances with administrative approval.

- **Freshman:** Must have been promoted by successfully meeting 8th grade requirements and passing each of the STAAR assessments. If the student is not promoted from 8th grade, the student may be placed to their freshman year at high school. Student placement to high school for students who have not demonstrated mastery on the state assessments, met required attendance or grade requirements may be placed. Placement is determined by a Grade Placement Committee prior to start of school and is based on the student’s successful completion of summer school and performance on local assessments. Freshman who are “placed” rather than promoted may have to take specific acceleration classes during their freshman year at high school as part of the placement agreement made by the grade placement committee.

- **Sophomore:** Must have earned 6 credits as a freshman.

- **Junior:** Must have earned 12 credits as a freshman and sophomore.

- **Senior:** Must have earned 18 credits as a freshman, sophomore, and junior.

**Out of State Transfers**

Transfer students from out of state must complete all graduation requirements to be eligible for a Texas diploma. Requirements not completed when enrolling in Lockhart High School may be satisfied by correspondence courses, credit by exam, accelerated learning, or completing the course.

**Personal Graduation Plan**

Each year a student should select courses that are included in his/her four-year plan/graduation plan as developed with the counselor. Any adjustments to be made regarding the four-year plan/graduation plan must be done in conjunction with the guidance office and have a parent signature. The student should carefully consider college admission requirements as he/she selects courses. It is required that every student complete a four-year graduation plan in 8th grade and then meet annually with a school counselor to select the appropriate courses for each upcoming year. Any questions regarding college admissions should be directed to a counselor. In accordance with the State Board of Education, the selected Endorsements and Graduation Plans cannot be revised until the student’s sophomore year when the student has received at least six high school credits.
Career and Technical Education Nondiscrimination Policy

Lockhart Independent School District - Public Notification of Nondiscrimination in Career and Technical Education Programs

Lockhart Independent School District offers career and technical education programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, AV, and Communication; Business Management and Administration; Career Development; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Marketing, Sales and Services; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of Lockhart Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Lockhart Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Acts of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Lockhart Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Kim Brents, at 105 Colorado, Lockhart, TX 78644 (Telephone 512-398-0000), and/ or the Section 504 Coordinator, Melissa Corona, at 105 Colorado, Lockhart, TX 78644 (Telephone 512-398-0000).
El Distrito Escolar Independiente de Lockhart Notificación Pública de No Discriminación en los Programas Educativos de Planeación Profesional Tecnológica

El Distrito Escolar Independiente de Lockhart ofrece programas de Planeación Profesional y Educación Tecnológica en las áreas de: Agricultura, Alimentos y Recursos Naturales, Arquitectura y Construcción; Desarrollo de Carreras; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencias de la Salud; Hospitalidad y Turismo; Servicios Humanos, Tecnología de la Información; Leyes, Seguridad Pública; Corrección y Seguridad; Mercadeo; Ventas y Servicios; Tecnología; Ingeniería y Matemáticas; Transporte; Distribución y Logística. La admisión a estos programas se basa en interés, aptitud, edad apropiada y espacio disponible en la clase.

Es política del Distrito Escolar Independiente de Lockhart el no discriminar por razones de raza, color, nacionalidad, género o discapacidad en sus programas, servicios, o actividades vocacionales según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

Es política del Distrito Escolar Independiente de Lockhart de no discriminar por razones raza, color, nacionalidad, género, discapacidad, o edad en sus prácticas de empleo según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

El Distrito Escolar Independiente de Lockhart tomará medidas para asegurarse de que el no hablar el idioma inglés, no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, póngase en contacto con la coordinadora del Título IX, Sandra Carpenter, en la dirección Kim Brents, at 105 Colorado, Lockhart, TX 78644 (teléfono 512-398-0000), y/o con la coordinador de la Sección 504, Melissa Corona, en la dirección 105 Colorado, Lockhart, TX 78644 (teléfono 512-398-0000).
STAAR EOC Assessments - Required for Graduation

In the 2011-2012 school year, the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) tests became a graduation requirement for students entering 9th grade. When the student has completed the academic course for the specified exam, the student will be required to take the corresponding EOC. The EOCs by the Texas Legislature to be: English I, English II, Algebra I, Biology, and U.S. History.

College Readiness Standards and the TSI (Texas Success Initiative)

Students are considered “College Ready” if the minimum scores are in one of the following areas:

<table>
<thead>
<tr>
<th>College Readiness Measure</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT (must score at least a 23 composite and noted scores)</td>
<td>English - 19</td>
<td>Math - 19</td>
</tr>
<tr>
<td>SAT prior to March 5, 2016 (must score at least a 1070 combined and noted scores)</td>
<td>Critical Reading - 500</td>
<td>Math - 500</td>
</tr>
<tr>
<td>SAT on or after March 5, 2016 (no combined score)</td>
<td>Evidenced-Based Reading &amp; Writing (EBRW) - 480</td>
<td>Math - 530</td>
</tr>
<tr>
<td>TSI Phase 2 (taken on or after August 28, 2017)</td>
<td>Reading - 355 AND Writing - 350 &amp; Essay - 5 OR Writing - 363 &amp; Essay - 4</td>
<td>Math - 356</td>
</tr>
</tbody>
</table>

Upon high school graduation, students must meet the college readiness standard or will be required to pay for developmental classes at the college they are attending, which can be quite expensive, both in time and money, plus not count towards a degree. Free test preparation is available from Austin Community College (http://www.austincc.edu/support-and-services/tutoring-and-academic-help/assessment-study-materials). The scores are valid for five years. After the student has participated in the required Pre-Assessment Activity, the TSI can be taken during specific times at the high school campuses. Check with the high school counselors for more information.

Earning College Credit While in High School

There are several ways to save time and money by earning college credits in high school. Advanced Placement courses, articulated courses, and dual credit/dual enrollment courses are all options available to students.
**Advanced Placement (AP) Courses**
The Advanced Placement (AP) Program, sponsored by the College Board, offers motivated and capable high school students an opportunity to take college-level courses while in high school. AP courses have open enrollment and participation is based on the course prerequisites as indicated in the course catalog. In addition to all Texas Essential Knowledge and Skills, a wider range and greater depth of content is taught, with an emphasis on higher level critical thinking skills as well as provisions for creative and productive thinking.

LISD students enrolled in AP courses are expected to take the AP exam that accompanies the AP course in which the student is enrolled. Costs of these exams are paid by the student; however, limited financial assistance is available. If the student takes the associated AP exam, Advanced Placement and/or college credit may be awarded upon college entrance. Colleges and universities have policies regarding how much credit and/or advanced placement will be received for a given score on an AP exam. Before taking AP exams, students should check college websites about specific advanced placement credit policies. Talk with the school counselor for more information. Check [http://www.collegeboard.org/](http://www.collegeboard.org/).

**Articulated Credit Courses**
Career and Technical Education articulation agreements with community colleges make it possible for students to earn college credit for courses successfully completed for high school credit. These courses are designed to prepare students for the future and cover both the high school curriculum and the college curriculum. These credits are held in escrow until the student successfully completes the requirements of the articulating college. The credits held in escrow are then placed on the student’s college transcript when they enter the institution of higher learning that offers the articulated credit. In order to claim credit, Austin Community College requires the student to take at least one course at ACC to earn the articulated credits. To be considered for articulated credit students must earn a grade of 80 or higher in the class, a grade of 70 or higher on an ACC-created end-of-course exam, and meet all high school and college course requirements. Some universities and colleges do not accept articulated credits depending on the student’s major and the rules and regulations of the institution. It is always best to speak directly with an admissions representative at the college or university to learn of any transfer of credit restrictions.

**Dual Credit and Concurrent Enrollment**
High school students may enroll in college concurrently with high school to extend learning or accumulate college hours. Credit earned through dual credit counts for college and high school credit and fulfills high school graduation requirements if the college course covers required state curriculum. Courses may occur face to face or though distance learning. To take college courses, students must meet TSI requirements and receive both the principal’s and parent’s prior approval. Providers, including UT OnRamps may require tuition and fees. To receive credit, the grade in the course must be a C or better and students must submit an official college transcript to the high school registrar. Dual enrollment credit is accepted by Texas public universities. Students who plan to attend a private or out-of-state college or university should check with schools regarding their policy of accepting dual or concurrent enrollment courses.
Prior to withdrawing from a college course, it is the student’s responsibility to first discuss this matter with the school counselor to determine if space is available in the comparable high school course. Students who take a dual credit class that will be used to meet core course graduation requirements must also take the corresponding STAAR exam.

Lockhart ISD is proud to provide multiple options and opportunities for students to earn college credit while in high school, including dual credit and dual enrollment through several providers. To count as dual credit, courses must cover the state standards for the associated high school course and be approved by Lockhart ISD. Students must submit their college transcript showing their grade in the dual credit course to their campus registrar for inclusion in their high school transcript, if taken outside of the school.

**Dual Credit with Austin Community College**

Lockhart ISD partners with ACC for most of the dual credit course offerings. Courses may be taken during the school day, at an ACC campus, and in the summer. Depending on the number of courses being taken, location of courses, or course type students may be charged tuition and/or fees, and are responsible for textbooks and any additional expenses such as parking permits at ACC facilities.

**Scheduling Process and Schedule Changes**

This catalog contains a brief description of courses offered in the secondary schools of Lockhart ISD, as well as the grade level requirements for specific courses and any possible prerequisites. Please be aware that not all courses are offered at every campus. Elective courses are offered as a result of student interest. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered and one of the alternates listed on the student’s registration form will be used.

Students must carefully plan their course selections. Although students will receive specific instructions and assistance from school counselors during the preregistration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. It is very important that careful consideration is taken to selecting appropriate courses. The choices students make during the preregistration process determine the master schedule of course offerings available. The master schedule is designed to maximize student opportunities and minimize scheduling conflict. Master schedules and teacher hiring are based on student requests; therefore, only schedule change requests based upon the list below will be considered. The selection of courses by the student is a commitment to put forth effort to be successful.

Schedule changes will be considered during the first 10 days of school for the following reasons only:

- A. The student is a senior not scheduled in a course needed for graduation.
B. The student has already earned credit for a course in which he/she is currently scheduled.
C. The student does not have the prerequisite(s) for a class listed on his/her schedule.
D. The student has been dismissed from a program where approval must be granted for placement.
E. The student does not have a full schedule.
F. A data entry error (no lunch, class listed twice, free period, etc.) has occurred.
G. The student needs intervention/remedial coursework for STAAR EOC graduation requirements.

Student schedules will not be changed to select different teachers or lunch periods or to drop a previously selected elective. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal (ARD) committee. When a student enrolls in a course (such as a correspondence course) completed outside of the school day, the student must provide documentation of completion of the course no later than the first day of the semester in order to be eligible for a schedule adjustment.

Course Level Changes: Course level changes will be considered only at the end of the first nine weeks grading period for each course that offers a different level of the same course. To be considered for a transfer from a PAP or AP course, the student must have made a sincere effort to succeed by attending a minimum of six tutorials, completing his/her work, and by attending a conference with his/her teacher and parent. The parent must conference with the teacher before a course level change will be considered. If these conditions are met that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change. Students who receive special permission to change a class schedule are subject to limitations. When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. This grade will be calculated into the proper grading period (nine weeks and semester). The student assumes all responsibility for the requirements in the course entered. Level changes in core classes will not be considered after the first nine weeks of class but will be reviewed for second semester.
Dear Students and Parents,

Lockhart Junior High School is committed to providing a rigorous and comprehensive education for all students while serving as a positive transition between elementary school and high school. The Lockhart Junior High community believe that our students will accomplish extraordinary feats because we expect students to achieve at high levels; care deeply about students’ social and emotional need; and provide more dynamic opportunities for them to grow, collaborate, and excel. Working as a team, staff, students, and parents, are building an even stronger school on our solid foundation.

Now that the spring semester is underway, it is time to start considering course selections for the 2018-19 school year. In order for you to take advantage of all the opportunities available to you, it is important for you to familiarize yourself with the entire course guide, including general information and graduation requirements.

As you prepare to make your course selections for next year, I encourage you to challenge yourself; take courses that will stimulate you academically, stretch you athletically, inspire you artistically, and expand your horizons through extra-curricular activities. Please take the time to carefully think about the classes you want to take next year and consider your counselor recommendations to ensure that the school can accommodate your selections to the greatest extent possible. After you have chosen courses, it is important for you, the student, to review all of the information and talk to your teachers, parents, and counselors so you have the most current information concerning your schedule for next year.

The mission of Lockhart Junior High School is to provide each student a safe and nurturing environment that promotes excellence in learning and citizenship. The LJHS team is committed to transitioning students’ social and academic development towards college, career, and life readiness. Your teachers, counselors, and administrators want to help you achieve this mission and will be happy to help you come up with a plan to make your experience at LJHS the best it can be.

If you have questions, concerns, or would just like to talk about the future, let us know.

#LJHProud,
Lori Davis
Principal
# 6th Grade Course Options

## English Language Arts and Reading

### ELAR 6 3116

Students will engage in meaningful activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills in five key areas: reading, writing, research, listening and speaking, oral and written conventions.

- **CREDIT:** LJH Local
- **TYPE:** Regular
- **GRADE:** 6

### ELAR 6 PRE AP 3126

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students will engage in reading, writing, and oral language activities at an advanced degree of depth and complexity.

- **Prerequisite:** Achieved Meets or Masters on 5th Grade STAAR
- **CREDIT:** LJH Local
- **TYPE:** Pre-Advanced Placement
- **GRADE:** 6

## Mathematics

### MATH 6 3216

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

- **CREDIT:** LJH Local
- **TYPE:** Regular
- **GRADE:** 6

### MATH PRE-AP 3226

Grade 6 Pre-Ap Mathematics is the beginning of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Statistics. This course will cover all of the Grade 6 mathematics standards and the majority of the Grade 7 mathematics standards. Placement of students choosing to pursue this course to begin the accelerated mathematics program will be based on student assessment data received by the district during the summer. Students enrolled in Grade 6 Advanced Mathematics will take the STAAR Grade 6 Mathematics Assessment.

- **Prerequisite:** Achieved Meets or Masters on 5th Grade STAAR
- **CREDIT:** LJH Local
- **TYPE:** Pre-Advanced Placement
- **GRADE:** 6
Science

SCIENCE 6 3316

Much of the content focus is on physical science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, organisms and their environments, forces and motion, Earth processes, and the solar system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout.

CREDIT: LJH Local  TYPE: Regular  GRADE: 6

SCIENECE 6 PRE-AP 3326

Pre-Ap Science is a rigorous course that emphasizes critical thinking and problem solving and is recommended for students who have demonstrated an interest in science. The course is interdisciplinary; however, much of the content focus is on physical science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, organisms and their environments, forces and motion, Earth processes, and the solar system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout.

Prerequisite: Achieved Meets or Masters on 5th Grade STAAR

CREDIT: LJH Local  TYPE: Pre-Advanced Placement  GRADE: 6

Social Studies

SOCIAL STUDIES 6 3416

Students will use critical thinking skills to study people and places of the contemporary world within broad regions. Students describe the influence of individuals and groups on historical and contemporary events in those societies. Students identify locations and geographic characteristics.

CREDIT: LJH Local  TYPE: Regular  GRADE: 6

SOCIAL STUDIES 6 PRE-AP 3426

Students will use critical thinking skills to study people and places of the contemporary world within broad regions. Students describe the influence of individuals and groups on historical and contemporary events in those societies. Students identify locations and geographic characteristics as well as different ways of organizing economic and governmental systems. Students will also describe the nature of citizenship in various societies and compare institutions common to all societies. Self-motivated students will be expected to read, write, and work independently and with greater depth and complexity in preparation for advanced placement courses in high school.

Prerequisite: Achieved Meets or Masters on 5th Grade STAAR Reading

CREDIT: LJH Local  TYPE: Pre-Advanced Placement  GRADE: 6
**General Electives**

**ART 3900**

Students are exposed to a wide variety of ways to look at and create art. Drawing, painting, sculpture and ceramics are just a few of the subjects studied. Students study and create art from different cultures and time periods, including the influence of technology on the art of today.

CREDIT: LJH Local  
TYPE: Regular  
GRADE: 6

**Band 3516**

The first part of the year begins with instruction in music fundamentals such as rhythm, counting, pitch perception, etc. The students then begin learning a musical instrument and incorporating the above musical concepts. Student will have the opportunity to perform at concerts and other events. Any student enrolled in band is expected to progress his/her instrument through daily practice and drills. Parents must provide transportation to and from events such as evening concerts. Band student are required to either rent or buy an instrument. Students interested in band will be tested on the instruments and will be assigned an instrument the directors feel they will be most successful with. **Sixth grade is the only grade a student may enter into the band program at Lockhart I.S.D.**

CREDIT: LJH Local  
TYPE: Regular  
GRADE: 6

**Choir GIRLS 3616 BOYS FABC06**

In choir, the emphasis is placed on creative self-expression and individual voice training. The choir learns many songs and performs at numerous exciting event. Choir is an extracurricular activity and is subject to the no pass/no play laws. Choir may require time spent outside of school for practices and special events. Students will receive grades for performances.

CREDIT: LJH Local  
TYPE: Regular  
GRADE: 6

**Theatre Arts 3716**

This course is designed as an introductory class to teach the very basics of Theatre. Theatre terms, history, and script work will be covered as well as basic acting strategies. In addition, students will engage in team building, creative writing and production.

CREDIT: LJH Local  
TYPE: Regular  
GRADE: 6

**INRTO ROBOTICS CTRB06**

This is a beginning course that will utilize Lego Mindstorm kits, Robolab software, and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building, and programming of a Lego Mindstorm robot. Students will work hands-on in teams to design, build, program, and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

CREDIT: Local JH  
TYPE: Regular  
GRADE: 6
DANCE 6

This is an introductory course that covers the different types of dance such as modern, jazz, hip hop, ballet, and tap. Students will learn performance skills and dance stunts. Stretching and conditioning techniques will be taught to help students increase flexibility and strength. **Students are expected to dress out and participate daily. Students must provide their own clothes.**

CREDIT: Local JH  TYPE: Regular  GRADE: 6

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7th Grade Course Options

**English Language Arts**

**English Language Arts and Reading (ELAR) 7**

Students will engage in meaningful activities that build on their knowledge and skills in order to strengthen their reading, writing, and oral language skills in five key areas: reading, writing, research, listening and speaking, oral and written conventions.

CREDIT: Local JH Credit  TYPE: Regular  GRADE: 7

**English Language Arts and Reading (ELAR) 7 PRE-AP**

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students will engage in reading, writing, and oral language activities at an advanced degree of depth and complexity.

**Prerequisite:** 6th Grade ELAR Pre-AP or Approval

CREDIT: Local JH Credit  TYPE: Pre-Advanced Placement  GRADE: 7

**Mathematics**

**MATH 7**

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

CREDIT: Local JH  TYPE: Regular  GRADE: 7
PRE-ALGEBRA PRE-AP

Grade 7 Pre-Algebra Pre-AP is the continuation of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Advanced Placement Statistics. The course will cover all of the Grade 8 mathematics standards. Students enrolled in 7th grade Pre-Algebra Pre-AP will take the 8th grade math STAAR test.

**Prerequisite:** Pre-AP 6th Grade Math or Approval

**CREDIT:** Local JH

**GRADE:** 7

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**Science**

SCIENCE 7

The study of science in grade 7 includes conducting field and laboratory investigations using the scientific method. The students will be doing critical thinking and problem solving in physical, chemical, earth, and life sciences. Students will use scientific and technological tools to collect and analyze data.

**CREDIT:** Local JH

**TYPE:** Regular

**GRADE:** 7

SCIENCE 7 PRE-AP

This course requires the students to perform field and laboratory investigations at a more advanced level using the scientific method. The students will be doing critical thinking and problem solving in physical, chemical, earth, and life sciences. Students enrolled in this course should expect extensive outside-of-class preparation.

**Prerequisite:** 6th Grade Pre-AP Science or Approval

**CREDIT:** Local JH

**TYPE:** Pre-Advanced Placement

**GRADE:** 7

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**Social Studies**

SOCIAL STUDIES 7 (Texas History)

Texas History tells the stories of people, events, and institutions from the state’s earliest civilizations to modern times. It touches upon and includes all of the social studies disciplines. People’s beliefs, the ways they meet their economic needs, form, and the culture they transmit from one generation to another are all a part of Texas history. So, too, is geography, which tells the story of where events took place and the interaction between people and places. The themes of location, region, place, movement, and human environment interaction are woven through the chronological story of all the peoples of Texas. Carefully planned activities and projects help students go beyond the rote learning of events and dates to gain an understanding of how and why events occurred and their historical significance.

**CREDIT:** Local JH

**TYPE:** Regular

**GRADE:** 7

SOCIAL STUDIES 7 PRE-AP (Texas History Pre-AP)

In Texas History Pre-AP, students will be able to identify various aspects of the Lone Star State. The history of Texas will come alive through structured projects that give the students hands-on experiences in understanding how the people of the past affect the present and the future. A major component of this course will be the interaction of students within group settings, and their ability to recognize relationships and draw conclusions among their peers.
Whether students are learning how to read or use maps or determining how Texas gained its independence, organization and clarity of ideas will be important to their success. Development of problem-solving skills as well as learning decision-making processes will be emphasized.

**Prerequisite:** 6th Grade Pre-AP or Approval

**CREDIT:** Local JH  
**TYPE:** Pre-Advanced Placement  
**GRADE:** 7

### Languages Other Than English (LOTE)

#### Spanish

**SPANISH I**  
This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. Focus is on basic communication skills, pronunciation, writing, and reading comprehension.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 7-12

**SPANISH II**  
This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 7-12  
**PREREQUISITE:** Successful completion of Spanish I or Spanish I Credit-by-Exam

### Career and Technical Education

#### ROBOTICS I

This is a beginning course that will utilize Lego Mindstorm kits, Robolab software, and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building, and programming of a Lego Mindstorm robot. Students will work hands-on in teams to design, build, program, and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8

#### COMPUTER CODING I

In this course, students will learn the core concepts of problem solving and algorithms. Students will learn to program using a block language that is perfect for getting started with computer science. During this course, students will make their first website. The website will act as the beginning of a portfolio that students will use throughout all of middle school. Students will learn about the fundamentals of javascript, HTML, and CSS/ Students will learn about servers, IDE’s, and how to plan out a website. Students will have time to explore concepts freely and have a final project that requires them to construct a web page with specific criteria.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8
### CAREER PORTALS

Students will study careers, nutrition, child development, household budgeting and credit, and hospitality and tourism which are all important in their ability to live more fulfilling lives.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8

### Fine Arts

#### ART I

Students are exposed to a wide variety of ways to look at and create art. Drawing, painting, sculpture, and ceramics are just a few of the subjects studied. Students study and create art from different cultures and time periods, including the influence of technology on the art of today. Projects may vary from year to year, but the basic areas of study remain the same.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8

### CONCERT BAND

Students must have participated in band in the 6th grade to be eligible for band in the 7th grade. Band is an academic class with some extra-curricular activities attached, and is subject to the no-pass/no-play laws. Band students’ grades will reflect achievement in both curricular and extra-curricular areas, including all performances. Parents must provide transportation. Students are expected to practice at home on a daily basis, year round. Band students are required to either buy or rent an instrument.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8  
**PREREQUISITE:** Band participation in 6th grade

### SYMPHONIC BAND

Students must have participated in band in the 6th grade to be eligible for band in the 7th grade. Participation in Symphonic band is based on band director recommendation. Symphonic band is an academic class with some extra-curricular activities attached, and is subject to the no-pass/no-play laws. Band students’ grades will reflect achievement in both curricular and extra-curricular areas, including all performances. Parents must provide transportation. Students are expected to practice at home on a daily basis, year round. Band students are required to either buy or rent an instrument.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8  
**PREREQUISITE:** Band participation in 6th grade and band director approval/recommendation

### INTERMEDIATE CHOIR 7

In choir, the emphasis is placed on creative self-expression and individual voice training. The choir learns many songs and performs at numerous exciting events. Choir is an extra-curricular activity and is subject to no-pass/no-play laws and may require time spent outside of school for practices and special events. Students receive grades for performances.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7
ADVANCED CHOIR 7

Choir students perform at many exciting concerts and contests. In addition to working and performing as a large group, there is a focus on improving individual voice quality. Choir is an extra-curricular activity and is subject to no-pass/no-play laws and may require time spent outside of school for practices and special events. Students receive grades for performances. Choir trips are also part of the LJHS choral experience.

This choir is designed for students with advanced vocal experience and ability.

CREDIT: Local JH  TYPE: Regular  GRADE: 7

PREREQUISITE: Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude. Placement in Advanced Choir 7 is at the discretion of the choir director.

DANCE 7

This course that covers the different types of dance such as modern, jazz, hip hop, ballet, and tap. Students will learn performance skills and dance stunts. Stretching and conditioning techniques will be taught to help students increase flexibility and strength. Students are expected to dress out and participate daily. Students must provide their own clothes.

CREDIT: Local JH  TYPE: Regular  GRADE: 7

THEATER ARTS I

This course is designed as an introductory class to teach the very basics of theater. Theater terms, history, and script work will be covered as well as basic acting strategies. In addition, students will engage in team building, creative writing, and production. Time spent outside of school may be required for practices and special events/performances.

CREDIT: Local JH  TYPE: Regular  GRADE: 7

Health, Physical Education & Athletics

PHYSICAL EDUCATION (PE)

This class is designed to acquaint students with both team and life sports. Seventh grade students are required to take either PE or Athletics.

CREDIT: Local JH  TYPE: Regular  GRADE: 7-8

ATHLETICS GIRLS 2537  BOYS 2547

Students enrolled in the athletics class period are required to participate in at least 2 sports to receive credit for the class. Students may choose from football, volleyball, basketball, cross country, track, soccer, golf, and tennis. Golf and tennis are after school sports. If you only want to participate in these specific sports, you do not have to sign up for the athletics class. All students must have a medical physical on file to participate in any sport. Physicals should be on file by August 1, 2018. Athletics is an extra-curricular activity and is subject to no-pass/no-play laws. Participation in athletics requires students to spend extra time at school for practice and for games, and parents are responsible for this transportation. Students are expected to abide by the Athletics Code of Conduct.

CREDIT: Local JH  TYPE: Regular  GRADE: 7
DANCE 7

This is an introductory course that covers the different types of dance such as modern, jazz, hip hop, ballet, and tap. Students will learn performance skills and dance stunts. Stretching and conditioning techniques will be taught to help students increase flexibility and strength. Students are expected to dress out and participate daily. Students must provide their own clothes.

CREDIT: Local JH  TYPE: Regular  GRADE: 7

### 8th Grade Course Options

**English Language Arts**

**ENGLISH LANGUAGE ARTS AND READING (ELAR) 8**

Students will engage in meaningful activities that build on their knowledge and skills in order to strengthen their reading, writing, and oral language skills in five key areas: reading, writing, research, listening and speaking, oral and written conventions.

CREDIT: Local JH Credit  TYPE: Regular  GRADE: 8

**ENGLISH LANGUAGE ARTS AND READING (ELAR) 8 PRE-AP**

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students will engage in reading, writing, and oral language activities at an advanced degree of depth and complexity.

Prerequisite: 7th Grade ELAR Pre-AP or Approval

CREDIT: Local JH Credit  TYPE: Pre-Advanced Placement  GRADE: 8

**Mathematics**

**PRE-ALGEBRA**

The primary focal areas in Grade 8 are proportionality, expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

CREDIT: Local JH  TYPE: Regular  GRADE: 8
ALGEBRA 1 PRE-AP

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

Prerequisite: Pre-AP 7th Grade Math or Approval

CREDIT: Local JH
GRADE: 8

Science

SCIENCE 8

In grade 8, the study of science includes planning and conducting field and laboratory investigations using the scientific method, critical thinking and problem-solving skills to collect and analyze information in the areas of physical, life and earth science concepts. Forty percent of the curriculum is devoted to using scientific and technological tools to collect and analyze data.

CREDIT: Local JH
TYPE: Regular
GRADE: 8

SCIENCE 8 PRE-AP

In Science 8 Pre-AP, students are introduced to the Advanced Placement science courses that are offered at the high school level. Science 8 Pre-AP includes more advanced planning and conducting field and laboratory investigations using the scientific method, critical thinking and problem-solving skills to collect and analyze information about physical, life and earth science, incorporating chemistry and physics concepts. Forty percent of the curriculum is devoted to using scientific and technological tools to collect and analyze data. Participation in outside-of-class scientific research projects is required. Students enrolled in this course should expect extensive outside-of-class preparation.

Prerequisite: 7th Grade Pre-AP Science or Approval

CREDIT: Local JH
TYPE: Pre-Advanced Placement
GRADE: 8

Social Studies

SOCIAL STUDIES 8 (US HISTORY)

This course exposes students to materials and information covering prehistoric times through 1877. Several themes such as exploration, colonization, independence, nationalism, expansionism, conflict and resolution and basic human rights are strongly embedded in the program. Many opportunities are provided for integrating technology through research and presentation of projects. Regular classroom work, homework, projects and tests are used to assess progress on an ongoing basis.

CREDIT: Local JH
TYPE: Regular
GRADE: 8
SOCIAL STUDIES 8 PRE-AP (US HISTORY PRE-AP)  

In U.S. History 8 Pre-AP, students’ instruction is accelerated allowing for more in-depth coverage of the topics and time for project-based learning to take place. This course exposes students to materials and information covering prehistoric times through 1877. Several themes such as exploration, colonization, independence, nationalism, expansionism, conflict and resolution, and basic human rights are strongly embedded in this program. Many opportunities are provided for integrating technology through research and presentation of projects.  

Prerequisite: 7th Grade Pre-AP or Approval  

CREDIT: Local JH  
TYPE: Pre-Advanced Placement  
GRADE: 8  

Languages Other Than English (LOTE)  

Spanish  

SPANISH I  

This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. The focus is on basic communication skills, pronunciation, writing, and reading comprehension.  

CREDIT: 1  
TYPE: Regular  
GRADE: 7-12  

SPANISH II  

This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.  

CREDIT: 1  
TYPE: Regular  
GRADE: 7-12  
PREREQUISITE: Successful completion of Spanish I or Spanish I Credit-by-Exam  

Career and Technology & General  

ROBOTS I  

This is a beginning course that will utilize Lego Mindstorm kits, Robolab software, and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building, and programming of a Lego Mindstorm robot. Students will work hands-on in teams to design, build, program, and document their progress.  

CREDIT: Local JH  
TYPE: Regular  
GRADE: 7-8  

ROBOTS II  

This course is the next installment of the robotics program at LJHS. In this course, students will deal with more advanced programming of the Lego Mindstorm kits. This advanced programming will introduce variable and data operations for more accurate robotics functions. Students will work in collaborative groups to solve problems and engineer innovative robotics designs. Robotics II will use LEGO Digital Designer, a 3D software to map out designs to make solid constructions. Topics may include advanced sensor functions, gear ratios, program loops, decision making, problem solving, logic, and rational judgement.  

CREDIT: Local JH  
TYPE: Regular  
GRADE: 8
**COMPUTER CODING I** 2012

In this course, students will learn the core concepts of problem solving and algorithms. Students will learn to program using a block language that is perfect for getting started with computer science. During this course, students will make their first website. The website will act as the beginning of a portfolio that students will use throughout all of middle school. Students will learn about the fundamentals of javascript, HTML, and CSS. Students will learn about servers, IDE’s, and how to plan out a website. Students will have time to explore concepts freely and have a final project that requires them to construct a web page with specific criteria.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8

**COMPUTER CODING II** 2013

This course will be a continuation of Coding I. The class will move into more advanced Javascript concepts. Students will be designing websites, apps, and games. This will help students with decision making, problem solving, rations concepts, logic, and algorithms. Students will work collaboratively with other students in the class to help understand concepts and screen design. Projects will push students to construct innovative designs and collaborative problem solving. Students will become more familiar with servers, IDE’s, and C++.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8

**CAREER PORTALS** 2738

Students will study careers, nutrition, child development, household budgeting and credit, and hospitality and tourism which are all important in their ability to live more fulfilling lives.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 7-8

**INTRODUCTION TO HOSPITALITY AND TOURISM** 2740

*Career Portals is a Prerequisite* – In this hands-on high school credit class, students will learn all about restaurants, hotels, recreation, and travel. The class is focused around a restaurant class that serves the junior high employees. Students practice team work, leadership, responsibility, and customer service daily. Students are expected to be mature, responsible, dependable, and honest. Pre-requisites are Career Portals in the 7th grade and Teacher References. **There is a required class fee of $15.00.**

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8

**YEARBOOK** 2648

*Students must fill out an application.* Yearbook sponsor has final approval. The objective of this class is to design the yearbook. Students will be involved in all aspects of creating the yearbook including photography, computer graphics, and layout, as well as sales and bookkeeping procedures.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8
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<th>Program</th>
<th>Code</th>
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<tbody>
<tr>
<td><strong>LIBRARY HELPER</strong></td>
<td>2820</td>
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<tr>
<td><strong>Students must fill out an application.</strong> Library helpers are students who have high expectations for grades, reading, organization, responsibility, following directions, listening and assisting others.</td>
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<tr>
<td>CREDIT: Local JH</td>
<td>TYPE: Regular</td>
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<tr>
<td><strong>STUDENT HELPER</strong></td>
<td>2818</td>
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<tr>
<td><strong>Students must fill out an application.</strong> This course requires Grade Level Principal approval. Students will have the opportunity to assist faculty and staff with basic daily tasks and operations.</td>
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<td>CREDIT: Local JH</td>
<td>TYPE: Regular</td>
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<tr>
<td><strong>COACH</strong></td>
<td>2819</td>
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<tr>
<td><strong>Students must fill out an application.</strong> Applications are available in the LIFE class. Coach offers an opportunity to be a peer mentor to special needs students in the LIFE class. Students must model appropriate social skills and be willing and able to develop a friendly relationship with a special needs student.</td>
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**Fine Arts**

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<td><strong>ART I</strong></td>
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<td>Students are exposed to a wide variety of ways to look at and create art. Drawing, painting, sculpture, and ceramics are just a few of the subjects studied. Students study and create art from different cultures and time periods, including the influence of technology on the art of today. Projects may vary from year to year, but the basic areas of study remain the same.</td>
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<td>CREDIT: Local JH</td>
<td>TYPE: Regular</td>
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<tr>
<td><strong>CONCERT BAND</strong></td>
<td>2617</td>
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<tr>
<td>Students must have participated in band in the 6th grade to be eligible for band in the 7th grade. Band is an academic class with some extra-curricular activities attached, and is subject to the no-pass/no-play laws. Band students’ grades will reflect achievement in both curricular and extra-curricular areas, including all performances. Parents must provide transportation. Students are expected to practice at home on a daily basis, year round. Band students are required to either buy or rent an instrument.</td>
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<td>CREDIT: Local JH</td>
<td>TYPE: Regular</td>
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<tr>
<td><strong>SYMPHONIC BAND</strong></td>
<td>2616</td>
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<tr>
<td>Students must have participated in band in the 6th and 7th grade to be eligible for band in the 8th grade. Participation in Symphonic band is based on band director recommendation. Symphonic band is an academic class with some extra-curricular activities attached, and is subject to the no-pass/no-play laws. Band students’ grades will reflect achievement in both curricular and extra-curricular areas, including all performances. Parents must provide transportation. Students are expected to practice at home on a daily basis, year round. Band students are required to either buy or rent an instrument.</td>
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<td>CREDIT: Local JH</td>
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<tr>
<td><strong>PREREQUISITE:</strong> Band participation in 6th AND 7th grade</td>
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### INTERMEDIATE CHOIR 8

In choir, the emphasis is placed on creative self-expression and individual voice training. The choir learns many songs and performs at numerous exciting events. Choir is an extra-curricular activity and is subject to no-pass/no-play laws and may require time spent outside of school for practices and special events. Students receive grades for performances.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8

### ADVANCED CHOIR 8

Choir students perform at many exciting concerts and contests. In addition to working and performing as a large group, there is a focus on improving individual voice quality. Choir is an extra-curricular activity and is subject to no-pass/no-play laws and may require time spent outside of school for practices and special events. Students receive grades for performances. Choir trips are also part of the LJHS choral experience.

This choir is designed for students with advanced vocal experience and ability.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8

**PREREQUISITE:** Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude. Placement in Advanced Choir is at the discretion of the choir director.

### DANCE 8

This is an introductory course that covers the different types of dance such as modern, jazz, hip hop, ballet, and tap. Students will learn performance skills and dance stunts. Stretching and conditioning techniques will be taught to help students increase flexibility and strength. Students are expected to dress out and participate daily. Students must provide their own clothes.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8

### THEATER ARTS I

This course is designed as an introductory class to teach the very basics of theater. Theater terms, history, and script work will be covered as well as basic acting strategies. In addition, students will engage in team building, creative writing, and production. Time spent outside of school may be required for practices and special events/performances.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8

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### Health, Physical Education & Athletics

**ATHLETICS**

Students enrolled in the athletics class period are required to participate in at least 2 sports to receive credit for the class. Students may choose from football, volleyball, basketball, cross country, track, soccer, golf, and tennis. Golf and tennis are after school sports. If you only want to participate in these specific sports, you do not have to sign up for the athletics class. All students must have a medical physical on file to participate in any sport. Physicals should be on file by August 1, 2018. Athletics is an extra-curricular activity and is subject to no-pass/no-play laws. Participation in athletics requires students to spend extra time at school for practice and for games, and parents are responsible for this transportation. Students are expected to abide by the Athletics Code of Conduct.

**CREDIT:** Local JH  
**TYPE:** Regular  
**GRADE:** 8
Dear Students and Parents,

Although it's only January, it's already time to start looking at your course selections for the 2018-2019 school year. It is important for you to familiarize yourself with the entire course guide, including general information and graduation requirements, to ensure that you are aware of all of the opportunities that are available to you. Please visit our campus website to review the on-line version of the course catalog and the counseling office page for up-to-date information concerning registration and other pertinent information.

Please take the time to thoroughly and carefully think about the classes you want to take next year, including counselor recommendations, to ensure that we can accommodate your selections to the greatest extent possible. Please review all of the information, talk to teachers, and make plans to attend Lion Showcase, Thursday, February 01, 2018, so you have the most current and up-to-date information concerning your schedule for next year and four year graduation plan.

The future of Lockhart High School depends on the strength and unity of our underclassmen. As you prepare to make your course selections for next year, I would like to encourage you to challenge yourself both in your academic selections, and in your investment in extracurricular activities. Take an advanced class in your favorite course of study. Get involved. Students who are connected to school by participating in extracurricular activities stay engaged in school and are generally more successful in school. If you don’t know how to get involved, or feel you need more information, ask someone. Your school counselor will be happy to help you come up with a plan to make your experience at LHS the best it can be.

If you have any questions or concerns, please do not hesitate to stop by and let’s talk.

Sincerely,
Luciano Castro
Principal
Lockhart High School
(512) 398-0300
# Course Options

## English Language Arts

### English I

This course provides units of composition, including the multi-paragraph paper of moderate complexity; units of syntax, with emphasis on the production and analysis of several units of literature with emphasis on literary interpretation and techniques; and units of vocabulary, spelling, and usage.

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### ENGLISH I PRE AP

This course will expand on the English I enriched curriculum by stressing critical thinking skills of analysis, evaluation, and synthesis through extensive reading, discussion and composition. Students write a number of papers, primarily on literature, which require knowledge of stylistic elements and interpretation. Pre-AP students are preparing for the Advanced Placement test in English. Note: Students may be evaluated on a summer assignment.

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### ENGLISH I PRE AP GT

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### ENGLISH II

This course will focus on the entire writing process, from pre-writing strategies through the final draft. Students will study the construction of writing, including sentence structure and grammar. Primary forms of writing will include personal essays and using text examples to prove a thesis, which will prepare students for their 10th grade level state exam. Much emphasis will be placed on the revising and editing of drafts to create a final written product. Other writing forms will be utilized to reinforce the process of writing, and vocabulary will be studied in order to improve student writing. There will be literature analysis in the form of using text examples to prove a thesis, and works from various cultures and countries will be read and studied as examples.

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### ENGLISH II PRE AP

The focus of English II Pre-AP is an extensive study of vocabulary, grammar, literature, and writing, preparing for the state exam as well as PSAT, SAT, and ACT in both reading and composition. This is a writing intensive course that stresses the critical thinking skills of analysis, evaluation, and synthesis through discussion, reading, and written reflection. The course is closely aligned with The College Board curriculum recommendations. Students may be evaluated on a summer reading assignment.

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### PREREQUISITE:

Receive Gifted and Talented Services

## ENGLISH II

This course will focus on the entire writing process, from pre-writing strategies through the final draft. Students will study the construction of writing, including sentence structure and grammar. Primary forms of writing will include personal essays and using text examples to prove a thesis, which will prepare students for their 10th grade level state exam. Much emphasis will be placed on the revising and editing of drafts to create a final written product. Other writing forms will be utilized to reinforce the process of writing, and vocabulary will be studied in order to improve student writing. There will be literature analysis in the form of using text examples to prove a thesis, and works from various cultures and countries will be read and studied as examples.

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### PREREQUISITE:

Receive Gifted and Talented Services

## ENGLISH II PRE AP

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### PREREQUISITE:

Receive Gifted and Talented Services
ENGLISH II PRE AP GT

The focus of English II Pre-AP is an extensive study of vocabulary, grammar, literature, and writing, preparing for the state exam as well as PSAT, SAT, and ACT in both reading and composition. This is a writing intensive course that stresses the critical thinking skills of analysis, evaluation, and synthesis through discussion, reading, and written reflection. The course is closely aligned with The College Board curriculum recommendations. Students may be evaluated on a summer reading assignment.

CREDIT: 1  TYPE: Pre-Advanced Placement  GRADE: 10

PREREQUISITE: Qualify for Pre-AP Course Work and Receive Gifted and Talented Services

READING III

This course is designed for regular education students who are below grade level in reading and who require more intensive reading instruction. These classes have a lower student-to-teacher ratio in order for students to receive individual reading programs based on student needs. Teachers provide systematic instruction in word study and comprehension based on student needs. Computer-aided technology may be utilized to further individualize student learning and to track student growth.

CREDIT: 1  TYPE: Regular  GRADE: 10-12

ENGLISH III

This course will continue the focus of the writing process, from pre-writing strategies through the final draft. Students will further study the construction of writing, including more complex sentence structure and grammar. Students will practice to improve their skills of personal essay writing and using text examples to prove a thesis, which will better prepare them to meet the requirement of passing the exit level exam for graduation. Emphasis will continue to be placed on the revising and editing of drafts to create a final written product. Other writing forms will be utilized to reinforce the process of writing, and vocabulary will be studied in order to improve student writing. There will be literature analysis in the form of using text examples to prove a thesis, and American works will be read and studied as examples.

CREDIT: 1  TYPE: Regular  GRADE: 11

PREREQUISITE: English II

ENGLISH III AP English Language and Composition

Advanced Placement Language and Composition is a college-level class offered to high school juniors. The class closely reflects the content of freshman-level college composition classes. The course is closely aligned with The College Board curriculum recommendations. In AP English III students read widely mostly in American literature (novels, essays, dramas), with a heavy emphasis on non-fiction and literary non-fiction (speeches, diaries, editorials), conduct close analysis of texts, and compose sophisticated essays in preparation for the AP English Language and Composition exam administered in May. Students must check with colleges to determine transferability of AP test scores. Note: Students will complete and be evaluated on a summer assignment.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 11

PREREQUISITE: English II
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH III ACC-DUAL CREDIT FALL</td>
<td>LA305A</td>
</tr>
<tr>
<td>This course is a study of the principles of composition with emphasis on language usage, the mechanics of writing, and types of discourse, research and documentation. Includes British Literature Component.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 0.5</td>
<td>TYPE: Dual Credit</td>
</tr>
<tr>
<td>PREREQUISITE: Meet ACC admission requirements</td>
<td></td>
</tr>
<tr>
<td>COREQUISITES: If you take this course, you must also take LA305B - ENGLISH III ACC-DUAL CREDIT SPRING</td>
<td></td>
</tr>
<tr>
<td>ENGLISH III ACC-DUAL CREDIT SPRING</td>
<td>LA305B</td>
</tr>
<tr>
<td>This course is a study of the principles of composition with emphasis on language usage, the mechanics of writing, and types of discourse, research and documentation. Includes British Literature Component.</td>
<td></td>
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<tr>
<td>COURSE NOTE: MUST MEET ACC REQUIREMENTS.</td>
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<tr>
<td>CREDIT: 0.5</td>
<td>TYPE: Dual Credit</td>
</tr>
<tr>
<td>COREQUISITES: If you take this course, you must also take LA305A - ENGLISH III ACC-DUAL CREDIT FALL</td>
<td></td>
</tr>
<tr>
<td>ENGLISH III Dual Enrollment University of Texas OnRamps Program</td>
<td>LA 309</td>
</tr>
<tr>
<td>This course is a study of the principles of composition with emphasis on language usage, the mechanics of writing, and types of discourse, research and documentation. (UT Equivalent RHE 306K/Core Equivalent 1301)</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITES: ENGLISH I, II, &amp; TEACHER RECOMMENDATION</td>
<td></td>
</tr>
<tr>
<td>Credit: 1</td>
<td>TYPE: Dual Enrollment</td>
</tr>
<tr>
<td>ENGLISH IV</td>
<td>LA401</td>
</tr>
<tr>
<td>This course will emphasize the development of precision in meaning as compositions are revised for specific purposes and audiences. Students will evaluate and analyze their own writing as well as that of others. Forms of writing studied and composed will include persuasive, personal (in the form of a college essay), research, and expository (in the form of a resume). The origin and development of the English language and its sociological functions will be explored in major works of British Literature. These works will be further analyzed for historical characteristics and connections.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
</tr>
<tr>
<td>ENGLISH IV AP</td>
<td>LA404</td>
</tr>
<tr>
<td>Using a college-level course outline, this course emphasizes wide reading of World, British, and American literature including fiction, drama, poetry, and nonfiction. Students will write frequent analytical compositions as they explore literary, rhetorical, and stylistic elements in the readings. This course will focus on preparation for the Advanced Placement Exam in English Literature and Composition. Additionally, student will conduct close analysis of the text and to human condition. Students will complete and be evaluated on a summer assignment.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Advanced Placement</td>
</tr>
<tr>
<td>PREREQUISITE: AP English III</td>
<td></td>
</tr>
<tr>
<td>ENGLISH IV ACC-DUAL CREDIT FALL</td>
<td>LA405A</td>
</tr>
<tr>
<td>Survey of English Literature from the late 18th Century to the present.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Dual Credit</td>
</tr>
<tr>
<td>PREREQUISITE: LA305A ACC ENGLISH III FALL &amp; LA305B ACC ENGLISH III SPRING</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH IV ACC-DUAL CREDIT SPRING

No description available

CREDIT: 0.5  TYPE: Dual Credit  GRADE: 12

PREREQUISITE: LA305A - ENGLISH III ACC-DUAL CREDIT FALL or LA305B - ENGLISH III ACC-DUAL CREDIT SPRING or LA405A - ENGLISH IV ACC-DUAL CREDIT FALL

ENGLISH IV DUAL ENROLLMENT UT ONRAMPS

Reading and Writing the Rhetoric of American Identify. (UT Course Equivalent RHE 309K/Texas Core Equivalent 1302).

PREREQUISITES: ENGLISH I, II, & TEACHER RECOMMENDATION

CREDIT: 1  TYPE: Dual Enrollment  GRADE: 11

CREATIVE WRITING

A rigorous composition course in which students demonstrate their skills in such forms of writing as fictional writing, short stories, poetry, and drama.

CREDIT: 1  TYPE: Regular  GRADE: 12

PRACTICAL WRITING

A rigorous composition course in which students skillfully research a topic or a variety of topics and present that information in a variety of mediums.

CREDIT: 1  TYPE: Regular  GRADE: 10

TECHNICAL WRITING

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing.

CREDIT: 1  TYPE: Regular  GRADE: 9

INDEPENDENT STUDY IN ENGLISH

Independent Study in English was created to evaluate student’s readiness for high-level coursework, and identify any areas where students may need additional academic support. Reading topics cover: literary analysis, main idea and supporting details, inferences in a text or texts, author’s use of language. Writing topics cover: essay revision, agreement, sentence structure, sentence logic, and essay writing.

CREDIT: 1  TYPE: Regular  GRADE: 12

PREREQUISITE: Not taken or not passed the TSI English test
### ALGEBRA I

MA101

Algebra I is the first of four mathematics courses required to graduate. The three main graphed algebraic functions include linear, exponential and quadratic equations. Course work requires the use of a graphing calculator. Course content also includes functions and relations, polynomials and factoring.

| CREDIT: 1 | TYPE: Regular | GRADE: 9 |

### PRE-AP GEOMETRY

MA202

The content of this course deals with measurement, properties and relationships of points, lines, angles, surfaces and solids. Students will also be challenged to make conjectures and prove theorems. Pre-AP students are preparing for the Advanced Placement test in Mathematics.

| CREDIT: 1 | TYPE: Pre-Advanced Placement | GRADE: 9-10 |

**PREREQUISITE:** MA101 - ALGEBRA I or MA102 - PRE-AP ALGEBRA I

**CREDIT EQUIVALENTS:** MA201 - GEOMETRY is a similar course and you will not receive credit for taking both.

### GEOMETRY

MA201

Geometry is designed to develop systematic reasoning by use of definitions, postulates and theorems based on undefined terms, point, line, and plane. This course develops concepts of angles, parallelism and perpendicularity of lines and planes, triangles, similarity and congruence. The course develops concepts of circles, areas and volumes, special triangles and relationships, and coordinates geometry.

| CREDIT: 1 | TYPE: Regular | GRADE: 10-12 |

**PREREQUISITE:** Algebra I

**CREDIT EQUIVALENTS:** MA202 - PRE-AP GEOMETRY is a similar course and you will not receive credit for taking both.

### ALGEBRAIC REASONING

MA203

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will study functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

| CREDIT: 1 | TYPE: Regular | GRADE: 11-12 |

**PREREQUISITE:** Algebra I

### ALGEBRA II

MA301

Algebra II expands algebra concepts and prepares the student for trigonometry, elementary analysis, and Calculus and college math. This course extends Algebra I skills into graphing and solving functions and equations.

| CREDIT: 1 | TYPE: Regular | GRADE: 10-12 |

**PREREQUISITE:** Algebra

**CREDIT EQUIVALENTS:** MA302 - PAP ALGEBRA II is a similar course and you will not receive credit for taking both. MA402 - PRE-CALCULUS PAP is a similar course and you will not receive credit for taking both.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAP ALGEBRA II</strong></td>
<td>MA302</td>
</tr>
<tr>
<td>Students will work at an accelerated pace. Pre-AP students will exceed the expectations of Algebra II in preparation for the Advanced Placement test in Mathematics.</td>
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</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Pre-Advanced Placement</td>
</tr>
<tr>
<td>PREREQUISITE: Algebra I PAP</td>
<td></td>
</tr>
<tr>
<td>CREDIT EQUIVALENTS: MA301 - ALGEBRA II is a similar course and you will not receive credit for taking both.</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICAL MODELS WITH APPLICATIONS</strong></td>
<td>MA311</td>
</tr>
<tr>
<td>This course is an introduction to using mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use calculators and computers in real-life situations.</td>
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</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
</tr>
<tr>
<td>PREREQUISITE: Algebra I</td>
<td></td>
</tr>
<tr>
<td><strong>PRE-CALCULUS</strong></td>
<td>MA401</td>
</tr>
<tr>
<td>This course includes a study of trigonometry during the first term and an analysis of different functions (polynomial, rational, exponential, logarithmic, and logistic), including sequences/series, conics, vectors, and parametric and polar equations during the second term.</td>
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</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
</tr>
<tr>
<td>PREREQUISITE: Algebra I, Geometry, Algebra II</td>
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</tr>
<tr>
<td><strong>PRE-CALCULUS DUAL ENROLLMENT UT ONRAMPS</strong></td>
<td>MA402</td>
</tr>
<tr>
<td>This accelerated course includes a thorough study of trigonometry during the first term and an analysis of different functions (polynomial, rational, exponential, logarithmic, and logistic), including sequences/series, conics, vectors, and parametric and polar equations during the second term. The course is designed for the student who has displayed both exceptional mathematical talent and diligence in the study of all mathematical courses.</td>
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</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Dual Enrollment</td>
</tr>
<tr>
<td>PREREQUISITE: Algebra I, II, Geometry, and Teacher Recommendation</td>
<td></td>
</tr>
<tr>
<td><strong>ADVANCED QUANTITATIVE REASONING</strong></td>
<td>MA411</td>
</tr>
<tr>
<td>The goal of this course is for students to continue to build upon the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through further mathematical experiences AQR includes the analysis of information using statistical methods and probability, modeling change and mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations. Students will also prepare to be successful on college placement examinations and College Algebra.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
</tr>
<tr>
<td>PREREQUISITE: Algebra I, Geometry, Algebra II. AQR is not for students with credits in Pre-calculus, Pre-AP Pre-calculus, or AP Statistics</td>
<td></td>
</tr>
</tbody>
</table>
PROBABILITY AND STATISTICS

Probability and Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections to actual events, includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. Computers and calculators will allow students to focus deeply on the concepts involved in statistics.

CREDIT: 1
TYPE: Regular
GRADE: 11-12
PREREQUISITE: Algebra I

AP CALCULUS (AB)

This course is an investigation into differential and integral calculus and corresponds to a first semester college calculus course. It includes limits, derivatives, derivative applications, integrals, and integral applications. The course is designed for the student who has displayed both exceptional mathematical talent and diligence in the study of all mathematical courses. It prepares the college-bound student for possible advanced standing credit in calculus through the AP test.

CREDIT: 1
TYPE: Advanced Placement
GRADE: 12
PREREQUISITE: Pre-Calculus

AP CALCULUS (BC)

Credit: 2 – 1 State and 1 Local
This accelerated course is a thorough survey of differential and integral calculus, as well as series, vector, and polar calculus and corresponds to first and second semester college calculus courses. It includes derivatives, integrals, series, elementary differential equations, and polar and parametric calculus. The course is designed for the student who has displayed both exceptional mathematical talent and diligence in the study of all mathematical courses. It prepares the college-bound student for possible advanced standing credit in calculus through the AP test.

CREDIT: 2
TYPE: Advanced Placement
GRADE: 12
PREREQUISITE: Pre-Calculus PAP

AP STATISTICS

AP Statistics will allow students to build interdisciplinary connections with other subjects and with their world outside school. It prepares the college bound student for possible advanced credit in statistics through the AP test. Students are exposed to four broad conceptual themes:
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inferences: Estimating population parameters and testing hypotheses

CREDIT: 1
TYPE: Advanced Placement
GRADE: 12
PREREQUISITE: Algebra II PAP or Pre-Calculus PAP
INDEPENDENT STUDY IN MATH

Independent Study in Math was created to evaluate student’s readiness for high-level coursework, and identify any areas where students may need additional academic support. Topics cover: elementary algebra and functions, intermediate algebra and functions, geometry and measurement, and data analysis, statistics, and probability. All public colleges and universities in Texas are required by law to assess the mathematical skills of incoming first year college students.

CREDIT: 1
TYPE: Regular
GRADE: 12
PREREQUISITE: Algebra I, Geometry, Algebra II. Not taken or not passed the TSI Math test

Science

RECOMMENDED PATH

9th grade:
Biology or Pre-AP Biology

10th grade:
Environmental Systems (if did not pass EOC Biology)
IPC (if not college bound)
Chemistry (College Bound)
AP Biology (College Bound)

11th grade:
IPC (if not college bound and/or did not pass EOC Biology)
Chemistry (College Bound)
AP Chemistry (College Bound)
AP Biology (College Bound)
AP Environmental Science (College Bound)
Physics, AP Physics, or OnRamps Physics (College Bound and completed Chemistry)

12th grade:
Any AP Science (College Bound)
Forensic Science
Aquatic Science

BIOLOGY I

Biology is designed to provide students with a comprehensive foundation in all major branches of biology. The course covers an introduction to the scientific method, biochemistry, cellular biology, genetics, evolution, botany, zoology, ecology, and human body systems. Laboratory work is used throughout to facilitate the student’s understanding. Labs include working with models; making chemical determinations; doing dissections; classifying and identifying plants and animals; charting growth, development, and reactions of living organisms.

CREDIT: 1
TYPE: Regular
GRADE: 9
PREREQUISITE: none
PRE-AP BIOLOGY I

Biology PAP is an accelerated class for those students who wish to do an in-depth study of living things. The course will cover the same topics as Biology with an emphasis on current research and developments. Extensive laboratory work, including dissection, is used to facilitate the student’s understanding of the concepts presented in the course. Higher level thinking skills are taught and students are encouraged to use them in creative problem-solving projects. Also, incorporated into the course are activities involving model building, surveys, library research, and large group projects.

Note: All PAP Biology students are required to participate in the science fair.

CREDIT: 1 TYPE: Pre-Advanced Placement GRADE: 9
PREREQUISITE: 8th grade Algebra I

AP ENVIRONMENTAL SCIENCE (APES)

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

CREDIT: 1 TYPE: Advanced Placement GRADE: 10-11
PREREQUISITE: Algebra I, two years of high school laboratory science, including one year of life science and one year of physical science.

ANATOMY AND PHYSIOLOGY

In Anatomy and Physiology, students conduct laboratory and/ or field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students are also given the opportunity to develop leadership skills through the HOSA organization.

CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: Successful completion of required sciences for grade level

IPC – INTERGRADED PHYSICS AND CHEMISTRY

The study of basic Chemistry and Physics presenting material on the Scientific Method, introduction to the basic atomic structure, the periodic table, and the basics of naming ionic and covalent compounds. Students will acquire lab-oriented skills while getting an introduction to the fundamental laws of Physics and Chemistry. Major Physics fields of study are mechanics, energy and heat, electricity, waves, and light.

CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: none

CHEMISTRY

Chemistry is the study of the science of matter and changes in matter using applied mathematics. Inorganic chemistry is emphasized along with laboratory experiments and lab safety with prediction and analysis.

CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: Algebra I and Biology
PAP CHEMISTRY

Chemistry Pre-AP is the study of science of matter and changes in matter using applied mathematics. Inorganic chemistry is emphasized along with laboratory experiments and lab safety with prediction and analysis. Pre-AP students will work at an accelerated pace with more advanced curriculum and more in depth approach. The Pre-AP course is recommended for students interested in science related careers. Pre-AP students will exceed the expectations of other students in preparation for the Advanced Placement test in Chemistry.

CREDIT: 1 TYPE: Pre-Advanced Placement GRADE: 10-12
PREREQUISITE: Biology, Algebra II or concurrent enrollment

AP BIOLOGY II

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course which aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

CREDIT: 1 TYPE: Advanced Placement GRADE: 10-12
PREREQUISITE: Biology and Chemistry

MEDICAL MICROBIOLOGY

Students in Medical Microbiology explore science systems and models, science and social ethics, nature of science and topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

CREDIT: 1 TYPE: Regular GRADE: 11-12
PREREQUISITE: Three science credits or concurrent enrollment. Ability to meet the 40% laboratory and fieldwork requirement in this class.

PATHOPHYSIOLOGY

Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. This course introduces the student to important concepts related to human diseases. The most common diseases and disorders of each body system are presented along with a review of the anatomy and physiology pertinent to the content. Additionally, the effects of aging on the system and the relationship of aging to disease are presented. It is designed to make difficult pathophysiology concepts easier to understand and is an ideal resource on basic diseases for anyone going into the medical profession.

CREDIT: 1 TYPE: Regular GRADE: 11-12
PREREQUISITE: Anatomy and Physiology or concurrent enrollment

PHYSICS

This course is an integration of the theoretical (mathematical) and empirical (observational) aspects of physics. Students will acquire lab-oriented skill while getting an introduction to the fundamental laws of physics. Major fields of study are mechanics, energy and heat, electricity, waves, light, and nuclear physics.

CREDIT: 1 TYPE: Regular GRADE: 11-12
PREREQUISITE: Algebra I
PHYSICS DUAL ENROLLMENT UT ONRAMPS  
**SC309**

This course is an integration of the theoretical (mathematical) and empirical (observational) aspects of physics. Students will acquire lab-oriented skill while getting an introduction to the fundamental laws of physics. Major fields of study are mechanics, energy and heat, electricity, waves, light, and nuclear physics.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Algebra I, II, and Geometry

**ENVIRONMENTAL SYSTEMS**  
**SC311**

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Systems is interdisciplinary; it embraces a wide variety of topics in the study of environmental science.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** one unit high school life science and one unit of high school physical science

**AP CHEMISTRY II**  
**SC514**

This course uses a college-based curriculum and is taught at the freshman level for inorganic chemistry. This is a lecture/lab course designed to prepare the student for the AP Exam in Chemistry, which may be accepted by universities as college credit. This is an excellent course to prepare students who plan to major in most science fields.

**CREDIT:** 1  
**TYPE:** Advanced Placement  
**GRADE:** 11-12  
**PREREQUISITE:** Chemistry, Algebra II

**AP PHYSICS**  
**SC524**

This course is a college-based curriculum of the basic laws and principles of physics and includes the topics of mechanics, heat, waves, electricity and magnetism, light, fluids, and nuclear physics. AP students are preparing for the Advanced Placement test in physics.

**CREDIT:** 1  
**TYPE:** Advanced Placement  
**GRADE:** 11-12  
**PREREQUISITE:** Algebra I, Geometry. Recommended co-requisite: Algebra II, Pre-calculus, Advanced Quantitative Reasoning, Statistics

**FORENSIC SCIENCE**  
**SC700**

Forensic Science is a laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12  
**PREREQUISITE:** Biology and 2 additional sciences
## Social Studies

### AP HUMAN GEOGRAPHY (SS104)

AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This class is not a Social Studies credit.

- **CREDIT:** 1
- **TYPE:** Advanced Placement
- **GRADE:** 11-12

### AP HUMAN GEOGRAPHY G/T (SS103)

AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This class is not a Social Studies credit.

- **CREDIT:** 1
- **TYPE:** Advanced Placement
- **GRADE:** 11-12
- **PREREQUISITE:** Qualify for Pre-AP Course Work and Receive Gifted and Talented Services

### WORLD GEOGRAPHY (SS101)

In World Geography, students investigate the major forces that have shaped the world and its people bridging the social and physical sciences by showing the interdependence of environment and human factors. This class provides a practical framework for addressing current regional and global ecological, cultural, and geopolitical issues, as well as the people and their cultures, customs, and traditions.

- **CREDIT:** 1
- **TYPE:** Regular
- **GRADE:** 11-12

### WORLD GEOGRAPHY PRE-AP (SS102)

Pre-AP World Geography presents a broader, more in-depth study of global geographies. Students will be expected to employ higher order thinking skills and complete assignments outside of the classroom. Pre-AP students will be preparing for the AP test.

- **CREDIT:** 1
- **TYPE:** Pre-Advanced Placement
- **GRADE:** 11-12

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**AQUATIC SCIENCE (SC701)**

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

- **CREDIT:** 1
- **TYPE:** Regular
- **GRADE:** 12
### WORLD HISTORY SS201

This course examines the history of the human experience from a global perspective. Our focus will be on the impact of interactions among major societies; change and continuity over time; the impact of technology and demography on people and the environment; systems of social structure and gender structure; cultural and intellectual developments among and within societies; and changes in functions and structures of states. This course prepares students to apply historical perspectives to issues and problems in their own world as they seek to solve them.

<table>
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<tr>
<th>CREDIT: 1</th>
<th>TYPE: Regular</th>
<th>GRADE: 9-12</th>
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</thead>
</table>

**PREREQUISITE:** World Geography

### AP WORLD HISTORY SS204

This class includes content of the standard World History course but is adapted so that content is presented in greater depth allowing students to use tools and methods of historians to analyze issues in world history. Students are required to participate in extended reading, writing, and research projects that integrate topics from the social sciences, art, music, literature, and science. Advanced Placement courses are taught and graded at the college level and require a high degree of student commitment. AP students are preparing for the World History AP test. Students must check with colleges to determine transferability of AP test scores.

<table>
<thead>
<tr>
<th>CREDIT: 1</th>
<th>TYPE: Advanced Placement</th>
<th>GRADE: 9-12</th>
</tr>
</thead>
</table>

**PREREQUISITE:** World Geography

### PERSONAL FINANCIAL LITERACY SS741

Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and postsecondary education and training.

<table>
<thead>
<tr>
<th>CREDIT: 0.5</th>
<th>TYPE: Regular</th>
<th>GRADE: 10-12</th>
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</thead>
</table>

### UNITED STATES HISTORY SS301

United States History traces the emergence and growth of the United States. The course is organized chronologically, yet it focuses on themes, issues, and questions that have challenged people throughout the century and will continue to be relevant in the future. Students first reexamine new frontiers, new industrial strengths, and new resources of the post-Civil War and Reconstruction period. The course then examines current events during the 20th century. This course is designed to prepare students for the US History STAAR EOC. It covers US History since 1877.

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<tr>
<th>CREDIT: 1</th>
<th>TYPE: Regular</th>
<th>GRADE: 10</th>
</tr>
</thead>
</table>

**PREREQUISITE:** World Geography or World History

### AP UNITED STATES HISTORY SS304

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues and events in American history. Students will learn to analyze and interpret a variety of historical resources and develop the ability to use documentary materials, maps, pictorial, and graphic evidence of historical events. Students should be able to express themselves with clarity and precision. Advanced Placement courses are taught and graded at the college level and require a high degree of student commitment. AP students are preparing for the US History AP test. Students must check with colleges to determine transferability of AP test scores.

<table>
<thead>
<tr>
<th>CREDIT: 1</th>
<th>TYPE: Advanced Placement</th>
<th>GRADE: 10</th>
</tr>
</thead>
</table>

**PREREQUISITE:** World Geography or World History
**US HISTORY FALL - ACC DUAL CREDIT**

Credit 3 college hours
A study of the history of the United States to 1877. Students can earn three college hours from ACC with this class. Juniors must take this course along with 1302 -US History II to fulfill high school US History credit for graduation purposes. Seniors may take this course as an elective.

CREDIT: 0.5  
TYPE: Dual Credit  
GRADE: 10

**PREREQUISITE:** Meet ACC admission requirements

**COREQUISITES:** If you take this course, you must also take SS305A - US HISTORY FALL - ACC DUAL CREDIT

**US HISTORY SPRING - ACC DUAL CREDIT**

Credit 3 college hours
A study of the history of the United States to 1877. Students can earn three college hours from ACC with this class. Juniors must take this course along with 1302 -US History II to fulfill high school US History credit for graduation purposes. Seniors may take this course as an elective.

CREDIT: 1  
TYPE: Dual Credit  
GRADE: 10

**COREQUISITES:** If you take this course, you must also take SS305B - US HISTORY SPRING - ACC DUAL CREDIT

**US HISTORY SPRING - DUAL ENROLLMENT UT ONRamps**

A study of the history of the United States to 1877. Students can earn three college hours from UT Austin with this class.

CREDIT: 0.5  
TYPE: Dual Enrollment  
GRADE: 10

**PREREQUISITE:** Concurrent or completed English II

**COREQUISITES:** If you take this course, you must also take SS309B - US HISTORY SPRING – Dual Enrollment UT OnRamps

**US HISTORY SPRING - ACC DUAL CREDIT**

A study of the history of the United States to 1877. Students can earn three college hours from UT Austin with this class.

CREDIT: 1  
TYPE: Dual Enrollment  
GRADE: 10

**COREQUISITES:** If you take this course, you must also take SS305A - US HISTORY FALL – Dual Enrollment UT OnRamps

**PSYCHOLOGY**

This course is a general overview of the nature of Psychology and a study of the physiological basis of behavior and psychological processes. It is an introduction to personality development, perception, emotion, and mental health.

CREDIT: 0.5  
TYPE: Regular  
GRADE: 11-12

**PREREQUISITE:** English I and English II
UNITED STATES GOVERNMENT

United States Government is the culmination of the civic literacy strand, which prepares students to vote, to apply the responsibilities of citizenship, and to participate in community civic affairs. Students use prior knowledge as a basis to delve deeper into the complexities of American governmental institutions. The Constitution and the Bill of Rights provide the framework for the major themes: popular sovereignty, limited government, separation of powers, Checks and Balances, Judicial Review and Federalism.

CREDIT: 0.5  TYPE: Regular  GRADE: 11-12

PREREQUISITE: World Geography or World History and US History

U.S. GOVERNMENT – ACC DUAL CREDIT GOVT 2305

This course is an introduction to U. S. national government. The student will learn the framework for the constitution, politics, processes, institutions, and policies of U.S. government. Students can earn three college hours from ACC with this class. Students must take this course along with Microeconomics to fulfill high school graduation credit.

CREDIT: 0.5  TYPE: Dual Credit  GRADE: 11-12

PREREQUISITE: Meet ACC admission requirements

COREQUISITES: If you take this course, you must also take SS504M - ECONOMICS AP - PAIRED WITH ACC

ECONOMICS with emphasis on Free Enterprise System

Economics focuses on the persuasive impact of economics on the lives of people. The course is designed so students can master the basic macro-economic concepts, tools of analysis, and the language of the discipline. Acquiring competencies and knowledge of practical economic concepts is stressed so students can learn to make informed, rational, and effective economic decisions as participants in a capitalist economy. Examining how the various components and sectors of the economy interact in the real world is studied as students analyze economic decision making by consumers, producers and government.

CREDIT: 0.5  TYPE: Regular  GRADE: 11-12

PREREQUISITE: World Geography or World History, and U. S. History

AP MICROECONOMICS

The purpose of this course is to provide a thorough understanding of the principles of economics that apply to both consumers and producers as decision makers within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factory markets. Furthermore, the role of government in promoting greater efficiency and equity in the economy is investigated. Advanced Placement courses are taught and graded at the college level and require a high degree of student commitment. AP students are preparing for the AP Microeconomics test. Students must check with colleges to determine transferability of AP test scores.

CREDIT: 0.5  TYPE: Advanced Placement  GRADE: 11-12

PREREQUISITE: World Geography or World History, and U. S. History
**ECONOMICS AP - PAIRED WITH ACC**

The purpose of this course is to provide a thorough understanding of the principles of economics that apply to both consumers and producers as decision makers within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factory markets. Furthermore, the role of government in promoting greater efficiency and equity in the economy is investigated. Advanced Placement courses are taught and graded at the college level and require a high degree of student commitment. AP students are preparing for the AP Microeconomics test. Students must check with colleges to determine transferability of AP test scores.

**CREDIT:** 0.5  
**TYPE:** Advanced Placement  
**GRADE:** 11-12  
**COREQUISITES:** If you take this course, you must also take SS405M - U.S. GOVERNMENT – ACC DUAL CREDIT GOVT 2305

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**AP EUROPEAN HISTORY**

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present.

**CREDIT:** 1  
**TYPE:** Advanced Placement  
**GRADE:** 11-12  
**PREREQUISITES:** AP Human Geography and AP US History

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**Languages Other Than English (LOTE)**

**GERMAN I**

This course serves as an introduction to the study of the German language and culture. Students will utilize the language communication via skits, task-based projects and simple text analysis. By the end of the course, students will have a basic command of functional German language.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12

**GERMAN II**

This course expands and builds on knowledge and skills learned in German I. Students will increase their vocabulary as they are introduced to more complex structures. Students will encounter more difficult reading texts, and writing tasks. At the end of this course, students will have a novice to intermediate command of the German language. Students will continue learning via skits and task-based projects.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12  
**PREREQUISITE:** German I

**GERMAN III PRE-AP**

German III Pre-AP concentrates on advanced reading and writing skills. Students will analyze and respond to authentic texts. By the end of this course, students will have an intermediate to advanced command of the German language.

**CREDIT:** 1  
**TYPE:** Pre-Advanced Placement  
**GRADE:** 10-12  
**PREREQUISITE:** German II
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>FL101</td>
<td>This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. Focus is on basic communication skills, pronunciation, writing, and reading comprehension.</td>
</tr>
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<td>CREDIT: 1</td>
<td>TYPE:</td>
<td>Regular</td>
</tr>
<tr>
<td>Spanish II</td>
<td>FL111</td>
<td>This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.</td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE:</td>
<td>Regular</td>
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<tr>
<td>PREREQUISITE:</td>
<td></td>
<td>Spanish I</td>
</tr>
<tr>
<td>Spanish II PRE-AP</td>
<td>FL112</td>
<td>Expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues. The course will be taught primarily in Spanish with emphasis on preparation for advanced study of Spanish through AP or university level Spanish classes.</td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE:</td>
<td>Pre-Advanced Placement</td>
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<tr>
<td>PREREQUISITE:</td>
<td></td>
<td>Spanish I</td>
</tr>
<tr>
<td>Spanish III</td>
<td>FL121</td>
<td>This class emphasizes reading, writing, and speaking the Spanish language. This course is for the student who does not plan to take the Spanish AP test. Students are expected to have mastered basic vocabulary and grammar from Spanish I and II.</td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE:</td>
<td>Regular</td>
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<tr>
<td>PREREQUISITE:</td>
<td></td>
<td>Spanish II or Spanish II PAP</td>
</tr>
<tr>
<td>Spanish III PRE-AP</td>
<td>FL122</td>
<td>This class is taught primarily in Spanish and emphasizes reading, writing, and speaking the Spanish language. There will be much practice of skills needed for the AP Spanish exam and for continued university study of the language.</td>
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<tr>
<td>CREDIT: 1</td>
<td>TYPE:</td>
<td>Pre-Advanced Placement</td>
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<tr>
<td>PREREQUISITE:</td>
<td></td>
<td>Spanish II PAP</td>
</tr>
<tr>
<td>Spanish IV AP</td>
<td>FL134</td>
<td>This course will be taught at a university level and is geared to those students who will take the AP exam in Spanish. There is an emphasis on critical thinking in the target language. Students will be expected to have a working knowledge of the Spanish language and will write essays and converse in Spanish. Listening to and reading short stories are a critical aspect of the structure of this course. AP students will be preparing for the AP test in Spanish. Students must check with colleges to determine transferability of AP test scores.</td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE:</td>
<td>Advanced Placement</td>
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<tr>
<td>PREREQUISITE:</td>
<td></td>
<td>Spanish III PAP</td>
</tr>
</tbody>
</table>
## American Sign Language

### American Sign Language 1

<table>
<thead>
<tr>
<th>FL401</th>
<th>The first year introduces students to American Sign Language and Deaf culture. Grammatical principles of the language are introduced. Visual-gestural communication techniques are used to develop basic signing skills. The course emphasis will be on receptive skills and developing expressive skills. The student will be able to communicate basic language functions such as introducing oneself, asking for and giving information, asking for directions, making requests, and talking about activities.</th>
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<tbody>
<tr>
<td>CREDIT: 1</td>
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<tr>
<td>GRADE: 9-12</td>
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</table>

### American Sign Language II

<table>
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<tr>
<th>FL402</th>
<th>The continuation of ASL1 skill developed focusing with greater emphasis on expressive signing proficiency and comprehension of signed narratives. Students participate in various language functions such as talking about life events, nationalities and family history and describing objects. The activities take place in small group discussion, role-play, short stories and dialogues. Videotaped activities of a variety of signers are practiced for improved receptive skills. Cultural and language behaviors are studied. Sign language expressions are developed.</th>
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<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>GRADE: 9-12</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITE: Spanish I</td>
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</tbody>
</table>

## General Electives

### SPORTS MEDICINE I

<table>
<thead>
<tr>
<th>EL101</th>
<th>Students will learn basic first aid, taping techniques, splinting, stretching and rehab protocols. Students will learn anatomical and medical terminologies, as well as receive CPR and AED certification.</th>
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<tbody>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>GRADE: 10-12</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITE: Students must assist with after school practices and games throughout the year</td>
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</tbody>
</table>

### TEEN LEADERSHIP

<table>
<thead>
<tr>
<th>EL115</th>
<th>Teen Leadership is a leadership development and character education elective for grades 9-12. The course provides an immersive, participatory experience that builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects.</th>
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<tbody>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>GRADE: 10-12</td>
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### YEARBOOK I

<table>
<thead>
<tr>
<th>EL301</th>
<th>Students learn desktop publishing, photography, and marketing skills as they design, create, and sell the yearbook. Desktop publishing skills include: using Adobe In-Design, as well as layout concepts, techniques such as balance, contract, consistency, white space, dominant element, and repetition. Photographic skills include camera and Photoshop techniques, also portrait and action photography. Students also learn to market the yearbook by creating fliers, making sales contacts and appointments, and designing and selling personal and business ads. Yearbook creates a foundation for careers in journalism, creative writing, and technical writing.</th>
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<tbody>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>GRADE: 10-12</td>
<td></td>
</tr>
<tr>
<td>OTHER REQUIREMENTS: Application with Teacher Approval</td>
<td></td>
</tr>
</tbody>
</table>
YEARBOOK II

Students learn desktop publishing, photography, and marketing skills as they design, create, and sell the yearbook. Desktop publishing skills include: using Adobe In-Design, as well as layout concepts, techniques such as balance, contrast, consistency, white space, dominant element, and repetition. Photographic skills include camera and Photoshop techniques, also portrait and action photography. Students also learn to market the yearbook by creating fliers, making sales contacts and appointments, and designing and selling personal and business ads. Yearbook creates a foundation for careers in journalism, creative writing, and technical writing.

CREDIT: 1  TYPE: Regular  GRADE: 10-12
OTHER REQUIREMENTS: Application with Teacher Approval

PERSONAL FINANCIAL LITERACY

Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

CREDIT: 0.5  TYPE: Regular  GRADE: 10-12

SPORTS MEDICINE II

Students will learn basic first aid, taping techniques, splinting, stretching and rehab protocols. Students will learn anatomical and medical terminologies, as well as receive CPR and AED certification.

CREDIT: 1  TYPE: Regular  GRADE: 10-12
PREREQUISITE: Students must assist with after school practices and games throughout the year

YEARBOOK III

Students learn desktop publishing, photography, and marketing skills as they design, create, and sell the yearbook. Desktop publishing skills include: using Adobe In-Design, as well as layout concepts, techniques such as balance, contrast, consistency, white space, dominant element, and repetition. Photographic skills include camera and Photoshop techniques, also portrait and action photography. Students also learn to market the yearbook by creating fliers, making sales contacts and appointments, and designing and selling personal and business ads. Yearbook creates a foundation for careers in journalism, creative writing, and technical writing.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
OTHER REQUIREMENTS: Application with Teacher Approval

ANALYSIS OF VISUAL MEDIA (CLASSICAL FILMS)

A dynamic class designed to analyze visual media, especially classical film. Students will study all of the artistic components in developing film and explore what has given value to our lives as seen on film.

CREDIT: 0.5  TYPE: Regular  GRADE: 10-12
PREREQUISITE: English I and English II

PSYCHOLOGY

This course is a general overview of the nature of Psychology and a study of the physiological basis of behavior and psychological processes. It is an introduction to personality development, perception, emotion, and mental health.

CREDIT: 0.5  TYPE: Regular  GRADE: 11-12
PREREQUISITE: English I and English II
## SPORTS MEDICINE III 0497

Students will learn basic first aid, taping techniques, splinting, stretching and rehab protocols. Students will learn anatomical and medical terminologies, as well as receive CPR and AED certification.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12  
**PREREQUISITE:** Students must assist with after school practices and games throughout the year

### Career and Technical Education

#### Agricultural, Food and Natural Resources

**PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES CT100**

This course allows students to develop knowledge and skills regarding career opportunities related to the agriculture industry, personal development, globalization, industry standards, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings. The FFA student organization contributes to the advancement of leadership, citizenship, personal growth, and academic and technological skills.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9

**AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES CT101**

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. Students are also given the opportunity to develop leadership skills through the FFA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** Principles of Agriculture, Food, and Natural Resources

**LIVESTOCK PRODUCTION CT104**

Students apply principles of livestock breeding and nutrition in predicting the impact of current advances in genetics. They also examine the interrelationship of plants and animals.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** Principles of Agriculture, Food, & Natural Resources

**HORTICULTURE SCIENCE CT105**

This course focuses on the identification, production and care of plants. The students will study propagation, fertilizing, transplanting, and growing various plants. Students will also investigate the various career pathways within the horticulture industry.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** Principles of Agriculture, Food, & Natural Resources
GREENHOUSE OPERATIONS & PRODUCTION  CT106

This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops.

CREDIT: 1  TYPE: Regular  GRADE: 10-12

PREREQUISITE: Pre-requisites: Agricultural Mechanics and Metal Technologies & Principles of Agriculture, Food, and Natural Resources

AGRICULTURAL FACILITIES DESIGN AND FABRICATION  CT102

The student will demonstrate principles of facilities design and fabrication related to agricultural structures as well as plan, construct, and maintain fences, corals, and other agricultural enclosures. Students are also given the opportunity to develop leadership skills through the FFA organization.

CREDIT: 1  TYPE: Regular  GRADE: 11-12

PREREQUISITE: Principles of Ag, Food, & Natural Resources and Agricultural Mechanics and Metal

VET MED APPLICATION  CT110

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.

CREDIT: 1  TYPE: Regular  GRADE: 11-12

ADVANCED PLANT AND SOIL SCIENCE  CT111

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

CREDIT: 1  TYPE: Regular  GRADE: 11-12

AG POWER SYSTEMS  CT103

This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. Students should have opportunities to learn, reinforce, apply and transfer their knowledge and technical skills in a variety of settings. Students are also given the opportunity to develop leadership skills through the FFA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 1  TYPE: Regular  GRADE: 12

PREREQUISITE: Principles of Agriculture, Food, and Natural Resources, Agricultural Mechanics & Metal Technology, and Ag Facilities, Design and Fabrication
ADVANCED ANIMAL SCIENCE

Students will apply knowledge of anatomy and physiology to produce and/or manage in a domesticated or natural environment. Students will gain knowledge in species specific operations, genetics, livestock operation, processing and reproduction. Algebra, biology, English, and human relations skills will be reinforced in this course. Students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Students are also given the opportunity to develop leadership skills through the FFA organization.

CREDIT: 1  TYPE: Regular  GRADE: 12

PREREQUISITE: Principles of Agriculture, Food, & Natural Resources, Small Animal Management, and Veterinary Medical Applications

PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES

This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

CREDIT: 2  TYPE: Regular  GRADE: 12

FLORAL DESIGN

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PRINCIPLES OF ARTS, AUDIO VIDEO, AND COMMUNICATIONS

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

CREDIT: 1  TYPE: Regular  GRADE: 9

AUDIO VIDEO PRODUCTION

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PREREQUISITE: CT206 - PRINCIPLES OF ARTS, AUDIO VIDEO, AND COMMUNICATIONS
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
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<tbody>
<tr>
<td>AUDIO VIDEO PRODUCTION II</td>
<td>CT208</td>
</tr>
<tr>
<td>Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.</td>
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<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>PREREQUISITE: CT207 - AUDIO VIDEO PRODUCTION</td>
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<tr>
<th>Course Title</th>
<th>Code</th>
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<tbody>
<tr>
<td>AUDIO VIDEO PRODUCTION II LAB</td>
<td>CT208L</td>
</tr>
<tr>
<td>Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.</td>
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</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>PREREQUISITE: CT207 - AUDIO VIDEO PRODUCTION</td>
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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANIMATION I</td>
<td>CT209</td>
</tr>
<tr>
<td>Students will be able to demonstrate animation principles, communicate abstract ideas through storyboards, execute animation sequences and develop artwork using digital tools. Students will develop an understanding of the history of the animation industry, create 2D animation, and learn about the different career opportunities in the animation industry.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Articulated Credit</td>
</tr>
<tr>
<td>PREREQUISITE: Principles of Arts, Audio Visual and Communication or Principles of Technology</td>
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<tbody>
<tr>
<td>ANIMATION II</td>
<td>CT210</td>
</tr>
<tr>
<td>Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 1</td>
<td>TYPE: Regular</td>
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<tr>
<td>PREREQUISITE: Principles of Arts, Audio Visual or Principles of Technology and Communication and Animation I</td>
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<th>Course Title</th>
<th>Code</th>
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<tbody>
<tr>
<td>ANIMATION II LAB</td>
<td>CT210L</td>
</tr>
<tr>
<td>Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.</td>
<td></td>
</tr>
<tr>
<td>CREDIT: 2</td>
<td>TYPE: Regular</td>
</tr>
<tr>
<td>PREREQUISITE: Principles of Arts, Audio Visual or Principles of Technology and Communication and Animation I</td>
<td></td>
</tr>
</tbody>
</table>
### PRINCIPLES OF BUSINESS, MARKETING, & FINANCE (CT300)

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

**CREDIT:** 1  
**TYPE:** Articulated Credit  
**GRADE:** 9

### TOUCH SYSTEM DATA ENTRY (CT302)

In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 9

### MONEY MATTERS (CT315)

In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 9-12

### ADVERTISING (CT303)

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 10-11  
**PREREQUISITE:** Principles of Information Technology and Principles of Business, Marketing, and Finance

### SPORTS AND ENTERTAINMENT MARKETING (CT304)

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 10-11  
**PREREQUISITE:** Principles of Information Technology and Principles of Business, Marketing, and Finance
**SOCIAL MEDIA MARKETING**  
CT305  
Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.  
CREDIT: 0.5  
TYPE: Regular  
GRADE: 10-12  
PREREQUISITE: Principles of Business, Marketing, and Finance

**GLOBAL BUSINESS**  
CT306  
Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.  
CREDIT: 0.5  
TYPE: Regular  
GRADE: 10-12

**RETAIL MANAGEMENT**  
CT307  
In this course, students will learn and understand the important differences in the shopping experience. The Internet vs. the “brick-and-mortar” store- Retailing and E-tailing. You will learn and understand the importance of customer service and customer satisfaction and the important differences between these two shopping worlds. At this time of intense competition between these two shopping worlds you must learn to provide a satisfactory shopping experience or lose the customer. Students will also have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.  
CREDIT: 0.5  
TYPE: Regular  
GRADE: 10-12  
PREREQUISITE: Principles of Business, Marketing, and Finance  
COREQUISITES: If you take this course, you must also take CT309 - HUMAN RESOURCE MANAGEMENT

**HUMAN RESOURCE MANAGEMENT**  
CT309  
Behind the production of every product or service there is human mind, effort and man hours (working hours). No product or service can be produced without help of a human being. The human being is the fundamental resource for making or constructing anything. In this course, students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of human resources in order to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, financial, ethical, and international dimensions of business to make appropriate human resources decisions.  
CREDIT: 0.5  
TYPE: Articulated Credit  
GRADE: 10-12  
PREREQUISITE: Principles of Business, Marketing and Finance  
COREQUISITES: If you take this course, you must also take CT307 - RETAILING AND E-TAILING
VIRTUAL BUSINESS
CT310
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

CREDIT: 0.5 TYPE: Regular GRADE: 10-12
PREREQUISITE: CT302 - TOUCH SYSTEM DATA ENTRY

ENTREPRENEURSHIP
CT308
Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit. Students are also given the opportunity to develop leadership skills through the DECA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 1 TYPE: Articulated Credit GRADE: 11-12
PREREQUISITE: Principles of Information Technology and Principles of Business, Marketing, and Finance

PRACTICUM IN BUSINESS MANAGEMENT
CT312
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

CREDIT: 2 TYPE: Articulated Credit GRADE: 11-12
PREREQUISITE: Human Resource Management, Business Law, and Retail Management

PRACTICUM IN MARKETING
CT313
Practicum in Marketing [I] is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.

CREDIT: 2 TYPE: Regular GRADE: 11-12
PREREQUISITE: Principles of Information Technology and Principles of Business, Marketing, and any two of the Marketing cluster
BUSINESS LAW

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students are also given the opportunity to develop leadership skills through the DECA organization. See CTE teacher for more information.

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: Principles of Information Technology, Principles of Business, Marketing and Finance, and Entrepreneurship

BUSINESS INFORMATION MANAGEMENT 1

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

CREDIT: 1  TYPE: Regular  GRADE: 11

BUSINESS INFORMATION MANAGEMENT 1 LAB

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. This lab accompanies CT316.

CREDIT: 1  TYPE: Regular  GRADE: 11

BUSINESS INFORMATION MANAGEMENT 2

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

CREDIT: 1  TYPE: Regular  GRADE: 12

BUSINESS MANAGEMENT

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

CREDIT: 1  TYPE: Regular  GRADE: 12
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<th>Course Title</th>
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<tr>
<td>PRINCIPLES OF HUMAN SERVICES</td>
<td>CT700</td>
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<tr>
<td>This laboratory course will enable students to</td>
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<td>investigate careers in the human services</td>
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<td>career cluster, including counseling and mental</td>
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<tr>
<td>health, early childhood development, family and</td>
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<tr>
<td>community, personal care and community services.</td>
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<tr>
<td>Each student is expected to complete the</td>
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<tr>
<td>knowledge and skills essential for success in</td>
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<tr>
<td>high-skill, high-wage, or high-demand human</td>
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<td>services careers.</td>
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<td>CREDIT: 1</td>
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<td>TYPE: Regular</td>
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<td>GRADE: 9</td>
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| PRINCIPLES OF EDUCATION AND TRAINING             | CT400 |
| Principles of Education and Training is designed|
| to introduce learners to the various careers     |
| available within the Education and Training      |
| Career Cluster. Students use self-knowledge as    |
| well as educational and career information to     |
| analyze various careers within the Education and  |
| Training Career Cluster. Students will develop a  |
| graduation plan that leads to a specific career   |
| choice in the student's interest area.            |
| CREDIT: 1                                       |
| TYPE: Articulated Credit                        |
| GRADE: 9-10                                     |

| HUMAN GROWTH AND DEVELOPMENT                     | CT403 |
| Human Growth and Development is an examination   |
| of human development across the lifespan with     |
| emphasis on research, theoretical perspectives,   |
| and common physical, cognitive, emotional, and    |
| social developmental milestones.                  |
| CREDIT: 1                                       |
| TYPE: Regular                                   |
| GRADE: 10-12                                    |
| PREREQUISITE: CT400 - PRINCIPLES OF EDUCATION AND|
| TRAINING                                         |

| CHILD DEVELOPMENT                                | CT701 |
| This technical laboratory course addresses       |
| knowledge and skills related to child growth and  |
| development from prenatal through school-age     |
| children, equipping students with child          |
| development skills. Students use these skills    |
| to promote the well-being and healthy            |
| development of children and investigate careers  |
| related to the care and education of children.   |
| Students are also given the opportunity to       |
| develop leadership skills through the TAFE        |
| organization. This course may receive statewide  |
| articulated college credit. See CTE teacher for  |
| more information.                                |
| CREDIT: 1                                       |
| TYPE: Articulated Credit                        |
| GRADE: 10-12                                    |
| PREREQUISITE: Principles of Education and Training or Principles of Human Services |

| CHILD GUIDANCE                                   | CT702 |
| This technical laboratory course addresses the   |
| knowledge and skills related to child growth and |
| guidance equipping students to develop positive  |
| relationships with children and effective        |
| caregiver skills. Students use these skills to   |
| promote the well-being and healthy development   |
| of children, strengthen a culturally diverse     |
| society, and pursue careers related to the care, |
| guidance, and education of children, including   |
| those with special needs. Students are also given |
| the opportunity to develop leadership skills     |
| through the FCCLA and TAFE organizations. This   |
| course may receive statewide articulated college |
| credit. See CTE teacher for more information.    |
| CREDIT: 1                                       |
| TYPE: Articulated Credit                        |
| GRADE: 10-12                                    |
| PREREQUISITE: Principles of Education and Training or Principles of Human Services |
INSTRUCTIONAL PRACTICE IN EDUCATION & TRAINING

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. LISD provides transportation to and from the local area intern sites. This course may receive statewide articulated college credit. See CTE teacher for more information. Students may incur the following expenses as a requirement for the class:
* Background Check

CREDIT: 2          TYPE: Articulated Credit          GRADE: 11-12

PREREQUISITE: Child Development or Child Guidance, 16 years of age

PRACTICUM IN EDUCATION & TRAINING

This course is a continuation of the teacher education program. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. This course may receive statewide articulated college credit. See CTE teacher for more information. Students may incur the following expenses as a requirement for the class: Background Check

CREDIT: 2          TYPE: Articulated Credit          GRADE: 12

PREREQUISITE: Instructional Practices in Education and Training, 16 years of age

Health Science

PRINCIPLES OF HEALTH SCIENCE

Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Students are also given the opportunity to develop leadership skills through the HOSA organization.

CREDIT: 1          TYPE: Articulated Credit          GRADE: 9

HEALTH SCIENCE THEORY

Health Science is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers and to prepare students for the transition to clinical or work based experiences in health care. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Students will have hands-on experiences for continued knowledge and skill development including Heartsaver First Aid and CPR training/certification. Students are also given the opportunity to develop leadership skills through the HOSA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 1          TYPE: Articulated Credit          GRADE: 10-11

PREREQUISITE: Principals of Health Science
ANATOMY AND PHYSIOLOGY CT504

In Anatomy and Physiology, students conduct laboratory and/or field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students are also given the opportunity to develop leadership skills through the HOSA organization.

CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: Successful completion of required sciences for grade level

MEDICAL MICROBIOLOGY CT502

Students in Medical Microbiology explore science systems and models, science and social ethics, nature of science and topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

CREDIT: 1 TYPE: Regular GRADE: 11-12
PREREQUISITE: Three science credits or concurrent enrollment. Ability to meet the 40% laboratory and fieldwork requirement in this class.

PATHOPHYSIOLOGY CT503

Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. This course introduces the student to important concepts related to human diseases. The most common diseases and disorders of each body system are presented along with a review of the anatomy and physiology pertinent to the content. Additionally, the effects of aging on the system and the relationship of aging to disease are presented. It is designed to make difficult pathophysiology concepts easier to understand and is an ideal resource on basic diseases for anyone going into the medical profession.

CREDIT: 1 TYPE: Regular GRADE: 11-12
PREREQUISITE: Anatomy and Physiology or concurrent enrollment

PRACTICUM IN HEALTH SCIENCE I (CNA- Certified Nursing Aide) CT505

Credit: 2-3
HSP I / CNA is designed to give students practical application of previously studied knowledge and skills. Practicum experiences will occur in a variety of settings including but not limited to the classroom and a Texas Department of Aging and Disability Services (DADS) approved Long Term Care facility. Students will have the opportunity to develop their skills and competencies through clinical experiences and earn their certification as a certified Nursing Aide (CNA). The concepts and skills learned and tested in this course meet the TEKS for the TEA Health Science Practicum course as well as the Curriculum for CNA as prescribed by DADS. Students will learn to transfer knowledge and skills to new situations and apply problem solving strategies, update skills to enhance employability in areas including certification in Healthcare Provider CPR (BLS) and OSHA certification, and identify emerging technologies in the health science technology industry. Students are also given the opportunity to develop leadership skills through the HOSA organization. This course may receive statewide articulated college credit. See CTE teacher for more information. Students may incur the following expenses as a requirement for the class: Flu Vaccine, Scrubs, Certification Testing Cost

CREDIT: 2 TYPE: Articulated Credit GRADE: 11-12
PREREQUISITE: Principles of Health Science. Concurrent enrollment or successful completion of Chemistry, Anatomy and Physiology. Student information packet and attend placement meeting, 16 years of age. A clear criminal background check, drug and alcohol test, and TB test.
PRACTICUM IN HEALTH SCIENCE II – PHARMACY TECHNICIAN CT506

Students will develop advanced clinical skills necessary for the health science professions or continued post-secondary education. This course is designed to provide knowledge and skills and competencies for Pharmacy Technician. This course will provide an overview of the pharmacokinetics and pharmacodynamics of prescription and nonprescription medications. Course content will emphasize drug classifications, drug action, drug administration, ethical and legal issues, and safety. Students will develop an understanding of pharmaceutics and its impact on the health care industry. Career options in pharmacy will also be explored. The course will prepare the student to take the state certification test. Registration payment and testing is done post-graduation by the student. Students are also given the opportunity to develop leadership skills through the HOSA organization. This Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students must have reliable transportation for travel within Lockhart and to neighboring cities such as Luling or San Marcos. This course may receive statewide articulated college credit. See CTE teacher for more information. Students may incur the following expenses as a requirement for the class:

- Flu Vaccine
- Scrubs
- Certification Testing Fee

CREDIT: 2  TYPE: Articulated Credit  GRADE: 12

PREREQUISITE: Principles of Health Science, and Anatomy & Physiology (can be enrolled concurrently. Student information packet and attend placement meeting, 17 years of age. A clear criminal background, drug and alcohol testing, and TB testing. Must have reliable transportation for travel to internships.

COREQUISITES: If you take this course, you must also take CT504 - ANATOMY AND PHYSIOLOGY

PRACTICUM IN HEALTH SCIENCE II – EMERGENCY MEDICAL TECHNICIAN (EMT) CT507

This class prepares the student for certification as an Emergency Medical Technician or an Emergency Medical Responder. Once a student successfully completes requirements for National Registry, he or she then may become certified by the state as an EMT-B. EMT Basic classes are fun, active, challenging, fast-paced courses designed for the adult learner. Students are expected to spend a large amount of time outside of class studying, practicing skills, and applying the material that is presented in class. Students are also given the opportunity to develop leadership skills through the HOSA organization. This course may receive statewide articulated college credit. See CTE teacher for more information. Students may incur the following expenses as a requirement for the class:

- Flu Vaccine
- Scrubs/Uniform
- Certification Testing Fee

CREDIT: 1  TYPE: Articulated Credit  GRADE: 12

PREREQUISITE: Principles of Health Science, and Anatomy & Physiology (can be concurrently enrolled). Student information packet and attend placement meeting, 17 years of age. A clear criminal background, drug and alcohol testing, and TB testing. Must have reliable transportation.

COREQUISITES: If you take this course, you must also take CT504 - ANATOMY AND PHYSIOLOGY
Hospitality and Tourism

PRINCIPLES OF HOSPITALITY & TOURISM  CT600
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students are also given the opportunity to develop leadership skills through the FCCLA organization.

CREDIT: 1  TYPE: Regular  GRADE: 9

LIFETIME NUTRITION & WELLNESS  CT601
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students are also given the opportunity to develop leadership skills through the FCCLA organization.

CREDIT: 0.5  TYPE: Articulated Credit  GRADE: 9-11
PREREQUISITE: 2740 Principles of Hospitality & Tourism or 0814 Principles of Human Services
COREQUISITES: If you take this course, you must also take CT703 - DOLLARS AND SENSE

HOTEL MANAGEMENT  CT602
Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting.

CREDIT: 1  TYPE: Regular  GRADE: 10-11
PREREQUISITE: Principles of Human Services, Principles of Hospitality and Tourism

INTRODUCTION TO CULINARY ARTS  CT603
This course will emphasize obtaining Servsafe certification by the National Restaurant Association. The course will concentrate skills and attributes needed to fill entry level culinary and food service positions. Instruction includes training in the fundamental of basic food production, nutrition, sanitation, and management services. As a part of the instruction, reinforcement of basic skills in communication, listening, following directions, and math skills.
These students will learn every aspect of the food service industry from preparation, storage, presentation, service, and the business side. They will also be allowed to participate in caterings and all other events that Culinary I and II are participating.

CREDIT: 1  TYPE: Regular  GRADE: 10-12
PREREQUISITE: Lifetime Nutrition and Nutrition and Wellness
CULINARY ARTS  CT604

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, or other appropriate industry certification. Students are also given the opportunity to develop leadership skills through the FCCLA organization. This course may receive statewide articulated college credit. See CTE teacher for more information. Serv-Safe certification must be obtained during this course for credit to be granted at the college level.

CREDIT: 2  TYPE: Articulated Credit  GRADE: 11-12
PREREQUISITE: Lifetime Nutrition and Wellness. Must also have Teacher approval and be 16 years old by Sept. 1st of 2017.

DOLLS AND SENSE  CT703

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

CREDIT: 0.5  TYPE: Regular  GRADE: 11-12
PREREQUISITE: 0814 Principles of Human Services or 2740 Principles of Hospitality & Tourism
COREQUISITES: If you take this course, you must also take CT601 - LIFETIME NUTRITION & WELLNESS

PRACTICUM IN CULINARY  CT605

This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences. Students are also given the opportunity to develop leadership skills through the FCCLA organization. This course may receive statewide articulated college credit. See CTE teacher for more information. Reliable transportation may be needed for this class. Students may incur the following expenses as a requirement to this class:
* Food Handlers Cost
* Serv Safe Certificate Cost
* Uniform

CREDIT: 1  TYPE: Articulated Credit  GRADE: 12
PREREQUISITE: Successful completion of Culinary Arts I

Human Services

PRINCIPLES OF HUMAN SERVICES  CT700

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, personal care and community services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

CREDIT: 1  TYPE: Regular  GRADE: 9
CHILD DEVELOPMENT  
CT701
This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are also given the opportunity to develop leadership skills through the TAFE organization. This course may receive statewide articulated college credit. See CTE teacher for more information.
CREDIT: 1  
TYPE: Articulated Credit  
GRADE: 10-12  
PREREQUISITE: Principles of Education and Training or Principles of Human Services

CHILD GUIDANCE  
CT702
This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Students are also given the opportunity to develop leadership skills through the FCCLA and TAFE organizations. This course may receive statewide articulated college credit. See CTE teacher for more information.
CREDIT: 1  
TYPE: Articulated Credit  
GRADE: 10-12  
PREREQUISITE: Principles of Education and Training or Principles of Human Services

DOLLARS AND SENSE  
CT703
The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.
CREDIT: 0.5  
TYPE: Regular  
GRADE: 11-12  
PREREQUISITE: 0814 Principles of Human Services or 2740 Principles of Hospitality & Tourism  
COREQUISITES: If you take this course, you must also take CT601 - LIFETIME NUTRITION & WELLNESS

PRACTICUM IN HUMAN SERVICES I  
CT704
This technical laboratory course provides specific training and focuses on family and community services, consumer services, early childhood development and services, counseling and mental health services. Students will receive classroom instruction as well as field based learning instruction at local preschools and daycare centers, retail stores, hair salons, nail salons, and spas. Students should have good communication, critical thinking, problem solving, information technology, teamwork, and leadership skills. Students are also given the opportunity to develop leadership skills through the FCCLA and TAFE organizations. Students may incur the following expenses as a requirement for the class:
* Background Check cost
* Uniforms
* TB Testing cost
CREDIT: 2  
TYPE: Regular  
GRADE: 11-12  
PREREQUISITE: Principles of Human Services and Interpersonal Studies, Child Development or Child Guidance or 16 years of age
PRACTICUM IN HUMAN SERVICES II

No description available

CREDIT: 2  TYPE: Articulated Credit  GRADE: 11-12

PREREQUISITE: Interpersonal Studies, Principles of Human Services, and Child Development or Child Guidance or 16 years of age or older or Practicum of Human Services I

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Information Technology

PRINCIPLES OF INFORMATION TECHNOLOGY

Students develop computer literacy skills to adapt to emerging technologies used in the global market place. Students enhance reading, writing, computing, communication and reasoning skills and apply them to the information technology environment. Articulated credit may be awarded at Austin Community College.

CREDIT: 1  TYPE: Articulated Credit  GRADE: 9-12

WEB TECHNOLOGIES

Students in Web Technologies learn to create and design a website, understand the web design principles, web graphics, animation, navigation and the web design environment. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 1  TYPE: Articulated Credit  GRADE: 10-11

COMPUTER PROGRAMING I

In Computer Programming I, students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students will apply technical skills to address business applications of emerging technologies.

CREDIT: 1  TYPE: Regular  GRADE: 10-11

PREREQUISITE: 85 or higher in the last Math course

DIGITAL MEDIA

Students learn digital photography and practice desktop publishing skills, such as creating posters, magazine articles and other graphics design projects, using software such as PhotoShop and the Adobe Suite. Students use video and audio equipment and software to create, edit, and publish multimedia presentations. Students learn to create and maintain a portfolio of their multimedia projects. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 1  TYPE: Articulated Credit  GRADE: 10-12

PREREQUISITE: Principles of Information Technology

COMPUTER PROGRAMING II

In Computer Programming II, students will expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students will analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies.

CREDIT: 1  TYPE: Regular  GRADE: 11-12

PREREQUISITE: Computer Programming I with 85 or higher
PRACTICUM OF INFORMATION TECHNOLOGY  CT205

In Practicum of Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation and assessment of software applications. Students will create applications for mobile devices and learn terms and concepts related to mobile app development. Students will be prepared to work independently in this rapidly growing industry.

CREDIT: 2  TYPE: Regular  GRADE: 12

PREREQUISITE: A minimum of one high school information technology (IT) course.

PRINCIPLES OF BUSINESS, MARKETING, & FINANCE  CT300

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

CREDIT: 1  TYPE: Articulated Credit  GRADE: 9

ADVERTISING  CT303

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

CREDIT: 0.5  TYPE: Regular  GRADE: 10-11

PREREQUISITE: Principles of Information Technology and Principles of Business, Marketing, and Finance

SPORTS AND ENTERTAINMENT MARKETING  CT304

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

CREDIT: 0.5  TYPE: Regular  GRADE: 10-11

PREREQUISITE: Principles of Information Technology and Principles of Business, Marketing, and Finance

SOCIAL MEDIA MARKETING  CT305

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

CREDIT: 0.5  TYPE: Regular  GRADE: 10-12

PREREQUISITE: Principles of Business, Marketing, and Finance
RETAILING AND E-TAILING

In this course, students will learn and understand the important differences in the shopping experience. The Internet vs. the “brick-and-mortar” store. Retailing and E-tailing. You will learn and understand the importance of customer service and customer satisfaction and the important differences between these two shopping worlds. At this time of intense competition between these two shopping worlds you must learn to provide a satisfactory shopping experience or lose the customer. Students will also have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

CREDIT: 0.5
TYPE: Regular
GRADE: 10-12

PREREQUISITE: Principles of Business, Marketing, and Finance

COREQUISITES: If you take this course, you must also take CT309 - HUMAN RESOURCE MANAGEMENT

ENTREPRENEURSHIP

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit. Students are also given the opportunity to develop leadership skills through the DECA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 1
TYPE: Articulated Credit
GRADE: 11-12

PREREQUISITE: Principles of Information Technology and Principles of Business, Marketing, and Finance

Science, Technology, Engineering & Mathematics

PRINCIPLES OF APPLIED ENGINEERING

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

CREDIT: 1
TYPE: Regular
GRADE: 9

ENGINEERING DESIGN AND PRESENTATION I

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

CREDIT: 1
TYPE: Regular
GRADE: 10-12

PREREQUISITE: Algebra I and Principles of Applied Engineering
ENGINEERING DESIGN AND PRESENTATION II

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, 3D, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

CREDIT: 2  TYPE: Regular  GRADE: 11-12
PREREQUISITE: Algebra I, Geometry, Principles of Applied Engineering, and Engineering Design and Presentation I

ENGINEERING DESIGN AND PRESENTATION II

The Engineering Design and Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

CREDIT: 2  TYPE: Regular  GRADE: 11-12
PREREQUISITE: Algebra I, Geometry, Principles of Applied Engineering, and Engineering Design and Presentation I

Transportation, Distribution & Logistics

PRINCIPLES OF TRANSPORTATION SYSTEMS

In the Principles of Transportation, Distribution, and Logistics course, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. Students apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

CREDIT: 1  TYPE: Regular  GRADE: 9-10

AUTOMOTIVE I: MAINTENANCE AND REPAIR

In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. This course may receive statewide articulated college credit. See CTE teacher for more information.

CREDIT: 2  TYPE: Articulated Credit  GRADE: 10-12
PREREQUISITE: Energy, Power, and Transportation Systems, Distribution & Logistics
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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</table>
| CT901A | **AUTOMOTIVE I: MAINTENANCE AND REPAIR**<br>In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. This lab accompanies CT901.  
**CREDIT:** 1  
**TYPE:** Articulated Credit  
**GRADE:** 10-12  
**PREREQUISITE:** Energy, Power, and Transportation Systems, Distribution & Logistics |
| CT902 | **COLLISION AND REPAIR**<br>Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. Students are also given the opportunity to develop leadership skills through the Skills USA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.  
**CREDIT:** 1  
**TYPE:** Articulated Credit  
**GRADE:** 10-12  
**PREREQUISITE:** Energy, Power, and Transportation Systems, Distribution and Logistics |
| CT902A | **BASIC COLLISION REPAIR AND REFINISHING**<br>Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. Students are also given the opportunity to develop leadership skills through the Skills USA organization.  
**CREDIT:** 1  
**TYPE:** Articulated Credit  
**GRADE:** 10-12  
**PREREQUISITE:** Energy, Power, and Transportation Systems, Distribution and Logistics |
| CT903 | **AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE**<br>In Advanced Automotive Technology, students gain expanded knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. This course may receive statewide articulated college credit. See CTE teacher for more information.  
**CREDIT:** 2  
**TYPE:** Articulated Credit  
**GRADE:** 11-12  
**PREREQUISITE:** Automotive Technology |
| CT904 | **ADVANCED COLLISION, REPAIR, AND REFINISHING**<br>Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the application of advanced technical skills and practices related to collision repair and refinishing. Students are also given the opportunity to develop leadership skills through the Skills USA organization. This course may receive statewide articulated college credit. See CTE teacher for more information.  
**CREDIT:** 2  
**TYPE:** Articulated Credit  
**GRADE:** 11-12  
**PREREQUISITE:** Collision, Repair, and Refinishing |
Fine Arts

ART I FA101
This course is designed for the beginning art student. The course will familiarize the student with the process of creating art through advanced studies to implement and prepare a body of work and portfolio. Tools, techniques, and mediums of art making will be explored as well as producing artistic responses to the media in useful and creative ways. During the course the students will be expected to master a visual vocabulary, primarily the elements and principles of art. The students will be expected to create art pieces that are inherently creative in nature. (not copy work but observational studies) Students will prepare work consisting of a series of drawings, and thematic study.

CREDIT: 1 TYPE: Regular GRADE: 9-12

WIND ENSEMBLE I FA201
The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students' playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1 TYPE: Regular GRADE: 9-12
PREREQUISITE: Band Tryouts
CREDIT EQUIVALENTS: FA211 - SYMPHONIC BAND I is a similar course and you will not receive credit for taking both.

SYMPHONIC BAND I FA211
The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students' playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1 TYPE: Regular GRADE: 9-12
PREREQUISITE: Band Tryouts
CREDIT EQUIVALENTS: FA201 - WIND ENSEMBLE I is a similar course and you will not receive credit for taking both.
COLOR GUARD I  

Color Guard is part of the Band program, and is a competitive group who learns lance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester, the Winter Guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group.

CREDIT: 1  TYPE: Regular  GRADE: 9-12  
PREREQUISITE: Band Tryouts

AP MUSIC HISTORY  

This course introduces the student to musicianship, theory, musical materials, and procedure. Musicianship skills such as dictation and other listening skills, sight-signing, and keyboard harmony are considered an important part of the theory course. The student’s ability to read and write musical notation is fundamental. It is also strongly recommended that the student have acquired at least basic performance skills in voice or an instrument.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 9-12  
PREREQUISITE: Band Tryouts

This choir is designed for students with beginning to intermediate vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is encouraged.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

VOCAL ENSEMBLE I  

Choir students perform at many exciting concerts and contests. In addition to working and performing as a large group, there is a focus on improving individual voice quality. The first nine weeks are devoted to improving music reading skills and vocal technique as well as learning the All-State Choir literature. The second nine weeks is used to prepare and perform Christmas music. The focus of the third nine weeks is UIL Solo and Ensemble. The fourth nine weeks is dedicated to popular music, graduation music, and other possible competitions. Choir trips and special events are also part of the LHS choral experience.

This choir is designed for students with intermediate to advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged.

CREDIT: 1  TYPE: Regular  GRADE: 9-12  
PREREQUISITE: Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude.

CHORALE I  

Choir students perform at many exciting concerts and contests. In addition to working and performing as a large group, there is a focus on improving individual voice quality. The first nine weeks are devoted to improving music reading skills and vocal technique as well as learning the All-State Choir literature. The second nine weeks is used to prepare and perform Christmas music. The focus of the third nine weeks is UIL Solo and Ensemble. The fourth nine weeks is dedicated to popular music, graduation music, and other possible competitions. Choir trips and special events are also part of the LHS choral experience. This choir is designed for students with advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged. An audition is required.

CREDIT: 1  TYPE: Regular  GRADE: 9-12
JAZZ BAND

This course is an in-depth study of advanced instrumental techniques as they relate to instrumental and contemporary jazz literature. The major topics are literature of contemporary and traditional jazz and pop styles.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

DANCE 1

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

THEATER ARTS

This course is an introduction to the elements of theater, including basic acting techniques such as stage movement, mime, voice, diction, improvisation, and scene interpretation; exploration of technical theater and interpretation of dramatic literature. Students will study the history of the theater and will perform in a variety of theatrical modes, which may include classical and contemporary theater, dance, drama, mime, children's theater, and musical theater.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PIANO I

This course is available to students who want to learn to play the piano at a beginning level. No musical knowledge or piano skills are required. This course will cover basic music theory and apply it to beginning piano repertoire with increasing difficulty. Music history will be taught as it applies to the music or genre being studied. Student progress will be assessed through written work and in-class performances.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

ART II

Students will explore elements of drawing and design on an intimate level via sketchbook and teacher driven assignments. Students will articulate the elements and principles of art to explore and utilized as a source of creating quality artwork and analyze the art of other artists. Students are expected to draw every day. The instructor's intent in designing the course will focus on the exploring of creative, individualistic, and imaginative, thoughtful and unique responses of connection to ones work through their ability to create art. Students will develop their ability to see as a key factor the importance of art production. The students will submit a portfolio of selected materials from the work they have completed (quality work) during the course for evaluation at the end of the year to build and develop for an AP Studio Art Drawing exam the following year in Art III.

CREDIT: 1  TYPE: Regular  GRADE: 10-12

PREREQUISITE: Teacher Approval or 80 or better in Art I
WIND ENSEMBLE II

FA202

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1
TYPE: Regular
GRADE: 10-12

PREREQUISITE: Band Tryouts

CREDIT EQUIVALENTS: FA212 - SYMPHONIC BAND II is a similar course and you will not receive credit for taking both.

SYMPHONIC BAND II

FA212

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1
TYPE: Regular
GRADE: 10-12

PREREQUISITE: Band Tryouts

CREDIT EQUIVALENTS: FA202 - WIND ENSEMBLE II is a similar course and you will not receive credit for taking both.

COLOR GUARD II

FA222

Color Guard is part of the Band program, and is a competitive group who learns lance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester, the Winter Guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group.

CREDIT: 1
TYPE: Regular
GRADE: 10-12

PREREQUISITE: Band Tryouts

CONCERT CHOIR II

FA302

This choir is designed for students with beginning to intermediate vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is encouraged.

CREDIT: 1
TYPE: Regular
GRADE: 10-12

PREREQUISITE: FA301 - CONCERT CHOIR I
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
<th>Type</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>VOCAL ENSEMBLE II</strong></td>
<td>FA312</td>
<td>This choir is designed for students with intermediate to advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged.</td>
<td>1</td>
<td>Regular</td>
<td>10-12</td>
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<td><strong>PREREQUISITE:</strong> Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude.</td>
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<tr>
<td><strong>CHORALE II</strong></td>
<td>FA322</td>
<td>This choir is designed for students with advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged. This course requires and audition.</td>
<td>1</td>
<td>Regular</td>
<td>10-12</td>
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<tr>
<td><strong>DANCE II</strong></td>
<td>FA402</td>
<td>Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.</td>
<td>1</td>
<td>Regular</td>
<td>10-12</td>
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<td><strong>PREREQUISITE:</strong> FA401 - DANCE I</td>
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<tr>
<td><strong>DRILL TEAM II</strong></td>
<td>FA406</td>
<td>Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.</td>
<td>1</td>
<td>Regular</td>
<td>10-12</td>
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<td><strong>PREREQUISITE:</strong> Drill Team Tryouts and Drill Team I</td>
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<tr>
<td><strong>THEATER PRODUCTION II</strong></td>
<td>FA512</td>
<td>This course is designed as a performance based experience. Students will develop skills in all aspects of theater production. Students will produce 4 to 6 productions during the course and will be required to participate in each of the following areas: acting/performance, technical/crew, and managerial/publicity. Advanced students may also be provided opportunities to develop directing and playwriting techniques.</td>
<td>1</td>
<td>Regular</td>
<td>10-12</td>
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<td></td>
<td><strong>PREREQUISITE:</strong> Theater Arts</td>
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<tr>
<td><strong>PIANO II</strong></td>
<td>FA702</td>
<td>This course is available to students who wants to continue learning piano skills. This course will cover basic music theory and apply it to beginning piano repertoire with increasing difficulty. Music history will be taught as it applies to the music or genre being studied. Student progress will be assessed through written work and in-class performances.</td>
<td>1</td>
<td>Regular</td>
<td>10-12</td>
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<td></td>
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<td><strong>PREREQUISITE:</strong> Piano I</td>
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</tbody>
</table>
AP STUDIO ART: DRAWING

Students who intend to study art beyond high school will develop and photograph a portfolio suitable for the college AP exam in this one year studio course for students who wish to further develop their art skills introduced in previous Art classes. The AP Art curriculum is planned to encourage individual exploration of a variety of concepts and media. This studio course is designed to develop and encourage the students to submit a portfolio for the AP Studio Art Drawing exam. Students must therefore be actively engaged in the art making process and be committed to creating artwork daily and sometimes outside of class. The work in this section should show evidence of conceptual, perceptual and expressive development, as well as technical skill; thus, the student’s work should demonstrate a variety of drawing skills and approaches. Students will develop a concentration 12 of related works that demonstrate a student’s commitment to the thoughtful investigation of a specific visual interest or problem which is student driven. Students will develop a breadth section of 12 related works that demonstrate understanding of a wide range of drawing concerns, such as drawing from observation, work with invented or nonobjective forms, effective use of light and shade, line quality, surface manipulation, composition, various spatial systems and expressive mark-making. Five quality pieces of student best work completed will be sent to the college board for the AP Studio art exam final submission in May.

CREDIT: 1 TYPE: Advanced Placement GRADE: 11-12
OTHER REQUIREMENTS: Teacher Approval

ART III PRE-AP

Art III is a course designed for the ADVANCED art student. Tools, techniques, and mediums of art making will be explored as well as producing artistic responses to the media in useful and creative ways. This course is student driven towards students area of interest in a concentrated idea. During the course the students will be expected to master a visual vocabulary, primarily the elements and principles of art. The students will be expected to create art pieces that are inherently creative in nature. (not copy work from pictures from google or internet but observational studies) Students will prepare work consisting of a series of drawings, and thematic study. The students will address three major concerns in their work. The course will familiarize the student with the process of creating art through advanced studies to implement and prepare a body of work and portfolio for the AP Studio Art Drawing exam.
1. QUALITY: Five original works no larger than 18"x24"
2. CONCENTRATION: Twelve pieces addressing a particular interest or problem
3. BREADTH: Twelve experiences in the formal, technical, and expressive means of the artist ( teacher driven assignments) including pieces in color and design, observational studies, drawings etc.

CREDIT: 1 TYPE: Pre-Advanced Placement GRADE: 11-12
PREREQUISITE: Teacher Approval or 80 or better in Art I and II

WIND ENSEMBLE III

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectional that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals. Band tryouts are required for this course.

CREDIT: 1 TYPE: Regular GRADE: 11-12
CREDIT EQUIVALENTS: FA213 - SYMPHONIC BAND III is a similar course and you will not receive credit for taking both.
**SYMPHONIC BAND III**

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  

**PREREQUISITE:** Band Tryouts  

**CREDIT EQUIVALENTS:** FA203 - WIND ENSEMBLE III is a similar course and you will not receive credit for taking both.

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**COLOR GUARD III**

Color Guard is part of the Band program, and is a competitive group who learns lance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester, the Winter Guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  

**PREREQUISITE:** Band Tryouts

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**CONCERT CHOIR III**

This choir is designed for students with beginning to intermediate vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is encouraged.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  

**PREREQUISITE:** FA302 - CONCERT CHOIR II

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**VOCAL ENSEMBLE III**

This choir is designed for students with intermediate to advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  

**PREREQUISITE:** Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude.

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**CHORALE III**

This choir is designed for students with advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  

**PREREQUISITE:** Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude.
DANCE III

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

CREDIT: 1       TYPE: Regular       GRADE: 11-12
PREREQUISITE: Must have taken Dance II

DRILL TEAM III

Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.

CREDIT: 1       TYPE: Regular       GRADE: 11-12
PREREQUISITE: Drill Team Tryouts, Drill Team II

THEATER PRODUCTION III

This course is designed as a performance based experience. Students will develop skills in all aspects of theater production. Students will produce 4 to 6 productions during the course and will be required to participate in each of the following areas: acting/performance, technical/crew, and managerial/publicity. Advanced students may also be provided opportunities to develop directing and playwriting techniques.

CREDIT: 1       TYPE: Regular       GRADE: 11-12
PREREQUISITE: FA512 - THEATER PRODUCTION II

WIND ENSEMBLE IV

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1       TYPE: Regular       GRADE: 12
PREREQUISITE: Band Tryouts

CREDIT EQUIVALENTS: FA214 - SYMPHONIC BAND IV is a similar course and you will not receive credit for taking both.
SYMOPHONIC BAND IV

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: Band Tryouts
CREDIT EQUIVALENTS: FA204 - WIND ENSEMBLE IV is a similar course and you will not receive credit for taking both.

COLOR GUARD IV

Color Guard is part of the Band program, and is a competitive group who learns lance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester, the Winter Guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group.

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: Band Tryouts

CONCERT CHOIR IV

This choir is designed for students with beginning to intermediate vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is encouraged.

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: FA303 - CONCERT CHOIR III

VOCAL ENSEMBLE IV

This choir is designed for students with intermediate to advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged.

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude.

CHORALE IV

This choir is designed for students with advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is highly encouraged.

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: Participation in this choir may be determined by an audition to assess the student’s vocal technique, sight-reading skills, and attitude.
DANCE IV  

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

CREDIT: 1  TYPE: Regular  GRADE: 12  
PREREQUISITE: Must have taken Dance III

DRILL TEAM IV  

Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.

CREDIT: 1  TYPE: Regular  GRADE: 12  
PREREQUISITE: Drill Team Tryouts, and Drill Team III

THEATER PRODUCTION IV  

This course is designed as a performance based experience. Students will develop skills in all aspects of theater production. Students will produce 4 to 6 productions during the course and will be required to participate in each of the following areas: acting/performance, technical/crew, and managerial/publicity. Advanced students may also be provided opportunities to develop directing and playwriting techniques.

CREDIT: 1  TYPE: Regular  GRADE: 12  
PREREQUISITE: FA513 - THEATER PRODUCTION III

TECHNICAL THEATER I  

Students will receive an overview and hands-on experiences in all areas of technical theatre. Theatre safety, elements of design, lighting design, scene painting, and sound design will be covered. Class size limited to 25 for safety reasons.

CREDIT: 1  TYPE: Regular  GRADE: 9-12  
PREREQUISITE: None

TECHNICAL THEATER II  

Students will learn advanced concepts in Technical Theatre. Students will be expected to take on roles of increased authority and responsibility during the course of the year. Participation in a public performance is required each semester. After school rehearsals will be required. Students may also be required to oversee some of the technical aspects of non-theatre-related productions in the performing arts center. Class size limited to 20 for safety reasons.

CREDIT: 1  TYPE: Regular  GRADE: 10-12  
PREREQUISITE: Technical Theatre I
# Health, Physical Education & Athletics

## FOUNDATION OF PERSONAL FITNESS
**PE101**
The basic purpose of this course is to motivate students to strive for lifetime fitness with an emphasis on the health-related components of physical fitness.

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<th>CREDIT: 1</th>
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<th>GRADE: 9-12</th>
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</table>

## TEAM SPORTS
**PE102**
Students develop an appreciation for health-related fitness, teamwork, fair play, and a lifestyle of fitness beyond high school.

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<th>CREDIT: 1</th>
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</table>

## AEROBIC ACTIVITIES
**PE103**
A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

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## CHEERLEADING 1
**EL103**
No description available

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<th>GRADE: 9-12</th>
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</thead>
</table>

**OTHER REQUIREMENTS:** ADMIN APPROVAL: Students must try out and make the cheerleading squad.

## AFJROTC Aerospace Science I & Leadership Education I
**EL201**
This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership Education I introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, and other military traditions, health and wellness, fitness, individual self-control, and citizenship.

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</table>

**PREREQUISITE:** Ability to participate in physical training, grade appropriate reading level
WIND ENSEMBLE I

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PREREQUISITE: Band Tryouts

CREDIT EQUIVALENTS: FA211 - SYMPHONIC BAND I is a similar course and you will not receive credit for taking both.

SYMPHONIC BAND I

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students’ playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PREREQUISITE: Band Tryouts

CREDIT EQUIVALENTS: FA201 - WIND ENSEMBLE I is a similar course and you will not receive credit for taking both.

COLOR GUARD I

Color Guard is part of the Band program, and is a competitive group who learns lance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester, the Winter Guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PREREQUISITE: Band Tryouts

DRILL TEAM I

Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team.

CREDIT: 1  TYPE: Regular  GRADE: 9-12
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<th>Class Name</th>
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<tr>
<td>BASEBALL I - BOYS</td>
<td>PE201</td>
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<tr>
<td>This class is designed for student participation in UIL competitive baseball. Students will participate in an off season program when not involved in competition.</td>
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<td>GRADE: 9-12</td>
<td>OTHER REQUIREMENTS: Coach approval</td>
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<tr>
<td>SOFTBALL I - GIRLS</td>
<td>PE205</td>
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<tr>
<td>This class is designed for student participation in UIL competitive softball. Students will participate in an off season program when not involved in competition.</td>
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<td>GRADE: 9-12</td>
<td>OTHER REQUIREMENTS: Coach Approval</td>
</tr>
<tr>
<td>BASKETBALL I - BOYS</td>
<td>PE301</td>
</tr>
<tr>
<td>This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.</td>
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<td>GRADE: 9-12</td>
<td>OTHER REQUIREMENTS: Coach approval</td>
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<tr>
<td>BASKETBALL I - GIRLS</td>
<td>PE305</td>
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<tr>
<td>This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.</td>
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<td>GRADE: 9-12</td>
<td>OTHER REQUIREMENTS: Coach Approval</td>
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<tr>
<td>CROSS COUNTRY I - BOYS</td>
<td>PE401</td>
</tr>
<tr>
<td>This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.</td>
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<tr>
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<td>TYPE: Regular</td>
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<td>GRADE: 9-12</td>
<td>OTHER REQUIREMENTS: Coach approval</td>
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<tr>
<td>CROSS COUNTRY I - GIRLS</td>
<td>PE405</td>
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<tr>
<td>This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.</td>
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<td>TYPE: Regular</td>
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<td>GRADE: 9-12</td>
<td>OTHER REQUIREMENTS: Coach approval</td>
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<tr>
<td>FOOTBALL I</td>
<td>PE501</td>
</tr>
<tr>
<td>This class is designed for student participation in UIL competitive football. Students will participate in an off season program when not involved in competition.</td>
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<td>Course</td>
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<tr>
<td>SOCCER I - BOYS</td>
<td>PE601</td>
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<tr>
<td>This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.</td>
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<tr>
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<td>TYPE: Regular</td>
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<td>GRADE: 9-12</td>
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<td>OTHER REQUIREMENTS: Coach approval</td>
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| SOCCER I - GIRLS        | PE605 |
| This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition. |       |
| CREDIT: 1               | TYPE: Regular  |
| GRADE: 9-12             |       |
| OTHER REQUIREMENTS: Coach Approval |       |

| TENNIS I                | PE701 |
| This class is designed for student participation in UIL competitive tennis. Students will participate in an off season program when not involved in competition. |       |
| CREDIT: 1               | TYPE: Regular  |
| GRADE: 9-12             |       |
| OTHER REQUIREMENTS: Coach approval |       |

| VOLLEYBALL I - GIRLS    | PE801 |
| This class is designed for student participation in UIL competitive volleyball. Students will participate in an off season program when not involved in competition. |       |
| CREDIT: 1               | TYPE: Regular  |
| GRADE: 9-12             |       |
| OTHER REQUIREMENTS: Coach approval |       |

| BASEBALL II - BOYS      | PE202 |
| This class is designed for student participation in UIL competitive baseball. Students will participate in an off season program when not involved in competition. |       |
| CREDIT: 1               | TYPE: Regular  |
| GRADE: 10-12            |       |
| PREREQUISITE: PE201 - BASEBALL I - BOYS |       |
| OTHER REQUIREMENTS: Coach approval |       |

| SOFTBALL II - GIRLS     | PE206 |
| This class is designed for student participation in UIL competitive softball. Students will participate in an off season program when not involved in competition. |       |
| CREDIT: 1               | TYPE: Regular  |
| GRADE: 10-12            |       |
| PREREQUISITE: PE205 - SOFTBALL I - GIRLS |       |
| OTHER REQUIREMENTS: Coach Approval |       |
BASKETBALL II - BOYS
This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.
CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: PE301 - BASKETBALL I - BOYS
OTHER REQUIREMENTS: Coach approval

BASKETBALL II - GIRLS
This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.
CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: PE305 - BASKETBALL I - GIRLS
OTHER REQUIREMENTS: Coach approval

CROSS COUNTRY II - BOYS
This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.
CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: PE401 - CROSS COUNTRY I - BOYS
OTHER REQUIREMENTS: Coach’s approval

CROSS COUNTRY II - GIRLS
This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.
CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: PE405 - CROSS COUNTRY I - GIRLS
OTHER REQUIREMENTS: Coach approval

FOOTBALL II
This class is designed for student participation in UIL competitive football. Students will participate in an off season program when not involved in competition.
CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: PE501 - FOOTBALL I
OTHER REQUIREMENTS: Coach approval

SOCCER II - BOYS
This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.
CREDIT: 1 TYPE: Regular GRADE: 10-12
PREREQUISITE: PE601 - SOCCER I - BOYS
OTHER REQUIREMENTS: Coach approval
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<th>Type</th>
<th>Grade</th>
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<tr>
<td>SOCCER II - GIRLS</td>
<td>PE606</td>
<td>This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.</td>
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<td>10-12</td>
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<tr>
<td>TENNIS II</td>
<td>PE702</td>
<td>This class is designed for student participation in UIL competitive tennis. Students will participate in an off season program when not involved in competition.</td>
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<tr>
<td>VOLLEYBALL II - GIRLS</td>
<td>PE802</td>
<td>This class is designed for student participation in UIL competitive volleyball. Students will participate in an off season program when not involved in competition.</td>
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<tr>
<td>BASEBALL III - BOYS</td>
<td>PE203</td>
<td>This class is designed for student participation in UIL competitive baseball. Students will participate in an off season program when not involved in competition.</td>
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<td>11-12</td>
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<tr>
<td>SOFTBALL III - GIRLS</td>
<td>PE207</td>
<td>This class is designed for student participation in UIL competitive softball. Students will participate in an off season program when not involved in competition.</td>
<td>1</td>
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<td>11-12</td>
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<tr>
<td>BASKETBALL III - BOYS</td>
<td>PE303</td>
<td>This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.</td>
<td>1</td>
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</table>
BASKETBALL III - GIRLS

This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
PREREQUISITE: PE306 - BASKETBALL II - GIRLS
OTHER REQUIREMENTS: Coach approval

CROSS COUNTRY III - BOYS

This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
PREREQUISITE: Cross Country I, II, and coach approval

CROSS COUNTRY III - GIRLS

This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
PREREQUISITE: PE406 - CROSS COUNTRY II - GIRLS
OTHER REQUIREMENTS: Coach approval

FOOTBALL III

This class is designed for student participation in UIL competitive football. Students will participate in an off season program when not involved in competition.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
PREREQUISITE: PE502 - FOOTBALL II
OTHER REQUIREMENTS: Coach approval

SOCCER III - BOYS

This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
PREREQUISITE: PE602 - SOCCER II - BOYS
OTHER REQUIREMENTS: Coach approval

SOCCER III - GIRLS

This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
PREREQUISITE: PE606 - SOCCER II - GIRLS
OTHER REQUIREMENTS: Coach approval
**TENNIS III**

This class is designed for student participation in UIL competitive tennis. Students will participate in an off season program when not involved in competition.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12

**PREREQUISITE:** PE702 - TENNIS II

**OTHER REQUIREMENTS:** Coach approval

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**VOLLEYBALL III - GIRLS**

This class is designed for student participation in UIL competitive volleyball. Students will participate in an off season program when not involved in competition.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12

**PREREQUISITE:** PE802 - VOLLEYBALL II - GIRLS

**OTHER REQUIREMENTS:** Coach approval

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**BASEBALL IV - BOYS**

This class is designed for student participation in UIL competitive baseball. Students will participate in an off season program when not involved in competition.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12

**PREREQUISITE:** PE203 - BASEBALL III - BOYS

**OTHER REQUIREMENTS:** Coach approval

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**SOFTBALL IV - GIRLS**

This class is designed for student participation in UIL competitive softball. Students will participate in an off season program when not involved in competition.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12

**PREREQUISITE:** PE207 - SOFTBALL III - GIRLS

**OTHER REQUIREMENTS:** Coach approval

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**BASKETBALL IV - BOYS**

This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12

**PREREQUISITE:** PE303 - BASKETBALL III - BOYS

**OTHER REQUIREMENTS:** Coach approval

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**BASKETBALL IV - GIRLS**

This class is designed for student participation in UIL competitive basketball. Students will participate in an off season program when not involved in competition.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12

**PREREQUISITE:** PE307 - BASKETBALL III - GIRLS

**OTHER REQUIREMENTS:** Coach approval
### CROSS COUNTRY IV - BOYS

This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.

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<tr>
<th>CREDIT</th>
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<tbody>
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</table>

**PREREQUISITE:** PE403 - CROSS COUNTRY III - BOYS  
**OTHER REQUIREMENTS:** Coach approval

### CROSS COUNTRY IV - GIRLS

This class is designed for student participation in UIL competitive cross country. Students will participate in an off season program when not involved in competition.

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<tbody>
<tr>
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</table>

**PREREQUISITE:** PE408 - CROSS COUNTRY IV - GIRLS  
**OTHER REQUIREMENTS:** Coach approval

### FOOTBALL IV

This class is designed for student participation in UIL competitive football. Students will participate in an off season program when not involved in competition.

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>TYPE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular</td>
<td>12</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** PE503 - FOOTBALL III  
**OTHER REQUIREMENTS:** Coach Approval

### SOCCER IV - BOYS

This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>TYPE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular</td>
<td>12</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** PE603 - SOCCER III - BOYS  
**OTHER REQUIREMENTS:** Coach approval

### SOCCER IV - GIRLS

This class is designed for student participation in UIL competitive soccer. Students will participate in an off season program when not involved in competition.

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>TYPE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular</td>
<td>12</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** PE607 - SOCCER III - GIRLS  
**OTHER REQUIREMENTS:** Coach Approval

### TENNIS IV

This class is designed for student participation in UIL competitive tennis. Students will participate in an off season program when not involved in competition.

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>TYPE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular</td>
<td>12</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** PE703 - TENNIS III  
**OTHER REQUIREMENTS:** Coach approval
VOLLEYBALL IV - GIRLS

No description available

CREDIT: 1  TYPE: Regular  GRADE: 12
PREREQUISITE: PE803 - VOLLEYBALL III - GIRLS
OTHER REQUIREMENTS: Coach approval

Debate

DEBATE I

This course is for students interested in speech competition and concentrates on research, development, and public presentation of debate cases. This course provides excellent training for the development of logical thinking skills, effective use of language, the ability to maintain poise under pressure, and the ability to think and respond quickly when challenged. Participation in competitive speaking events is required.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PUBLIC SPEAKING

Public Speaking is an elective course students can take in grades 9-2. In this class, students will speak in front of an audience on a weekly basis. They will learn how to organize, research, compose, practice and deliver speeches. They will learn about the different types of speeches and will deliver each one including informative, persuasive, demonstration, impromptu, extemporaneous and humorous. The student will study and analyze famous speakers and speeches. Students will study mass media, perform scenes from plays, act out skits, debate each other, read dramatically, and interpret prose/poetry.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

DEBATE II

This course is for students interested in speech competition and concentrates on research, development, and public presentation of debate cases. This course provides excellent training for the development of logical thinking skills, effective use of language, the ability to maintain poise under pressure, and the ability to think and respond quickly when challenged. Participation in competitive speaking events is required.

CREDIT: 1  TYPE: Regular  GRADE: 10-12

DEBATE III

This course is for students interested in speech competition and concentrates on research, development, and public presentation of debate cases. This course provides excellent training for the development of logical thinking skills, effective use of language, the ability to maintain poise under pressure, and the ability to think and respond quickly when challenged. Participation in competitive speaking events is required.

CREDIT: 1  TYPE: Regular  GRADE: 11-12
Drill Team and Dance

**DANCE I**

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12

**DRILL TEAM I**

Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12

**DANCE II**

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** FA401 - DANCE I

**DRILL TEAM II**

Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** Drill Team Tryouts and Drill Team I

**DANCE III**

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Must have taken Dance II
**DRILL TEAM III**  
**FA407**  
Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.  
**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Drill Team Tryouts, Drill Team II

**DANCE IV**  
**FA404**  
Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.  
**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12  
**PREREQUISITE:** Must have taken Dance III

**DRILL TEAM IV**  
**FA408**  
Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.  
**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12  
**PREREQUISITE:** Drill Team Tryouts, and Drill Team III

**ROTC**

**AFJROTC Aerospace Science I & Leadership Education I**  
**EL201**  
This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership Education I introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, and other military traditions, health and wellness, fitness, individual self-control, and citizenship.  
**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12  
**PREREQUISITE:** Ability to participate in physical training, grade appropriate reading level
AFJROTC Aerospace Science II & Leadership Education II

This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, and principles of aircraft flight and aircraft navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussion includes the forces of lift, drag, thrust, and weight. Students also learn the basic navigation including map reading, course plotting, and the effects of wind. The portion on human requirements of flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration and protective equipment. This course is a prerequisite for AS-500 Aviation Honors Ground School. Leadership Education II stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

CREDIT: 1  
TYPE: Regular  
GRADE: 10-12

PREREQUISITE: Completion of Aerospace Science I. Physical training, grade appropriate reading level

AFJROTC Aerospace Science III & Leadership Education III

The third year of AFJROTC introduces a science course that examines our solar system, along with the latest advancements in space technology and the challenges that space presents. The leadership element of this course shows cadets the importance of a college degree and financial planning, along with necessary skills that will help cadets apply for jobs in the future. Leadership Education III students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates.

CREDIT: 1  
TYPE: Regular  
GRADE: 11-12

PREREQUISITE: Completion of Aerospace Science II Leadership Education II, physical training, grade appropriate reading level

AFJROTC Aerospace Science IV & Leadership Education IV

The final year of JROTC is available to cadets who have completed all previous years and are invited to take a fourth. These cadets manage the entire corps, which allows the cadets to use the skills taught the previous years. This management experience will prove very useful for future years in college and in the job field. Leadership Education IV course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.

CREDIT: 1  
TYPE: Regular  
GRADE: 12

PREREQUISITE: Completion of Aerospace Science III, Leadership Education III. Physical training, grade appropriate reading level
## Local Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credit</th>
<th>Type</th>
<th>Grade</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREDIT RECOVERY</strong></td>
<td>CRDRCV</td>
<td>0</td>
<td>Regular</td>
<td>9-12</td>
<td>MUST HAVE PRIOR APPROVAL BEFORE ENROLLING.</td>
</tr>
<tr>
<td><strong>CHEERLEADING 2</strong></td>
<td>LC104</td>
<td>0</td>
<td>Regular</td>
<td>9-12</td>
<td>ADMIN APPROVAL: Students must tryout and make the cheerleading squad.</td>
</tr>
<tr>
<td><strong>CHEERLEADING 3</strong></td>
<td>LC105</td>
<td>0</td>
<td>Regular</td>
<td>9-12</td>
<td>ADMIN APPROVAL: Students must try-out and make the cheerleading squad.</td>
</tr>
<tr>
<td><strong>CHEERLEADING 4</strong></td>
<td>LC106</td>
<td>0</td>
<td>Regular</td>
<td>9-12</td>
<td>ADMIN APPROVAL: Students must try-out and make the cheerleading squad.</td>
</tr>
<tr>
<td><strong>ACC LAB</strong></td>
<td>ACCLAB</td>
<td>0</td>
<td>Regular</td>
<td>11-12</td>
<td>ACC admission required.</td>
</tr>
<tr>
<td><strong>EDUCATIONAL ASSISTANT</strong></td>
<td>LC100</td>
<td>1 (Local)</td>
<td>Regular</td>
<td>12</td>
<td>Credit: 1 (Local) This course will be open to seniors who are meeting all other graduation requirements and wish to work with a staff member or classroom teacher on the High School campus. Class size will be limited.</td>
</tr>
</tbody>
</table>

- ACC admission required.
Articulated Course Information

Articulated Credit

Articulation agreements with community colleges make it possible for students to earn college credit for courses successfully completed in high school. These courses cover both the high school curriculum and the college curriculum. Credits are held in escrow until the student successfully completes the requirements of the articulating college. The credits held in escrow are then placed on the student’s college transcript when they enter the institution of higher learning that offers the articulated credit. Please refer to the chart in this guide that lists articulated credit opportunities with Austin Community College and McLennan Community College. Some classes also qualify for statewide articulation. Check with your counselor and/or teacher for more details.

Student must earn an 80 or better in the course AND meet college criteria before credit is awarded.

McLennan Community College - Credit by Articulation

<table>
<thead>
<tr>
<th>Lockhart High School Course Name</th>
<th>McLennan Community College Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation</td>
<td>ARTV 2301 Animation 2D</td>
</tr>
<tr>
<td>Audio Video Production</td>
<td>ARTV 1351 Digital Video</td>
</tr>
<tr>
<td>Digital and Interactive Media</td>
<td>ARTC 1302 Digital Imaging I</td>
</tr>
<tr>
<td>Graphic Design and Illustration</td>
<td>ARTC 131 Digital Publishing</td>
</tr>
<tr>
<td>Principles of Information Technology</td>
<td>ITSC 1301 Introduction to Computers</td>
</tr>
<tr>
<td>Principles of Information Technology</td>
<td>I TSW 1301 Introduction to Word Processing</td>
</tr>
<tr>
<td>Web Technologies</td>
<td>ITNW 1337 Introduction to the Internet</td>
</tr>
<tr>
<td>Veterinary Medical Applications</td>
<td>VTHT 1205 Veterinary Terminology</td>
</tr>
<tr>
<td>High School Course Name</td>
<td>PEIMS Number</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Audio Video Production</td>
<td>13008500</td>
</tr>
<tr>
<td>Principles of Business, Marketing and Finance</td>
<td>13011200</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>13034400</td>
</tr>
<tr>
<td>Principles of Information Technology</td>
<td>13027200</td>
</tr>
<tr>
<td>Digital and Interactive Media</td>
<td>13027800</td>
</tr>
<tr>
<td>Child Development OR Child Guidance</td>
<td>13024700</td>
</tr>
<tr>
<td>Culinary Arts 1</td>
<td>13022600</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum in Culinary Arts Health Science</td>
<td>13022710</td>
</tr>
<tr>
<td>Practicum in Health Science</td>
<td>13020510</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>13039600</td>
</tr>
<tr>
<td>Advanced Automotive Technology</td>
<td>13039700</td>
</tr>
<tr>
<td>Collision Repair and Refinishing</td>
<td>13039800</td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinishing</td>
<td>13039900</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>13027600</td>
</tr>
<tr>
<td>Web Technologies</td>
<td>13027900</td>
</tr>
</tbody>
</table>
Dear Pride High School Students and Parents,

We are so glad that you are reviewing the course selection guide to familiarize yourself with the graduation requirements and varying course options that are available to you while attending Pride High School (Pride).

In essence, you are building a portfolio of courses in accordance with the state graduation plans to achieve your high school diploma and career goals beyond high school. I can honestly say that your transcript will be uniquely you as designed by your personal graduation plan. Please review the graduation plans as you determine your course sequences and pathways.

Students in grades 9th-12th come to Pride for an accelerated curriculum. The accelerated curriculum is designed to provide flexibility in course pace and credit completion through the use of computerized programs. Technology and blended learning models are utilized through Odyssey, projects, and small group work.

While at Pride, you are assigned an advisory teacher who will coach you in setting daily learning goals for each course. Pride is unique because you will move through the courses at an individual pace and as soon as you complete a course you are immediately assigned credit and begin the next course. You are in control of your learning and pace. As you know, we will guide you through the enrollment processes for college, military or certification programs as an expectation of your senior activity period before you graduate.

Most of you are aware that Pride will be relocating the summer of 2018 to the MLCC campus. We anticipate that with our relocation, we will be able to expand our course offerings available in collaboration with Lockhart High School.

Additional information is available via our website at www.phs.lockhartisd.org or by contacting our main office at 512-398-0130. We look forward to assisting you in your course selections.

Sincerely,
Laurie Lay, M.Ed.
Principal
### Pride High School Course Selections

<table>
<thead>
<tr>
<th>English: 4 credits</th>
<th>Language: 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1</td>
<td>Spanish/German 1</td>
</tr>
<tr>
<td>ENG 2</td>
<td>Spanish/German 2</td>
</tr>
<tr>
<td>ENG 3</td>
<td>* In the same language</td>
</tr>
<tr>
<td>4th Advanced ELA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math: 4 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>3rd Advanced Math</td>
<td></td>
</tr>
<tr>
<td>4th Advanced Math</td>
<td></td>
</tr>
</tbody>
</table>

* Distinguished includes Algebra 2 and one more advanced.

<table>
<thead>
<tr>
<th>Science: 4 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>IPC (or Adv Sci Course)</td>
<td></td>
</tr>
<tr>
<td>3rd Advanced Science</td>
<td></td>
</tr>
<tr>
<td>4th Advanced Science</td>
<td></td>
</tr>
</tbody>
</table>

* Distinguished Biology/Chemistry and 2 advanced.

<table>
<thead>
<tr>
<th>Social Studies: 3 credits</th>
<th>Electives: 7 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Geo/World Hist</td>
<td>Elective 1</td>
</tr>
<tr>
<td>US History</td>
<td>Elective 2</td>
</tr>
<tr>
<td>Government 1/2</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Economics 1/2</td>
<td>Elective 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Ed: 1 credit</th>
<th>Fine Arts: 1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective 5</th>
<th>Elective 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 7</td>
<td></td>
</tr>
</tbody>
</table>

Pride High School follows the State Graduation Foundation Plan with Endorsements. Transcripts are reviewed upon enrollment by the school counselor and course selections are determined based on our online Odyssey program as well as some elective courses that are offered at Lockhart High School.
Pride High School Course Options

English Language Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
<th>CREDIT</th>
<th>TYPE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>LA101</td>
<td>This course provides units of composition, including the multi-paragraph paper of moderate complexity; units of syntax, with emphasis on the production and analysis of several units of literature with emphasis on literary interpretation and techniques; and units of vocabulary, spelling, and usage.</td>
<td>1</td>
<td>Regular</td>
<td>9</td>
</tr>
<tr>
<td>ENGLISH II</td>
<td>LA201</td>
<td>This course will focus on the entire writing process, from pre-writing strategies through the final draft. Students will study the construction of writing, including sentence structure and grammar. Primary forms of writing will include personal essays and using text examples to prove a thesis, which will prepare students for their 10th grade level state exam. Much emphasis will be placed on the revising and editing of drafts to create a final written product. Other writing forms will be utilized to reinforce the process of writing, and vocabulary will be studied in order to improve student writing. There will be literature analysis in the form of using text examples to prove a thesis, and works from various cultures and countries will be read and studied as examples.</td>
<td>1</td>
<td>Regular</td>
<td>10</td>
</tr>
<tr>
<td>ENGLISH III</td>
<td>LA301</td>
<td>This course will continue the focus of the writing process, from pre-writing strategies through the final draft. Students will further study the construction of writing, including more complex sentence structure and grammar. Students will practice to improve their skills of personal essay writing and using text examples to prove a thesis, which will better prepare them to meet the requirement of passing the exit level exam for graduation. Emphasis will continue to be placed on the revising and editing of drafts to create a final written product. Other writing forms will be utilized to reinforce the process of writing, and vocabulary will be studied in order to improve student writing. There will be literature analysis in the form of using text examples to prove a thesis, and American works will be read and studied as examples.</td>
<td>1</td>
<td>Regular</td>
<td>11</td>
</tr>
<tr>
<td>ENGLISH IV</td>
<td>LA401</td>
<td>This course will emphasize the development of precision in meaning as compositions are revised for specific purposes and audiences. Students will evaluate and analyze their own writing as well as that of others. Forms of writing studied and composed will include persuasive, personal (in the form of a college essay), research, and expository (in the form of a resume). The origin and development of the English language and its sociological functions will be explored in major works of British Literature. These works will be further analyzed for historical characteristics and connections.</td>
<td>1</td>
<td>Regular</td>
<td>12</td>
</tr>
</tbody>
</table>

PREREQUISITE: English III
INDEPENDENT STUDY IN ENGLISH  
LA701
Independent Study in English was created to evaluate student’s readiness for high-level coursework, and identify any areas where students may need additional academic support. Reading topics cover: literary analysis, main idea and supporting details, inferences in a text or texts, author’s use of language. Writing topics cover: essay revision, agreement, sentence structure, sentence logic, and essay writing. All public colleges and universities in Texas are required by law to assess the English skills of incoming first year college students. This course prepares students to take the TSI which is required for incoming college freshman.
TYPE: Regular
PREREQUISITE: Not taken or not passed the TSI English test

Mathematics

ALGEBRA I  
MA101
Algebra I is the first of four mathematics courses required to graduate. The three main graphed algebraic functions include linear, exponential and quadratic equations. Course work requires the use of a graphing calculator. Course content also includes functions and relations, polynomials and factoring.
CREDIT: 1  
TYPE: Regular  
GRADE: 9

GEOMETRY  
MA201
Geometry is designed to develop systematic reasoning by use of definitions, postulates and theorems based on undefined terms, point, line, and plane. This course develops concepts of angles, parallelism and perpendicularity of lines and planes, triangles, similarity and congruence. The course develops concepts of circles, areas and volumes, special triangles and relationships, and coordinates geometry.
CREDIT: 1  
TYPE: Regular  
GRADE: 10-12
PREREQUISITE: Algebra I

ALGEBRAIC REASONING  
MA203
In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.
CREDIT: 1  
TYPE: Regular  
GRADE: 11-12
PREREQUISITE: Algebra I
### ALGEBRA II (MA301)
Algebra II expands algebra concepts and prepares the student for trigonometry, elementary analysis, and Calculus and college math. This course extends Algebra I skills into graphing and solving functions and equations.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** Algebra I and Geometry

### MATHEMATICAL MODELS WITH APPLICATIONS (MA311)
This course is an introduction to using mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use calculators and computers in real-life situations.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Geometry

### PRE-CALCULUS (MA401)
This course includes a study of trigonometry during the first term and an analysis of different functions (polynomial, rational, exponential, logarithmic, and logistic), including sequences/series, conics, vectors, and parametric and polar equations during the second term.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Algebra II

### PROBABILITY AND STATISTICS (MA421)
Probability and Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections to actual events, includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. Computers and calculators will allow students to focus deeply on the concepts involved in statistics.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Algebra I, Geometry

### INDEPENDENT STUDY IN MATH (MA531)
Independent Study in Math was created to evaluate student’s readiness for high-level coursework, and identify any areas where students may need additional academic support. Topics cover: elementary algebra and functions, intermediate algebra and functions, geometry and measurement, and data analysis, statistics, and probability. All public colleges and universities in Texas are required by law to assess the mathematical skills of incoming first year college students.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 12  
**PREREQUISITE:** Not taken or not passed the TSI Math test
### BIOLOGY I

**SC101**

Biology is designed to provide students with a comprehensive foundation in all major branches of biology. The course covers an introduction to the scientific method, biochemistry, cellular biology, genetics, evolution, botany, zoology, ecology, and human body systems. Laboratory work is used throughout to facilitate the student's understanding. Labs include working with models; making chemical determinations; doing dissections; classifying and identifying plants and animals; charting growth, development, and reactions of living organisms.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9

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### IPC – INTERGRATED PHYSICS AND CHEMISTRY

**SC201**

The study of basic Chemistry and Physics presenting material on the Scientific Method, introduction to the basic atomic structure, the periodic table, and the basics of naming ionic and covalent compounds. Students will acquire lab-oriented skills while getting an introduction to the fundamental laws of Physics and Chemistry. Major Physics fields of study are mechanics, energy and heat, electricity, waves, and light.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12

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### CHEMISTRY

**SC211**

Chemistry is the study of the science of matter and changes in matter using applied mathematics. Inorganic chemistry is emphasized along with laboratory experiments and lab safety with prediction and analysis.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 10-12  
**PREREQUISITE:** Algebra I and Biology

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### PHYSICS

**SC301**

This course is an integration of the theoretical (mathematical) and empirical (observational) aspects of physics. Students will acquire lab-oriented skill while getting an introduction to the fundamental laws of physics. Major fields of study are mechanics, energy and heat, electricity, waves, light, and nuclear physics.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** Chemistry and Algebra II

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### ENVIRONMENTAL SYSTEMS

**SC311**

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Systems is interdisciplinary; it embraces a wide variety of topics in the study of environmental science.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 11-12  
**PREREQUISITE:** 2 Years of Science and 1 year of Algebra
Social Studies

WORLD GEOGRAPHY

In World Geography, students investigate the major forces that have shaped the world and its people, bridging the social and physical sciences by showing the interdependence of environment and human factors. This class provides a practical framework for addressing current regional and global ecological, cultural, and geopolitical issues, as well as the people and their cultures, customs, and traditions.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

WORLD HISTORY

This course examines the history of the human experience from a global perspective. Our focus will be on the impact of interactions among major societies; change and continuity over time; the impact of technology and demography on people and the environment; systems of social structure and gender structure; cultural and intellectual developments among and within societies; and changes in functions and structures of states. This course prepares students to apply historical perspectives to issues and problems in their own world as they seek to solve them.

CREDIT: 1  TYPE: Regular  GRADE: 9-12

PREREQUISITE: World Geography

PERSONAL FINANCIAL LITERACY

Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit/borrowing, insuring and protecting, and college/postsecondary education/training.

CREDIT: 0.5  TYPE: Regular  GRADE: 10-12

UNITED STATES HISTORY

United States History traces the emergence and growth of the United States. The course is organized chronologically, yet it focuses on themes, issues, and questions that have challenged people throughout the century and will continue to be relevant in the future. Students first reexamine new frontiers, new industrial strengths, and new resources of the post-Civil War and Reconstruction period. The course then examines current events during the 20th century. This course is designed to prepare students for the US History STAAR EOC. It covers US History since 1877.

CREDIT: 1  TYPE: Regular  GRADE: 11

PREREQUISITE: World Geography or World History

UNITED STATES GOVERNMENT

United States Government is the culmination of the civic literacy strand, which prepares students to vote, to apply the responsibilities of citizenship, and to participate in community civic affairs. Students use prior knowledge as a basis to delve deeper into the complexities of American governmental institutions. The Constitution and the Bill of Rights provide the framework for the major themes: popular sovereignty, limited government, separation of powers, Checks and Balances, Judicial Review and Federalism.

CREDIT: 0.5  TYPE: Regular  GRADE: 12

PREREQUISITE: World Geography or World History and US History
### ECONOMICS with emphasis on Free Enterprise System

**SS501**

Economics focuses on the persuasive impact of economics on the lives of people. The course is designed so students can master the basic macro-economic concepts, tools of analysis, and the language of the discipline. Acquiring competencies and knowledge of practical economic concepts is stressed so students can learn to make informed, rational, and effective economic decisions as participants in a capitalist economy. Examining how the various components and sectors of the economy interact in the real world is studied as students analyze economic decision making by consumers, producers and government.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 12  
**PREREQUISITE:** World Geography or World History, and U. S. History

### Languages Other Than English (LOTE)

#### GERMAN I

**FL201**

This course serves as an introduction to the study of the German language and culture. Students will utilize the language communication via skits, task-based projects and simple text analysis. By the end of the course, students will have a basic command of functional German language.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12

#### GERMAN II

**FL211**

This course expands and builds on knowledge and skills learned in German I. Students will increase their vocabulary as they are introduced to more complex structures. Students will encounter more difficult reading texts, and writing tasks. At the end of this course, students will have a novice to intermediate command of the German language. Students will continue learning via skits and task-based projects.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12  
**PREREQUISITE:** German I

#### GERMAN III PRE-AP

**FL222**

German III Pre-AP concentrates on advanced reading and writing skills. Students will analyze and respond to authentic texts. By the end of this course, students will have an intermediate to advanced command of the German language.

**CREDIT:** 1  
**TYPE:** Pre-Advanced Placement  
**GRADE:** 10-12  
**PREREQUISITE:** German II

#### Spanish

#### SPANISH I

**FL101**

This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. Focus is on basic communication skills, pronunciation, writing, and reading comprehension.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12
### SPANISH II
FL111
This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.

**CREDIT:** 1  
**TYPE:** Regular  
**GRADE:** 9-12

### SPANISH III
FL121
This class emphasizes reading, writing, and speaking the Spanish language. This course is for the student who does not plan to take the Spanish AP test. Students are expected to have mastered basic vocabulary and grammar from Spanish I and II.

**CREDIT:** 1  
**PREREQUISITE:** Spanish II or Spanish II PAP

### PSYCHOLOGY
SS701
This course is a general overview of the nature of Psychology and a study of the physiological basis of behavior and psychological processes. It is an introduction to personality development, perception, emotion, and mental health.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 11-12

### SOCIOLOGY
This course is a general overview of Sociology. It is an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 9-12

### SPEECH
Students will learn the concepts and skills related to preparing and presenting public messages. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

**CREDIT:** 0.5  
**TYPE:** Regular  
**GRADE:** 9-12

### HEALTH EDUCATION
This course is a general overview of health. Students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

**CREDIT:** 0.5  
**PREREQUISITE:** English I and English II

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**Career and Technical Education**

Courses are available at Lockhart High School and available to all Pride High School students.

**Fine Arts**

**ART I**

This course is designed for the beginning art student. The course will familiarize the student with the process of creating art through advanced studies to implement and prepare a body of work and portfolio. Tools, techniques, and mediums of art making will be explored as well as producing artistic responses to the media in useful and creative ways. During the course the students will be expected to master a visual vocabulary, primarily the elements and principles of art. The students will be expected to create art pieces that are inherently creative in nature. (not copy work but observational studies) Students will prepare work consisting of a series of drawings, and thematic study.

*CREDIT:* 1  
*TYPE:* Regular  
*GRADE:* 9-12

**ART II**

Students will explore elements of drawing and design on an intimate level via sketchbook and teacher driven assignments. Students will articulate the elements and principles of art to explore and utilized as a source of creating quality artwork and analyze the art of other artists. Students are expected to draw every day. The instructor's intent in designing the course will focus on the exploring of creative, individualistic, and imaginative, thoughtful and unique responses of connection to ones work through their ability to create art. Students will develop their ability to see as a key factor the importance of art production. The students will submit a portfolio of selected materials from the work they have completed (quality work) during the course for evaluation at the end of the year to build and develop for an AP Studio Art Drawing exam the following year in Art III.

*CREDIT:* 1  
*TYPE:* Regular  
*GRADE:* 10-12  
**PREREQUISITE:** Teacher Approval or 80 or better in Art I

**ART III PRE-AP**

Art III is a course designed for the ADVANCED art student. Tools, techniques, and mediums of art making will be explored as well as producing artistic responses to the media in useful and creative ways. This course is student driven towards students area of interest in a concentrated idea. During the course the students will be expected to master a visual vocabulary, primarily the elements and principles of art. The students will be expected to create art pieces that are inherently creative in nature. (not copy work from pictures from google or internet but observational studies) Students will prepare work consisting of a series of drawings, and thematic study. The students will address three major concerns in their work. The course will familiarize the student with the process of creating art through advanced studies to implement and prepare a body of work and portfolio for the AP Studio Art Drawing exam.

*CREDIT:* 1  
*TYPE:* Pre-Advanced Placement  
*GRADE:* 11-12  
**PREREQUISITE:** Teacher Approval or 80 or better in Art I and II
Health, Physical Education & Athletics

FOUNDATION OF PERSONAL FITNESS  
PE101
The basic purpose of this course is to motivate students to strive for lifetime fitness with an emphasis on the health-related components of physical fitness.
CREDIT: 1  TYPE: Regular  GRADE: 9-12

HEALTH EDUCATION
This course is a general overview of health. Students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.
CREDIT: 0.5  TYPE: Regular
PREREQUISITE: English I and English II

Local Credits

CAREER PREPARATIONS I  
CRDRCV
This course is designed to provide students with opportunities to participate in a learning experience that combines classroom instruction with paid business or industry employment.
CREDIT:  TYPE:  GRADE: 11-12
OTHER REQUIREMENTS: MUST HAVE PRIOR APPROVAL BEFORE ENROLLING.

CAREER PREPARATIONS II
This course is designed to provide students with opportunities to participate in a learning experience that combines classroom instruction with paid business or industry employment.
CREDIT: 0  TYPE: Regular  GRADE: 9-12
OTHER REQUIREMENTS: MUST HAVE PRIOR APPROVAL BEFORE ENROLLING.